

Diverse Faculty Hiring/Retention/Promotion: Literature Review

Executive Summary

In Spring, 2018, the College of Health and Human Sciences (CHHS) submitted plans addressing three goals for the CSU Diversity Blueprint. As stated in the Blueprint, CHHS Goal 3 seeks to:

Engage all CHHS faculty and staff in intentional efforts to increase recruitment, retention, and promotion of marginalized and excluded faculty and staff across the college. This goal recognizes that recruitment, retention, and promotion are interrelated efforts that revolve around organizational climate within programs, departments, and colleges. To effectively recruit diverse employees, we need to address the entire search process and implement best practices in supporting faculty and staff to build a career at CSU.

The first steps in addressing this goal include collecting information and data regarding demographics and current efforts across the college as well as completing a literature review of the research and scholarship on this topic. The dean hired a graduate research assistant from the CHHS (Alistair Cook, doctoral candidate, School of Education), who located, indexed, summarized, and synthesized 84 texts. The outgoing co-chair of the CHHS Diversity and Equity Advisory Committee (DEAC) (Louise Jennings, Professor, School of Education) supervised the development of the literature review and Dr. Shannon Archibeque-Engle, Assistant Vice President of Diversity, contributed to its framing and focus. Dr. Susana Muñoz, Assistant Professor in the School of Education and member of DEAC contributed her expertise to this report.

We focused on challenges, solutions, and recommendations for effective recruitment, retention, and promotion of diverse faculty. Although Goal 3 addresses both faculty and staff, the rich literature on diverse faculty led to this focus, with the understanding that many challenges for diverse faculty are shared by diverse staff and that literature reviews focusing on diverse staff and students may be warranted as next steps. Source texts include primarily journal articles as well as books, book chapters, and published reports. The review builds on a framework by Turner, González, and Wood (2008), which describes supports and challenges within departmental, institutional, and national contexts (see Synthesis of the Literature, this report, pages 1 and 2). Our review adds six factors to the institutional context and 2 factors to the national context.

The Synthesis of the Literature (pages 1-6) examines the major challenges, solutions and recommendations for hiring/retention/promotion of diverse faculty based on the extensive review of the literature.

- Culture and climate is at the center of the challenges and the solutions. The majority of factors across all **contexts are rooted in a White Euro-centric dominant campus and community culture that is expressed and maintained through microaggressions and implicit bias** from administration, faculty, students, and staff; tokenism; isolation, marginalization exclusion, and minimization of faculty of color; and narrow frameworks of scholarship, among other factors.
- The interaction of these factors add significant stress to an already stressful job as diverse faculty **feel the need to negotiate their identity to conform with white Eurocentric norms**, feel that their contributions are devalued and their authority challenged, face biased decisions and inequities in work load, and ultimately feel isolated and detached in their departments and university.
- Job satisfaction and **decisions to leave institutions rest largely on culture and climate**, and less on issues such as faculty pay. Across the literature, it is evident that the challenges are even more prominent for faculty with multiple marginality (e.g., women faculty of color, LGBT faculty with disabilities).

Although culture and climate at departmental, institutional, and national levels are both deeply rooted and seemingly elusive, they can be influenced by changes in institutional structures, policies, and practices as long as there is **effective leadership, commitment of resources (time, funding, expertise, etc.), planning, and accountability**. The Synthesis of the Literature concludes with **recommendations for policy, practice, and structures that influence campus climate and culture through: recruitment, retention support, promotion/tenure process, mentoring, and leadership**.

The Summary of the Literature is the original document that resulted from the review of the literature and the basis of the Synthesis of the Literature, described above. The Summary is organized according to the Turner, et al. framework:

- **Section 1** summarizes **eight factors that challenge and support diverse faculty** within the departmental context, 16 factors in the institutional context, and 5 factors in the national context.
- **Section 2** describes **solutions** at the levels of the institution, department and nation.
- **Section 3** lists **recommendations** for recruitment, retention support, the promotion and tenure process, teaching, service, mentoring, campus climate, general policies/administration, and leadership.

Building on Current Efforts: Next Steps for the CHHS

The **Synthesis of the Literature Review** was created to serve as a tool – grounded in research and scholarship – to assess the effectiveness of current efforts in the CHHS and to plan short-term, mid-term, and long-term action steps. It is clear that there are no single actions that can address the significant challenges of creating a culture that effectively supports the recruitment/retention/promotion of diverse faculty. Policies, practices, and structures need to influence all members of the CHHS community and all members of the CHHS community need to be involved in intentionally creating a culture of equity and inclusive excellence.

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Synthesis of the literature: Diverse faculty hiring, retention and promotion

This literature review utilized the framework developed by Turner, González, and Wood (2008) review of twenty-years of literature related to faculty of color experiences. Their search terms were utilized for this review; *African American, Black, Native American, Indigenous, Asian, Asian American, Hispanic, Latino, Latina, women of color, underrepresented and minority* with additional search terms such as *diverse, minoritized and marginalized* added for the purposes of this study. Figure 1 shows an amended version of Turner et al. (2008) conceptualization of the challenges (and some of the supports) within different levels of the academy, across departmental, institutional and national contexts. Items highlighted in red were added to the model as a result of this literature review and were not present in the original model, while those highlighted in bold were seen as being key items, found in a high number of the 84 articles and reports identified in this literature review.

Challenges

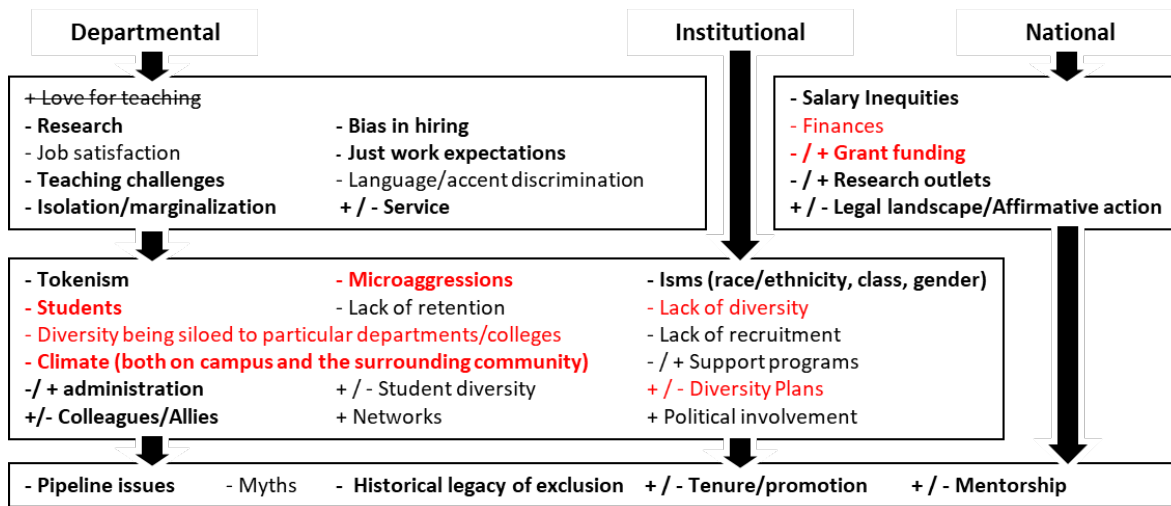


Figure 1 - Supports (+) and challenges (-) within and across departmental, institutional and national contexts - adapted Turner et al. (2008). *Faculty of color in academe: What 20 years of literature tells us* (note: items crossed out were identified by Turner, but not during this study)

Culture, isolation and marginalization. Institutional culture impacts every aspect of under-represented minority (URM) faculty members experience at an institution and in many cases, creates or facilitates barriers to URM faculty success, or their eventual departure from the institution or the academy. Overall, **isolation (both professional and social)** is often the outcome of being a URM faculty member of a predominantly white institution (PWI) and a result of many of the challenges highlighted, where URM faculty face issues of tokenism, racism etc. (Essien, 2003; Tillman, 2001) from other members of the campus community. It is an issue that in many cases, may have started during their time as a student (Segura, 2003). Isolation is also an issue **increased by multiple marginality** such as for URM women faculty (Johnson, Ong, Ko, Smith, & Hodari, 2017; Kelly & McCann, 2014; Turner, 2002) and is **experienced differently depending on individuals' intersection of racial, ethnic and gender identity** (J. Smith & Calasanti, 2005). Social isolation is described by Burden, Harrison, and Hodge (2005) as being based in a 'chilly climate', created by the majority, white faculty at PWI's which isolates URM faculty from their colleagues and can go as far as majority faculty deliberately obstructing URM faculties progress or research interests. **Isolation of URM faculty becomes marginalization**, where URM faculty are marginalized from colleagues, decisions, inclusion in the department/college (Ngunjiri & Hernandez, 2017; Turner, 2003) and may be perceived as intellectually inferior and their research to be subpar by their majority colleagues (Burden et al., 2005). Isolation can also **be increased by students**, who may challenge URM faculty

and their experiences (Kelly & Winkle-Wagner, 2017; Ngunjiri & Hernandez, 2017). Zambrana et al. (2015) also note that while mentoring is often seen as a partial solution to these issues, **paternalistic mentoring** can increase feelings of self-doubt and lack of self-worth, increasing isolation. These issues of marginalization and isolation are **reinforced through the institutional structural issues highlighted, such as white privilege and eurocentrism** in PWI's (Lin et al., 2004), additional diversity service requirements or the **'diversity tax'** for URM faculty (Brayboy, 2003; Edwards & Ross, 2018; Joseph & Hirshfield, 2011; Stanley, 2006; Zambrana et al., 2017), and **diversity being concentrated or siloed to particular locations and departments on campus** (Segura, 2003; D. Smith, Turner, Osei-Kofi, & Richards, 2004).

This culture and the constant microaggressions committed towards under-represented minority faculty in personal interactions with other faculty, staff, and students are a **significant contributor to the higher stress levels** experienced by URM faculty in academia (Lechuga, 2012). Chambers (2011) argues that **constant microaggressions are a significant factor in the departure from the academy of URM faculty**, rather than structural issues such as the promotion process.

Microaggressions are "brief, commonplace indignities committed by white majority individuals toward persons of color, whether by intention or not" such as rudeness, demeaning comments, insensitivities, dismissive gestures, exclusions, and negations (Mkandawire-Valhmu, Kako, & Stevens, 2010), based on race or gender (Johnson et al., 2017) that are situated in institutional cultures and contexts that allow for or support microaggressions (Zambrana et al., 2017). Pittman (2012) notes that these generally fall into two categories, microinvalidations from majority colleagues and microinsults from majority students.

Multiple Marginality Almost all these challenges are even more commonly felt by faculty with multiple marginality and normally the impact is greater for faculty with multiple marginalities, as is reflected in most of the challenges outlined in this section (Chambers, 2011; Johnson et al., 2017).

Solutions

Figure 2, similarly builds on the conceptualization developed by Turner et al. (2008) to show recommendations at the departmental, institutional and national levels for creating a more welcoming climate, reducing isolation and improving recruitment, retention and promotion practices for diverse faculty.

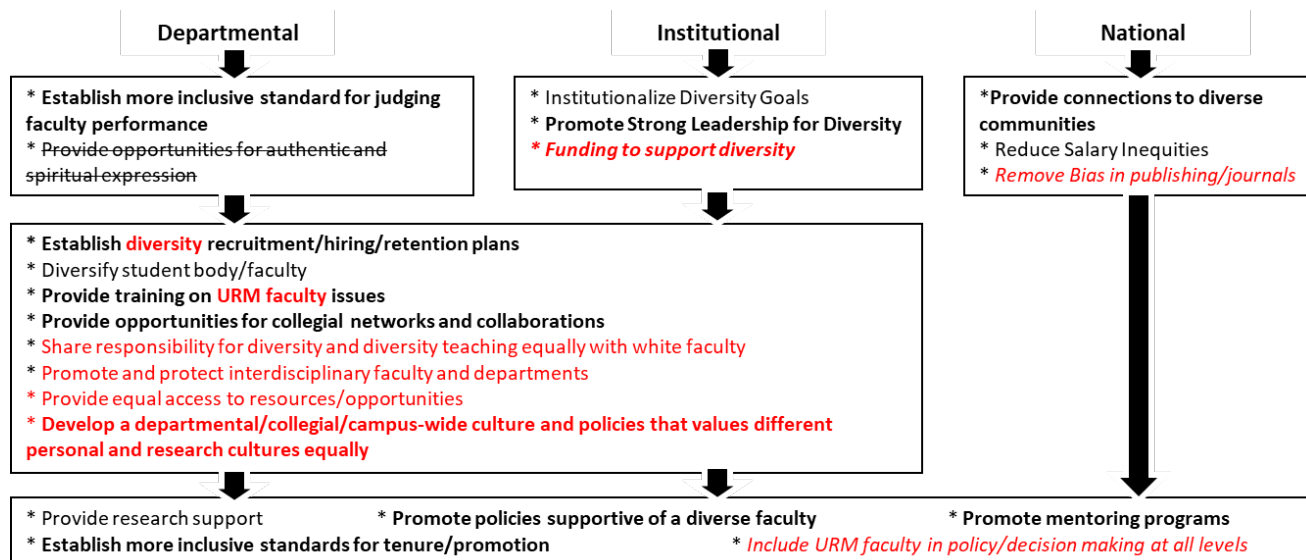


Figure 2 - Recommendations for departmental, institutional and national contexts - adapted from Turner et al. (2008). Faculty of color in academe: What 20 years of literature tells us (note: items crossed out were identified by Turner, but not during this study)

Similarly, the overall solution is creating a change in the climate at the institution. While to many extents, this is a grass-roots organic change, there are solutions in figure 2 that can be influenced by changes in institutional structures, policies and practices. The following section outlines recommendations drawn from the literature of potential areas that can be changed and that would impact the climate of the campus, by removing cultural barriers related to service, tokenism, isolation, microaggressions etc. and structural barriers, such as bias in tenure requirements. These changes can occur through leading and supporting the development of supportive communities, mentoring, equitable recruiting and promotion requirements and processes.

Recommendations

Recruitment process

- **Create a future faculty pipeline** – diversifying the student body changes the campus culture and makes the institution more attractive to URM faculty (Price et al., 2005), and it also provides more diversity into the ‘pipeline’ that should result in more diverse doctoral graduates and if mentored and trained during their doctoral program (Tierney & Sallee, 2008), potential URM faculty hires (Barnes & Brinegar, 2017; Chadiha, Aranda, Biegel, & Chang, 2014).
- **Structure job adverts to include diversity component and expand background requirements** - highlight diversity policies, clarify why the department seeks diverse talent, expand the potential pool by expanding disciplinary background requirements if possible, request info on candidates interest/experience with diversity and inclusion (Barnes & Brinegar, 2017), include a diversity indicator (D. Smith et al., 2004).
- **Utilize special hire interventions** to bring in faculty identified through searches who may not fit current job descriptions (thus circumnavigating the normal recruitment process) or through other methods such as exceptional hires, search waivers, spousal hires, special-hire intervention, expanded job descriptions, modification of usual search requirements to meet program needs, shortened search process (truncated process), cluster hiring, or out-of-cycle hiring. (D. Smith et al., 2004; Tierney & Sallee, 2008).
- **Support search committees to build-in diversity** – mandate implicit bias training, develop standard evaluation criteria that include reviewing applicant diversity statements (Barnes & Brinegar, 2017), remove expectations that candidates should come from a set list of institutions (Fries-Britt, Rowan-Kenyon, Perna, Milem, & Howard, 2011) and intentionally address other Eurocentric approaches in the search process that tend to limit rather than expand diverse pools of candidates (Burden, Harrison, & Hodge, 2005; Salvucci & Lawless, 2016).
- **Create safe spaces in and around the process** - Confidential space for candidate questions (to allow female/LGBT candidates to ask about provisions around healthcare, maternity provision, marital status etc. out with interview to prevent bias) (Barnes & Brinegar, 2017); mandate outside faculty members to participate as nonvoting members of faculty search committees to observe the deliberations and report on the application of diversity hiring procedures to align process with institutional goals (Minor, 2014).

Retention Support

- **Institutional support and access to supportive communities** - Supportive communities such as minority faculty associations (Louis et al., 2016) and networking with peers (Cole, McGowan, & Zerquera, 2017; Kelly & Winkle-Wagner, 2017) should be developed on (and outside/across) campuses to support cultural bridge crossing and to reduce isolation (Ngunjiri & Hernandez, 2017) – this is particularly important for first year/junior faculty as part of assimilation (Cole et al., 2017)
- **Junior faculty members of color should be encouraged to participate in professional development opportunities** such as grant writing and publication workshops (Chadiha et al., 2014), access to training in

leadership (Edwards & Ross, 2018) and life course practices geared towards accumulating social capital (Zambrana et al., 2015).

- **Support and mentoring from senior faculty and leadership** – (mentoring covered in separate section) interim positions of authority, and assistant or associate positions to serve as training for leadership positions (Edwards & Ross, 2018), guidance from senior faculty to help negotiate the gap in cultural capital as well as guide them toward appropriate publishing forums (Lin et al., 2004).
- **Create policies that support diverse faculty** such as policies that encourage dual-career couples; seek flexibility in faculty use of institutional family leave policies (Samble, 2008). Changes in policy must be transparent and applied consistently across all faculty/staff/administration (Edwards & Ross, 2018; Morimoto, Zajicek, Hunt, & Lisnic, 2013)

Promotion/Tenure Process

- **Review the balance and merit given to research, service and teaching** – and how these are assessed. URM faculty face additional challenges in teaching, including biased student interactions and evaluations/complaints (Baez, 2000; Han & Leonard, 2017) and institutional definitions of merit create biases against service (Baez, 2000; Fries-Britt et al., 2011) while diversity research is often not valued as highly as traditional research pursuits (Fries-Britt et al., 2011). The value placed on journals may need to be rethought as the biases of these journals is not controllable by the institutions in the short term. (Jayakumar, Howard, Allen, & Han, 2009)
- **Reassess policies that prohibit lower-ranking faculty from voting during personnel deliberations** (due to low numbers of higher ranking diverse faculty) and implement procedures that allow junior faculty to vote freely, without fear of retribution or rebuke during their own promotion/tenure process (Minor, 2014)
- **Monitoring service load and just work expectations** – leadership should monitor faculties advising, teaching, and practicum supervision loads to protect them from serving on too many committees and/or carrying emotional work load of diversity work and advising/counseling URM students. (Lin et al., 2004) and faculty should have the right to say no to service requirements, without tenure implications (Baez, 2000).
- **Define and provide individualized pathways** – by providing formal promotion support path for new faculty, that should include set goals, mentoring, individualized professional development grants (Barnes & Brinegar, 2017), clear and precise guidance (Edwards & Ross, 2018) and tenure track evaluations that are empowering, rather than institutionalized so that the faculty member plans their own goals/requirements within a framework, which is signed off on by the tenure committee (Kelly & Winkle-Wagner, 2017).

Mentoring

- **Create a formal mentoring program** – for newly-hired faculty and administrators (Edwards & Ross, 2018), the mentoring should be formal and structured rather than informal (Tillman, 2001) and focus on both career and psychosocial aspects (Holmes, Land, & Hinton-Hudson, 2007). They should be institutionalized (but be tailored to individual's needs, preferences and expectations) and provide a safe space for URM faculty to express their experiences and needs (Chadiha et al., 2014), avoiding paternalistic mentoring (Zambrana et al., 2015). Mentoring programs need to be evaluated in terms of both process and outcome. (Chadiha et al., 2014).
- **Mentor selection and training** - Mentors should be selected who can understand the impact of the URM mentee's marginality, which is why cross-race or gender mentoring relationships are more complicated and often require supplementation from additional mentors (Diggs, Garrison-Wade, Estrada, & Galindo, 2009; Tillman, 2001) and mentors should have opportunities (and training) to reflect on power, white privilege, hierarchy and empowerment (Chadiha et al., 2014). The mentor should be engaged with diversity issues

and have the social capital at their institution to be able to provide opportunities and connections to the mentee (Zambrana et al., 2015).

- **Mentoring programs should include content on how to negotiate the barriers to diversity-related research** (Chadiha et al., 2014) and appropriate publishing forums (Lin et al., 2004).
- **Group mentoring** with peers can also be a successful methodology if appropriate senior faculty are available to act as guides for the group (Mkandawire-Valhmu et al., 2010).

Leadership

- **Combating microaggressions** - teaching about microaggressions should be infused into the curriculum (Louis et al., 2016) and leadership should combat and confront rather than ignore microaggressions (Han & Leonard, 2017)
- **White faculty should share the responsibility for diversity** - teaching classes focused on diversity to demonstrate the importance of diversity to students and to become engaged/responsible for diversity (Brayboy, 2003)
- **Provide access to funding** through pursuing and supporting grant applications related to diversity (Vishwanatha & Jones, 2018) such as the NSF ADVANCE grants (Hunt, Morimoto, Zajicek, & Lisnic, 2012; Morimoto et al., 2013) to individual grants, the health sector in particular has a range of individual funding for research and professional development (Fabris et al., 2016; Jacob & Sánchez, 2011; Rice et al., 2017; Salvucci & Lawless, 2016) .
- **Assess all institutional departments** to locate programs with poor gender representation and provide training to chairs on strategies for inclusion or recruiting of future faculty. (Samble, 2008)
- **Diversity and campus culture tracking** - conduct cultural audits which can be utilized as part of frameworks to develop more inclusive campus environments (Ngunjiri & Hernandez, 2017) and collect data that is related to the purpose of tracking URM hiring and retention and collect qualitative data from URM faculty that leave (through exit interviews) and those that stay (through annual reviews) (Moreno, Smith, Clayton-Pedersen, Parker, & Teraguchi, 2006) and leadership must be made accountable for change (Morimoto et al., 2013).
- **Mandatory diversity and inclusiveness training for all faculty, staff and students** (Ngunjiri & Hernandez, 2017) that goes beyond understanding one another's differences is critical to establishing ongoing dialogue and creating safe spaces (Mkandawire-Valhmu et al., 2010) and addresses all forms of discrimination, including harassment on the basis of religion, sexual orientation, race, immigration status, and language minority status (Lin et al., 2004).
- **Leadership appointments** - evaluate chair and dean appointments for their previous experience and impact into diversifying the composition of their faculty (Fries-Britt et al., 2011).

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Summary of Literature: Diverse Faculty Hiring/Retention/Promotion

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This summary of the literature is based on a review of 84 journal articles, books, book chapters, and published reports. It is organized in three sections: Challenges, Solutions, and Recommendations for supporting the hiring, retention, and promotion of diverse faculty. Each section addresses the departmental, institutional, and/or national contexts involved (Turner, Gonzalez, & Wood, 2008).

Section 1: Challenges

Multiple Marginality

Almost all these challenges are even more commonly felt by faculty with multiple marginality and normally the impact is greater for faculty with multiple marginalities, as is reflected in most of the challenges outlined in this section (Chambers, 2011; Johnson, Ong, Ko, Smith, & Hodari, 2017)

Departmental

+ Love for teaching

+ / - Service

URM faculty are asked to provide more service to institutions due to their diversity than majority faculty, a form of 'diversity tax' (Edwards & Ross, 2018; C. Stanley, 2006), this issue is also true for female faculty (Ward, 2008) and for those with multiple marginality such as URM women faculty, the service workload increase dramatically (Griffin, Bennett, & Harris, 2013; Harley, 2008; C. Turner, 2002). Compounding this issue is that service is not awarded the same merit as research and teaching when faculty are evaluated for promotion/tenure (Baez, 2000; C. Turner, 2002). URM faculty often feel pressured or that it is their duty to provide diverse input to committees, support URM students (Chadiha, Aranda, Biegel, & Chang, 2014; Edwards & Ross, 2018; C. Stanley, 2006; Thompson, 2008) etc., so take on more service workload, to the detriment of their research/teaching requirements. This is particularly true of social justice or diversity-related service, which it is often URM faculty will take on, an assumption not made of majority faculty – another form of hidden, diversity tax (Brayboy, 2003; Joseph & Hirshfield, 2011; Zambrana et al., 2017). Baez (2000) does note, however, that service is an effective method of change, that through service on the right committees, URM faculty have the opportunity to change the structural barriers they face.

- Research

Faculty of color and women faculty have the option of researching marginalized experiences, and often choose to do so due to the research being legitimized by their own lived experience, or it is assumed they will do so by the dominant majority as a form of cultural taxation (Diggs, Garrison-Wade, Estrada, & Galindo, 2009; Joseph & Hirshfield, 2011). This research and the paradigms from which it is drawn (such as ethnic, race-based, feminist and gendered theories) are often dismissed as being 'lesser' by the white, Eurocentric dominant majority and the prevailing historic culture in most predominantly white institutions (Pittman, 2012; Segura, 2003) and so their research is undervalued (Fries-Britt, Rowan-Kenyon, Perna, Milem, & Howard, 2011; Jayakumar, Howard, Allen, & Han, 2009; Thompson, 2008; Zambrana et al., 2017) or seen as suspect due to the context of the research (Griffin et al., 2013). Often these biases come out in tenure/promotion reviews through discussion of the quality of journals in which URM faculty choose to publish their research (Bernal & Villalpando, 2002; Fries-Britt et al., 2011). C. Turner (2003) demonstrates that while it is important that this marginalization is overcome, there are also benefits from being at the borders in the academy and these must not be lost in the incorporation

of non-majority paradigms into the mainstream. As such, the academy must change to include more radical and socially inclusive ideas, rather than these paradigms move towards the dominant majority (Diggs et al., 2009).

- Bias in hiring

Burden, Harrison, and Hodge (2005) and Salvucci and Lawless (2016) found that URM faculty at PWI's perceive that their majority colleagues were pressured to comply with the legacy of dominant Eurocentric approaches and that this results in search committees avoiding hiring enough URM faculty to create a critical mass that might challenge this dominance (sometimes referred to as an informal quota system) and that there isn't committed leadership changing this culture (Thompson, 2008; Tierney & Sallee, 2008; Zambrana et al., 2017). This can take forms such as prioritizing 'quality' or 'scholarly productivity' (Eagan Jr & Garvey, 2015) over diversity by focusing on hiring from particular institutions that maybe R1 institutions that themselves, don't graduate diverse students. Other methods are by having all white (or all white and male) search committees (Fries-Britt et al., 2011; Minor, 2014) or by discriminating based on speech, dialect or language use (Cartwright, Avent-Harris, Munsey, & Lloyd-Hazlett, 2018; Salvucci & Lawless, 2016). URM faculty also find that their competence is questioned during the recruitment process, with most hiring committees more likely to assume a majority applicant is competent (Thompson, 2008). Samble (2008) remarks that similarly, women face a 'maternal wall' in that it is assumed that younger female applicants will not be a long (or full time) hire as they will have other commitments, an assumption not made of male applicants.

- Job satisfaction

Unlike majority faculty who find working in academia generally a place of privilege, URM faculty may find they are the only, or one of very few non-majority faculty and they will be challenged and subjected to microaggressions by students, faculty and administrators, leaving many URM faculty feeling unsafe in their role and institution (Diggs et al., 2009; Whitfield-Harris, 2016). While job satisfaction has improved, Modica and Mamiseishvili (2010) found that black faculty are still much less satisfied than their majority colleagues and that they feel they hold less decision making authority. International faculty are similarly, less satisfied with their jobs than their US-born colleagues, although there is little research to suggest why (Kim, Twombly, & Wolf-Wendel, 2012).

- Just work expectations

C. Turner (2002) explains that while white students typically have lower expectations of URM faculty, due to racism, URM students often expect URM women faculty to act as mentor, mother, counselor, and educator, and in many respects, their majority colleagues expect them to fulfill this role too (C. Turner, 2003). URM faculty are also expected to carry other responsibilities, such as teaching and service work related to diversity which their majority colleagues are not (Brayboy, 2003; Joseph & Hirshfield, 2011; Thompson, 2008) – yet still have the same requirements for promotion and tenure (Chadiha et al., 2014; Diggs et al., 2009). URM faculty also find that they are expected to think and act in line with the majority (white, Eurocentric) culture (C. Stanley, 2006). As with many other challenges, multiple marginality increases the unjustness of work expectations (Harley, 2008), a white female faculty member, comparing her experience to her URM female faculty colleagues highlights that while has additional expectations to her white, male colleagues, her additional burden is not at the same level as female URM faculty (Lin et al., 2004).

- Teaching challenges

Faculty of color are often tasked with teaching classes that focus on non-dominant, non-white, Eurocentric paradigms and epistemologies such as classes related to race, gender, culture (Chadiha et al., 2014; Diggs et al., 2009). These classes are often undervalued by both faculty, leadership and students, resulting in low student

evaluations due to white students reaction to the content or context of the classes, which reflects poorly on URM faculty during promotion/tenure processes (Bernal & Villalpando, 2002; Lin et al., 2004). Furthermore, white students (and in particular, white male students) may also react by disrupting the teaching of these classes and may seek to undermine the authority of faculty of color (Essien, 2003; Ford, 2010; Pittman, 2010).

- Language/accent discrimination

Ford (2010) notes language and accent discrimination against women faculty of color by white students, either students choosing not to take a class with faculty members with Spanish sounding names, on the assumption that English may not be their first language. Students also twist their difficulty in understanding non-white middle/upper-class English accents to report faculty women of color as incompetent to institutional leadership. Faculty whose primary language isn't English are also aware of the barrier this can cause them in communication not just with students, but also with faculty, leading to a sense of isolation from their colleagues (Chadiha et al., 2014).

- Isolation/marginalization

Professional and social isolation is often the outcome of being a URM faculty member of a PWI, where URM faculty face issues of tokenism, racism etc. (Essien, 2003; Tillman, 2001). It is an issue that in many cases, may have started during their time as a student (Segura, 2003) is also an issue increased by multiple marginality such as for URM women faculty (Johnson et al., 2017; Kelly & McCann, 2014; C. Turner, 2002) and is experienced differently depending on individuals intersection of racial, ethnic and gender identity (J. W. Smith & Calasanti, 2005). Social isolation is described by Burden et al. (2005) as being based in a 'chilly climate', created by the majority, white faculty at PWI's which isolates URM faculty from their colleagues and can go as far as majority faculty deliberately obstructing URM faculties progress or research interests. Isolation of URM faculty becomes marginalization, where URM faculty are marginalized from colleagues, decisions, inclusion in the department/college (Ngunjiri & Hernandez, 2017; C. Turner, 2003) and may be perceived as intellectually inferior and their research to be subpar by their majority colleagues (Burden et al., 2005). Isolation can also be increased by students, who may challenge URM faculty and their experiences (Kelly & Winkle-Wagner, 2017; Ngunjiri & Hernandez, 2017). Zambrana et al. (2015) also note that while mentoring is often seen as a partial solution to these issues, paternalistic mentoring can increase feelings of self-doubt and lack of self-worth, increasing isolation.

Departmental & Institutional

Political involvement

Baez (2000) notes that faculty of color may focus on performing service for reasons related to political benefit to communities they identify with inside or outside the academy.

+ / - Student diversity

Due to the lack of URM faculty, increasing student diversity at PWI's is increasing workload for the few URM faculty at these institutions as they increasingly take on the role of mentors and advisors to URM students (Griffin et al., 2013; Mkandawire-Valhmu, Kako, & Stevens, 2010; C. Stanley, 2006; Thompson, 2008).

- Students

Pittman (2012) notes that students tend towards micro or macro insults through questioning URM faculties authority and credibility (Allison, 2008; Chambers, 2011; C. Stanley, 2006), although Essien (2003) and Whitfield-Harris, Lockhart, Zoucha, and Alexander (2017) provides examples of white students who as a group, can tend

towards micro or macro invalidation when they organize in opposition to URM faculty and students as individuals tend to invalidate URM faculty teaching through poor teaching evaluations or complaints to other faculty and administrators (Chambers, 2011; Ngunjiri & Hernandez, 2017; C. Stanley, 2006) which affect promotion and tenure decisions for URM faculty (Griffin et al., 2013). Kelly and McCann (2014) also found that majority faculty attitudes to URM faculty often validate white students thinking in this aspect. Multiple marginality has a significant impact, with white, male students likely to be the most aggressive perpetrators, and URM women faculty most likely to be impacted by students insults and invalidations (Allison, 2008; Ford, 2010; Han & Leonard, 2017; Kelly & McCann, 2014; Pittman, 2010).

Jayakumar et al. (2009) note that despite these issues, URM faculty are more likely than majority faculty to use innovative teaching pedagogies that support student learning and that the role of advising students can improve URM faculty job satisfaction.

+ Colleagues/Allies

URM faculty find support from majority faculty who are willing to teach across racial identities and teach or co-teach courses on subjects such as multiculturalism that are typically taught by URM faculty (C. Stanley, 2006). Allies can also demonstrate their support through including diversity and social justice work in their service and/or research (Joseph & Hirshfield, 2011; C. Stanley, 2006). If URM faculty perceive that their majority colleagues respect and value their scholarship, retention is improved (Jayakumar et al., 2009), retention is also in some cases, supported by mentoring from majority colleagues established within the culture of the institution (Chadiha et al., 2014).

+ Supportive administration

Fries-Britt et al. (2011) found that administrations who create accountability for diversity through holding individuals or structures responsible for creating change support the greatest changes with regards to diversity – this includes structures that hold the administration themselves responsible as well.

- Colleagues

Colleagues are a significant issue for URM faculty, as they perceive that majority colleagues tend to hold the power within academia and so, power over their careers (Burden et al., 2005) and are often either a significant factor to URM faculty success or their decision to leave the academy (C. Stanley, 2006). URM faculty also comment on their lack of social interaction, or invitation from majority colleagues, which contributes to their feeling of isolation (Edwards & Ross, 2018; Spafford, Nygaard, Gregor, & Boyd, 2006) or feeling the need to negotiate their identity (Whitfield-Harris et al., 2017) to conform with the white Eurocentric norms (Allison, 2008) in an effort to be collegial (Chambers, 2011). Similar is true of women faculty in male-dominated spaces (Buzzanell, Long, Anderson, Kokini, & Batra, 2015). White faculty also tend to assume that any student issues or research topics related directly or indirectly should be supported by URM faculty, disregarding their knowledge in the main topic, rather than the racial aspect of that topic (Hassouneh & Lutz, 2013; Joseph & Hirshfield, 2011). Colleagues valuation of URM faculties research is also a significant contributor to job satisfaction for URM faculty (Jayakumar et al., 2009) and their devaluation of research topics or methodologies chosen by URM faculty highlight other microaggressions from white faculty (Pittman, 2012)

Women URM faculty report particular issues with white female colleagues, theorizing that this may be due to white women struggling to maintain their status in the face of change, while also portraying themselves as allies to URM faculty (Lin et al., 2004), an issue that Whitfield-Harris et al. (2017) noted is also prevalent for white faculty in general, although possibly not as explicit.

- Unsupportive administration

Segura (2003) highlights that administration may have informal biases, such as ‘one minority per pot’ ensuring that traditional power structures aren’t threatened by allowing groups of URM faculty within departments or leadership groups. This is particularly an issue in leadership positions, where despite a dramatic increase in the number of URM’s in leadership positions, the disproportionate majority are still white, Eurocentric (Cartwright et al., 2018; Minor, 2014; Whittaker, Montgomery, & Martinez Acosta, 2015), which drives decisions and valuations related to teaching, service and research towards promotion and tenure (Edwards & Ross, 2018). Microaggressions against URM faculty are also as likely to be committed by the administration as by other faculty (Chambers, 2011) and many URM faculty have found that similar to majority colleagues, majority administrators don’t socially accept them, leading to isolation (Kelly & McCann, 2014). A lack of strong institutional or departmental leadership also hampers many diversity efforts (Thompson, 2008) as diversity policies aren’t put into action (Cartwright et al., 2018; Tierney & Sallee, 2008) and URM faculty are left unsupported (Jayakumar et al., 2009).

- Networks

URM faculty have to overcome the lack of network support they receive, white male faculty in most institutions have created networks (old boy network) from which URM faculty are normally excluded. At institutions where there is a large enough white female (good old girls) (Hassouneh & Lutz, 2013), or black male faculty group, there may be smaller networks that have been created by these groups – those with multiple marginality are again, most likely to have no access to networks (C. Turner, 2002). This has led to many URM faculty having to create external networks to find the support majority faculty will normally find in their department or institution (Griffin, Pifer, Humphrey, & Hazelwood, 2011).

- Microaggressions

Microaggressions are “brief, commonplace indignities committed by white majority individuals toward persons of color, whether by intention or not” such as rudeness, demeaning comments, insensitivities, dismissive gestures, exclusions, and negations (Mkandawire-Valhmu et al., 2010), based on race or gender (Johnson et al., 2017) that are situated in institutional cultures and contexts that allow for or support microaggressions (Zambrana et al., 2017). Pittman (2012) notes that these generally fall into two categories, microinvalidations from majority colleagues and microinsults from majority students. The impact of these microaggressions in personal interactions with other faculty, staff, and students are a significant contributor to the higher stress levels experienced by URM faculty in academia (Lechuga, 2012). Chambers (2011) argues that constant microaggressions are a significant factor in the departure from the academy of URM faculty, rather than structural issues such as the promotion process. Microaggressions increase as majority faculty perceive that established institutional power structures are threatened by URM faculty (Han & Leonard, 2017) and as such, are a particular issue for URM faculty in leadership roles at PWI’s (Ngunjiri & Hernandez, 2017)

- Lack of diversity

A lack of diversity in institutions is related to the lack of diversity in the pipeline, but also institutions believe that they are in a “bidding war” for the few diverse candidates available. This results in many institutions believing that they are not rich enough (in funding, reputation or existing diversity) to recruit diverse faculty hires, and so putting only superficial effort into diversifying their recruitment efforts (D. G. Smith, Turner, Osei-Kofi, & Richards, 2004). This absence of critical mass does play a role in URM faculties career decisions, particularly for those such as female URM faculty with multiple marginality (Kelly & McCann, 2014). URM faculty are also aware of complacency in their department/institutions and that academic experts seem satisfied in many cases that hiring one URM faculty member accomplishes the work of integration (Essien, 2003) and that because URM

faculty are not leaving the institution, the climate must reflect this, which in most cases is not true (Griffin et al., 2011).

- Tokenism

Within PWI's, URM faculty often feel like they are seen as token hires by other faculty and the administration (Cartwright et al., 2018), and that there is no effort of will to fully incorporate them into the academy (Alex-Assensoh, 2003; Essien, 2003) and that their role is to provide the sole diversity view on committees (Edwards & Ross, 2018; Joseph & Hirshfield, 2011) and to provide diversity-related teaching and service within a department (Brayboy, 2003). Kelly and McCann (2014) describe URM faculty who are aware of their token role on committees, with majority faculty questioning their role and qualifications to be involved. There are also issues of anger from the majority, over what has been seen as 'affirmative action hires' (Segura, 2003).

- Lack of retention

A significant barrier to retention of URM faculty is the lack of URM faculty role models and mentors available to new URM faculty at PWI's (Price et al., 2005). Kelly and McCann (2014) state that the barriers for women URM faculty change through different periods, in the first year the challenge is social acceptance by their colleagues. While working towards tenure, low self-efficacy with the requirements of tenure is added, compounded by probable isolation from colleagues. This, added to a lack of role clarity and the 'ease' with which other, majority faculty appear to be making promotion/tenure, leads many women URM faculty to leave before achieving tenure. Whittaker et al. (2015) and Edwards and Ross (2018) also point to the issue of tenure paths, in that the requirements for tenure are in themselves, biased and need to be equitable for all faculty, valuing non-Eurocentric white faculty efforts frameworks and research.

- *Diversity being siloed to particular departments/colleges*

Segura (2003) notes that while many URM faculty are marginalized in mainstream departments, Chicana faculty have found 'safe spaces' in interdisciplinary departments that tend to be smaller, more fluid and open to new ideas. Unfortunately, these departments often struggle for legitimacy and may be marginalized within the institution's hierarchy. Statistically, there is an emphasis on hiring Asian Americans in quantitative-based departments, such as the sciences, engineering, and business, but little other diversity hiring, most URM faculty are hired into diversity-related fields, health and education (D. G. Smith et al., 2004). Due to the power of departments over hiring decisions, adherence to diversity hiring practices is often uneven within an institution and more should be done to ensure all departments focus on increasing diversity through the recruitment process (Fries-Britt et al., 2011; D. G. Smith et al., 2004).

- / + *Diversity Plans*

Minor (2014) argues that 30 years of diversity work demonstrates that in many cases, diversity plans are ineffective "window dressing" and in some cases, can perpetuate diversity-related issues as it frames URM faculty as "outsiders, victims, and commodities". Cartwright et al. (2018) deepen this argument, by demonstrating that there is often little or no translation of diversity plans to practice, in terms of search committee policies and actions related to reducing bias and systematic discrimination.

- Climate (both on campus and the surrounding community)

Creating a welcoming climate is related to the geographic situation of the institution as the attractiveness of the geographic location often acts against PWI's, or those located in historically white parts of the country (Fries-Britt et al., 2011) and on campus, requires redefining the definition of quality work, appropriate behavior, and effective working styles from the traditional norms (Thompson, 2008). Tierney and Sallee (2008) found that

change at PWI's is slow, with most actions, such as hiring a chief diversity officer or incorporating a focus on diversity into the institutional mission statement, are structural changes and do little to transform the institutional culture and that climate change has to be embedded from the leadership of the institution down (Hamilton & Haozous, 2017).

A hostile climate has been found to be the most direct influence on URM faculty retention (Hamilton & Haozous, 2017; Jayakumar et al., 2009; Thompson, 2008) and hinders URM faculty careers (Han & Leonard, 2017; Whitfield-Harris, 2016). Similar has been found for female faculty in male-dominated spaces (Kelly & Winkle-Wagner, 2017).

Departmental, Institutional & National

+ / - Tenure/promotion

The promotion/tenure process at most institutions is grounded in a Eurocentric standard of knowledge and knowledge production that devalues the worldviews and cultural resources URM faculty bring to the academy (Bernal & Villalpando, 2002; Jayakumar et al., 2009). The process is founded in a set of unexamined, historical assumptions and biases that control the tenure/promotion process at most institutions. Research may be too 'applied' or the quality of scholarship can be questioned, based on the quality of journal in which articles are accepted (Lin et al., 2004), topics that are preferred by PWI leadership/senior faculty or seen as 'acceptable' by the field may not be areas in which URM faculty have expertise (Griffin et al., 2011; Thompson, 2008). There is an unspoken sociopolitical requirement that candidates be collegial and 'fit in' to the norms of the culture, which in most PWI's is white, male and Eurocentric (Minor, 2014; Ward, 2008).

These issues are multiplied as many URM faculty are directly hired, or there is an unspoken assumption that they are hired to implement diversity measures, which has additional 'hidden' service requirements that take time and resources, but are not recognized by the tenure/promotion process (Brayboy, 2003; Diggs et al., 2009; Thompson, 2008). There are other factors that stretch the resources of URM faculty, such as the requirements of providing a support system for students of color (Fries-Britt et al., 2011) and that there is little formal guidance about the tenure/promotion process and given the challenges for URM faculty to find suitable mentors, little informal guidance available either to support their progression (Edwards & Ross, 2018).

+ / - Mentorship

Many URM faculty do not receive any formal mentoring (Edwards & Ross, 2018; Spafford et al., 2006) when they join academia as faculty (and are less likely than majority faculty to receive mentoring (Dixon-Reeves, 2003; Núñez, Murakami, & Gonzales, 2015; Whitfield-Harris et al., 2017)) despite mentoring being seen as a fundamental in removing the barriers to incorporation (Essien, 2003; Thompson, 2008). Due to the lack of senior level URM faculty, often URM faculty are mentored by senior faculty of a different gender or race, which creates its own challenges due to their different lived and cultural/academic life experiences (Hamilton & Haozous, 2017), this issue is worsening, as the numbers of junior URM faculty increase at a greater rate than senior URM faculty (Dixon-Reeves, 2003).

Mentoring is often seen as having two functions, career and psychosocial (role modeling, acceptance and confirmation, counseling, and friendship) support (Simon, Bowles, King, & Roff, 2004). Mentoring is not always the panacea academia often assumes it is (Diggs et al., 2009), many junior URM faculty, reporting on their relationship with majority mentors say that while the career mentoring relationship was successful, they still found themselves to be outsiders in their institution and had to find secondary, psycho-social mentorship from same-race mentors (Diggs et al., 2009; Tillman, 2001). Similarly, female faculty report setting up peer mentoring

groups, to provide this psychosocial support (Núñez et al., 2015) Mentoring relationships where the mentor and mentee are different races (cross-mentoring), or genders, often interact with the career and psychosocial functions differently (Zambrana et al., 2015). In gender terms, male mentors may fail to take into account the different practices and structural issues women may come across, that they as men have not seen, or they may not be as sensitive to familial issues as a female mentor may (Simon et al., 2004). Mentoring can also have negative impacts on URM faculty if the mentor seems disinterested or negative about their research passions - particularly if they are being cross-mentored and their mentor is focused only on the career/tenure function (Kelly & McCann, 2014).

+ / - Historical legacy of exclusion

Given the history of segregation at universities in the US (U.S. colleges and universities are among the most gendered, racialized and socioeconomically elite contemporary organizations (Hunt, Morimoto, Zajicek, & Lisnic, 2012)), there are still many legacy issues both in the institutions and faculty mindsets particularly at PWI's and formerly segregated institutions which have resulted in discriminatory and exclusionary formal or informal practices (Lin et al., 2004). This historical legacy, which may include resistance to desegregation, may still be present in the mission of the institution or the policies and is often reflected by the diversity of the faculty and student body (Price et al., 2005). This legacy is particularly felt by faculty with multiple marginality and Harley (2008) reflects on the issues related to slavery, separation and 'maid syndrome' related to perceptions of service requirements and black women faculty that are still 'normal' in PWI's today. Another academic norm is the decontextualization (positivism) of research and the marginalization of underrepresented people in research that continues to contribute to the devaluation of diversity-related research in academia today (Núñez et al., 2015).

- Pipeline issues

Underlying all the other barriers is a drastic pipeline issue (Hassouneh & Lutz, 2013; D. G. Smith et al., 2004; Tierney & Sallee, 2008), with few exceptions, the Black and Latinx racial-ethnic share of doctorates at US institutions is significantly lower than share of US population, while white and Asian shares are higher than their proportion of the US population. Similarly, women receive a lower share, while men gain a greater share of doctorates, compared to their share of the population (Li & Koedel, 2017). Overall, URM are 27% of the US population, 22% of graduates at four-year institutions and only 7% of doctoral recipients, women are 45% of all doctoral recipients (Mason, 2008). Doctoral completion rates are not a significant issue, with 50% of black and latinx doctoral students graduating and 56% of white students (Mason, 2008). Fries-Britt et al. (2011) warns against seeing this as a purely statistical issue, and focuses on the recruitment preferences of many PWI's - in that they tend to have a list of preferred institutions to recruit from and that this approach multiplies the pipeline issue as it is unlikely that their list preferences HBCU's and HIS's.

National

+ / - Legal landscape/Affirmative action

Burden et al. (2005), Joseph and Hirshfield (2011) and Griffin et al. (2011) notes that affirmative action in some ways has contributed to the chilly climate towards diversity at PWI's, as URM faculty are seen as being part of an affirmative action quota by their colleagues, rather than a merit-based hire. This perception is reflected by white students (Thompson, 2008) and the wider public (Chambers, 2011), who may also see URM faculty as a product of affirmative action. It should be noted that special hires and other diversity mechanisms in faculty hiring can also be tainted with this perception (Harley, 2008).

Harley (2008) does however highlight that despite these issues, legal frameworks to overcome inherent racism in education are required, and the civil rights act, affirmative action etc. have been fundamental in creating change and that ending affirmative action related programs contributes to a more racist campus climate (Joseph & Hirshfield, 2011).

+/- Research outlets

Many URM faculty feel that their research interests are marginalized by mainstream journals and that journal reviewers and editors act as gatekeepers, ensuring that traditional mainstream research paradigms and methodologies are published (Burden et al., 2005; Jayakumar et al., 2009). Alongside this issue, URM faculty find that the journals that are receptive to their research interests and methods such as ethnic or gender-based journals may not be recognized or regarded as 'quality' by their colleagues and in particular, promotion/tender committees (Griffin et al., 2013; Harley, 2008; Jayakumar et al., 2009)

- Salary Inequities

There is still in academia a salary gap related to gender, which studies show may be related to the lack of value given to caregiving within the salary structures of academia (Samble, 2008) as all faculty tend to join academia at similar salary levels but over time, as faculty gain more seniority, gender-based salary inequities appear (Ward, 2008). A qualitative study of salaries in STEM found similarly, there are salary inequities based on experience, research productivity, and field but after correcting for these, no race-related differences could be found (Li & Koedel, 2017). It should be understood, however, that like caregiving, service and other race or gender-related issues affect productivity, seniority and research output so may be 'hidden' factors that do create inequities (Edwards & Ross, 2018). Similarly, Lee (2002) found that Asian faculty do not face salary inequities compared to majority faculty but may have fewer routes to increase their salary over time, leading to inequities appearing over time.

- / + Grant funding

While funding has generally been made available at an institutional level to support diversity hiring, this is often the end of the funding pipeline, with little additional funding to support the retention of URM faculty, through training etc. and URM faculty are less likely to be successful sourcing external professional development training (Whittaker et al., 2015). Medical fields have responded to this with specific programs such as the NHLBI Program to Increase Diversity Among Individuals Engaged in Health-Related Research, to develop URM junior faculties research competency (Fabris et al., 2016; Rice et al., 2017), the Steps Toward Academic Research (STAR) Fellowship Program (Vishwanatha & Jones, 2018) and the NIH National Research Mentoring Network program (Jones et al., 2017)

A further issue with grant funding is demonstrated by the NSF ADVANCE program, while the program requirements related to gender are well defined, those related to women of color are not as well defined and so, it is easier to gain funding through this program based on gender-related initiatives, as it is simpler to demonstrate impact against clearly defined indicators (Hunt et al., 2012). Surface level programs with immediate impact are also more easily assessed than those that create deep, institutional level change (Morimoto, Zajicek, Hunt, & Lisnic, 2013). Grant funding institutions (and their mechanisms) also demonstrate biases, institutions with grant-writing experience, existing relationships with the funder etc., such as research focused PWI's are more likely to receive funding than minority serving or newer institutions without the administrative support or relationships to develop grant proposals (Hunt et al., 2012)

Section 2: Solutions

Study at three top research institutions (Michigan, Stanford, and Rutgers) examining the history of diversity issues found there are four stages;

- an initial acceptance of extraordinary individual men of color and women,
- increasing challenges to cultural standards and norms
- the discursive linking of diversity and excellence
- initiatives aimed at dismantling racial and gender privilege

(Hunt et al., 2012)

Institutional

Institutionalize Diversity Goals

Tierney and Sallee (2008) highlight that as institutions are typically decentralized organizations, often diversity goals are only upheld by those departments or groups that value diversity and that it takes an institutional climate change to create buy into diversity goals at a complete institutional level. Institutionalizing diversity goals is a step towards this cultural change, as embedding diversity into institutional goals (rather than having it as a separate goal) embeds diversity into goals that have a wider reach and audience across the campus (Fries-Britt et al., 2011). An institutional goal should be to develop the internal pipeline, with the goal of recruiting students and training them into faculty members (Tierney & Sallee, 2008).

Promote Strong Leadership for Diversity

Leadership around diversity has both policy and practical aspects, as policies without implementation and accountability have little to no effect (Morimoto et al., 2013). Leaders should support URM faculties research identities by creating policies that grant equal release time, funding and graduate support to all faculty (Lin et al., 2004). URM faculty should also be protected by their leadership from being overburdened with committee and service requests (Lin et al., 2004). Aspects (such as microaggressions) should be publicly recognized by the institution and actions taken to address these issues (Louis et al., 2016).

Leaders should be evaluated (and criteria should be added for recruitment) on their experience and impact with regards to diversity (Fries-Britt et al., 2011; Price et al., 2005) and promoting/recruiting URM leadership provides role models for URM students and faculty (Edwards & Ross, 2018; C. Stanley, 2006) along with networks of URM institutional power (C. S. V. Turner, González, & Wong, 2011). Diversity committees and faculty/staff should have input into policy making and should have access to top administrators/leadership as is appropriate (Han & Leonard, 2017) and creating/hiring a diversity leader centralizes and coordinates impetus to increase diversity and implement policy (Tierney & Sallee, 2008).

Funding to support diversity

Internal funding to support diversity starts with the hiring periods for new faculty, research found that by increasing the overall pool of candidates (by extending the hiring period – which may have additional costs) there is a higher likelihood of higher quality, diverse candidates. Alternative hiring methods, such as targeted hiring are also effective, but often include additional costs such as bridge funding to attract candidates (Barnes & Brinegar, 2017). Funding, such as the NSF ADVANCE grants is available to create change at a higher, institutional level (Hunt et al., 2012; Morimoto et al., 2013).

The medical field, in particular, has been particularly aggressive in seeking funding for diversity, with the American Association of Colleges of Nursing working with other groups to improve federal funding of Nursing

Workforce Diversity grants (Salvucci & Lawless, 2016). There are also several funded initiatives such as the Steps Toward Academic Research fellowship program (Vishwanatha & Jones, 2018), the Health Resources and Services Administration Minority Faculty Fellowship Program Grant program (Jacob & Sánchez, 2011) and the Program to Increase Diversity Among Individuals Engaged in Health-Related Research program (Fabris et al., 2016; Rice et al., 2017) available to URM faculty, which were developed to provide support to URM faculty starting their academic careers.

Departmental & Institutional

Establish *diversity* recruitment/hiring/retention plans

Job adverts should highlight institutions diversity policies, clarify why the department seeks diverse talent, expand the potential pool by expanding disciplinary background requirements if possible, request info on candidates interest/experience with diversity and inclusion and assess this against a diversity evaluation criteria (Barnes & Brinegar, 2017) and include a diversity indicator into job description (D. G. Smith et al., 2004). Outside faculty members should participate as non-voting members of search committees to observe and report on the application of diversity hiring procedures as a check (Minor, 2014) and confidential space out with the interview should be given to applicants to allow them to ask questions (e.g. to allow female/LGBT candidates to ask about provisions around healthcare, maternity provision, marital status etc.) without fear of biasing the interview (Barnes & Brinegar, 2017).

Institutions should consider the use of 'special hire' interventions to bring in faculty identified through searches who may not fit current job descriptions (thus circumnavigating the normal recruitment process) or through other methods such as exceptional hires, search waivers, spousal hires, special-hire intervention, expanded job descriptions, modification of usual search requirements to meet program needs, shortened search process (truncated process), cluster hiring, or out-of-cycle hiring (D. G. Smith et al., 2004). Institutions should also remove policies of only hiring from a set list of (normally) PWI's as PWI's are unlikely to graduate many doctoral students or have URM faculty to hire (Fries-Britt et al., 2011).

Following recruitment, institutions should have a formal framework of support for junior faculty in their first year that supports their orientation, provides mentoring and supports their development of internal and external networks (Cole, McGowan, & Zerquera, 2017). Hiring and retention plans should ensure that more than one URM faculty member is recruited within each department because the pressure of being the 'token' marks URM faculty and subjects them to higher scrutiny (Lin et al., 2004).

Diversify student body/faculty

Diversifying the student body has two impacts, it firstly changes the culture of the campus by changing the structural diversity, making it more attractive to URM faculty (Price et al., 2005) and reducing some of the issues URM faculty face from white students (Chadiha et al., 2014). It also provides more diversity into the 'pipeline' that should result in more diverse doctoral graduates and so, potential URM faculty hires (Barnes & Brinegar, 2017; Chadiha et al., 2014).

Provide training on URM faculty issues

Life course practices geared towards accumulating social capital are critical for URM faculty (Zambrana et al., 2015) and training in this, along with career functions, grant writing, publication, leadership etc. should be available to URM faculty at PWI's (Chadiha et al., 2014; Edwards & Ross, 2018). There are many examples of training initiatives such as Steps Toward Academic Research fellowship program (Vishwanatha & Jones, 2018), the Health Resources and Services Administration Minority Faculty Fellowship Program Grant program (Jacob & Sánchez, 2011) and the Program to Increase Diversity Among Individuals Engaged in Health-Related Research

program (Fabris et al., 2016; Rice et al., 2017) and many of the programs funded by NSF Advance grants (Hunt et al., 2012; Morimoto et al., 2013) that demonstrate the impact of training for URM faculty.

Supporting URM faculty through providing training is only part of the intervention required, majority faculty and administrators also require training to understand white (and male) privilege etc. and implicit bias (Barnes & Brinegar, 2017), prejudice, stereotyping, microaggressions, and ethnocentrism training (Ngunjiri & Hernandez, 2017) to understand their direct and indirect impact on URM faculty (Lin et al., 2004). Leadership at all levels require training in inclusion strategies, diversity recruiting etc. to create a more welcoming and safe campus climate (Mkandawire-Valhmu et al., 2010; Samble, 2008).

Provide opportunities for collegial networks and collaborations

C. Turner (2002) and (Kelly & Winkle-Wagner, 2017) focuses on the importance of networks to URM faculty and suggests ways institutions can support URM faculty building networks, by hosting social gatherings, peer mentoring programs, luncheons to discuss experiences on the tenure track and other academic activities to promote networking and ensure these are inclusive and accessible to all (Simon et al., 2004). Institutions can also provide seed funding for collaborative research, host events, colloquiums and conferences focused on diversity or diverse research. Institutions and leadership should reinforce the importance of networking to URM faculty (Samble, 2008) and demonstrate their support by providing funding and also through creating time for faculty to participate in local and/or national conferences and symposiums (Dixon-Reeves, 2003), internal and external peer networks (Cole et al., 2017), leadership development opportunities (Ngunjiri & Hernandez, 2017), national committees, journal editorial review boards and research foundations (C. Stanley, 2006).

Majority faculty should share responsibility for diversity and diversity teaching

Majority faculty should share the responsibility for diversity with URM faculty as majority faculty teaching classes focused on diversity will demonstrate the importance and value of learning about diversity to students, and it would help majority faculty to understand the issues URM faculty face in the institution (Brayboy, 2003).

Promote and protect interdisciplinary faculty and departments

Interdisciplinary departments have a fluidity that mainstream departments lack, which allows for research at the margins, allowing for cross-overs and the use of radical methods that wouldn't be supported in most mainstream academic spaces. They also provide 'safe spaces' for URM faculty, as they tend to be more diverse, younger and less institutionally bound than mainstream departments. However, they are more vulnerable to institutional change (and are often perceived as being lesser quality) than mainstream departments and should be protected as spaces of innovation and diversity in academia (Lin et al., 2004; Segura, 2003).

Provide equal access to resources/opportunities

PWI's should focus on ensuring all faculty have full access to all institutional resources (Alex-Assensoh, 2003), by removing barriers such as a lack of 'common knowledge' (Lin et al., 2004) and other stressors, through the use of effective mentoring (Simon et al., 2004), communication (Edwards & Ross, 2018), and by administrators understanding and removing the systems of privilege that act as gatekeepers to institutional power and resources (C. Stanley, 2006)

Develop a departmental/collegial/campus-wide culture and policies that value different personal and research cultures equally

Changing an institutional culture is an all-encompassing, slow and complex process (C. S. V. Turner, González, & Wood, 2008) that starts with creating and communicating policies that demonstrate the culture the institution strives for (Edwards & Ross, 2018) and which removes systematic barriers to access and entrenched hegemonies

of power (Fries-Britt et al., 2011; Morimoto et al., 2013). These policies have to be adopted and practiced throughout every level of the institution, with leadership demonstrating through active practice the cultural norms these policies support, through combating microaggressions, racism, sexism etc. (Han & Leonard, 2017; Whittaker et al., 2015). Training (that goes beyond the legally required minimum) for all campus community members (Lin et al., 2004; Mkandawire-Valhmu et al., 2010) should lead to ongoing dialogue and the creation of supportive communities to minority groups (Ngunjiri & Hernandez, 2017; Ward, 2008)

Change should be monitored and evaluated at every level, from conducting cultural audits (Ngunjiri & Hernandez, 2017), collecting faculty data to track hiring, retention and promotion of URM faculty, faculty exit interviews and annual reviews (Moreno, Smith, Clayton-Pedersen, Parker, & Teraguchi, 2006) and assessing departments to understand their changing faculty diversity (Samble, 2008). This data should be utilized to identify departments that require additional support and training (Mkandawire-Valhmu et al., 2010; Samble, 2008)

Departmental, Institutional & National

Provide research support

To diversify applicant pools for faculty roles, universities have begun offering support programs that may include grant writing and editorial assistance; funding for development, travel, and graduate assistants etc. (Thompson, 2008). Support URM faculty to find 'quality' outlets for publication to reduce the perceived gap in quality between majority faculty and URM faculty research (Fries-Britt et al., 2011) and work to remove the disparity in research grant support received by URM faculty by removing hidden biases from criteria/reviewers (Whittaker et al., 2015)

Promote policies supportive of a diverse faculty

An important policy aspect to supporting diverse faculty is creating a working culture that is open to and supportive of dual-career couples and that enables faculty to maintain a work/life balance that fits their needs (Samble, 2008). Specific diversity policies should be employed to incentivize diversity hiring and URM faculty participation in hiring committees (Tierney & Sallee, 2008), and to change the campus climate by mandating diversity and inclusiveness training for all faculty, staff, and students (Ngunjiri & Hernandez, 2017). Policy changes should be clear, transparent, communicated and applied equally and consistently to all faculty/students/staff as applicable (Edwards & Ross, 2018; Morimoto et al., 2013; Samble, 2008) and the process of transitioning a policy into practice should be monitored and examined critically to ensure it is implemented and has the impact expected (Lin et al., 2004; Minor, 2014). Where possible, URM faculty should be involved in, and able to influence, the creation of new policies and how they are implemented (Alex-Assensoh, 2003; C. Turner, 2003). This is particularly relevant to diversity policies, as research shows many of these policies reinforce the issues they were designed to address, as the assumptions contained within the policy are themselves inherently biased (Iverson, 2007).

Promote mentoring programs

Mentoring is widely seen as extremely important for the retention and incorporation of URM faculty at PWI's and in particular, for new-hires (Cole et al., 2017; Diggs et al., 2009; Dixon-Reeves, 2003; Edwards & Ross, 2018), and is a fundamental part of many programs to promote and support URM faculty such as the National Research Mentoring Network (Jones et al., 2017), Steps Toward Academic Research fellowship program (Vishwanatha & Jones, 2018), Program to Increase Diversity Among Individuals Engaged in Health-Related Research program (Fabris et al., 2016; Rice et al., 2017) and many of the initiatives supported by the NSF Advance grant (Morimoto et al., 2013). Mentoring itself has the two functions of career and psychosocial (role modeling, acceptance and

confirmation, counseling, and friendship) support (Simon et al., 2004) and several issues previously mentioned that impact the success of mentoring (Tillman, 2001), as does the ability of the mentor and mentee to work together in a collaborative relationship (Mkandawire-Valhmu et al., 2010). Mentoring programs should be evaluated both in terms of process and outcomes to guard against issues and to improve impacts (Chadiha et al., 2014).

Some guidelines for a successful mentoring program is that the mentoring should be formal and structured rather than informal (Tillman, 2001) and focus on both career and psychosocial aspects (Holmes, Land, & Hinton-Hudson, 2007). They should be institutionalized (but be tailored to individual's needs, preferences and expectations) and provide a safe space for URM faculty to express their experiences and needs (Chadiha et al., 2014). Mentors should be selected who can understand the impact of the URM mentee's marginality, which is why cross-race or gender mentoring relationships are more complicated and often require supplementation from additional mentors (Diggs et al., 2009; Tillman, 2001) and why white mentors should have opportunities to reflect on power, white privilege, hierarchy and empowerment (Chadiha et al., 2014). Given that URM mentees may not be privy to information that majority faculty considers common knowledge, the mentor must be aware of these differences and help guide the mentee to this information (Lin et al., 2004; C. A. Stanley & Lincoln, 2005). The mentor should be engaged with diversity issues and have the social capital at their institution to be able to provide opportunities and connections to the mentee (Zambrana et al., 2015).

Mentoring programs should include content on how to negotiate the barriers to diversity-related research (Chadiha et al., 2014) and appropriate publishing forums (Lin et al., 2004). Group mentoring with peers can also be a successful methodology if appropriate senior faculty are available to act as guides for the group (Mkandawire-Valhmu et al., 2010).

Establish a more inclusive standard for judging faculty performance for tenure/promotion

C. Turner (2002) through a literature review found that for URM women faculty, the personal rewards they spoke about from academia are satisfaction with teaching, supportive working relationships, and sense of accomplishment, which should be reflected in faculty performance evaluations. Han and Leonard (2017) suggest re-evaluating the importance of teaching evaluations (given the impacts of student biases/racism/sexism in these) to evaluating faculty performance, similarly, Fries-Britt et al. (2011) suggest considered how service is classified and its relative importance in evaluations. Finally, given the issues with publishing and journals, and that publication decisions made by journals are not controlled by individual institutions, the value placed on journal publications, and in particular, the 'quality' of journal may need to be rethought, until such time that biases in journals, editors and reviewers have been addressed (Jayakumar et al., 2009)

Kelly and Winkle-Wagner (2017) suggest removing institutionalized frameworks completely and having tenure standard and evaluations decided by the individual's committee so that they are relevant to their individual circumstance, research interests etc. Jackson (2008) similarly suggests moving away from merit-based or human capital systems of evaluation to more inclusive and tailor models that clearly articulate all the work done by faculty and the relative value to the faculty member/committee and institution.

National

Provide connections to diverse communities

Within most institutions there are diverse individuals, but institutions should support the creation and growth of faculty communities related to diversity, both internally within the institution and externally, to national or regional organizations and communities (Ngunjiri & Hernandez, 2017) as it is fundamental to faculty success that

they feel a “sense of belonging to the academic community”(Essien, 2003) and the development of formal and informal networks is particularly important to overcome isolation of URM faculty (C. Stanley, 2006).

This can be created internally, by developing formal and informal, individual and group mentoring opportunities, peer networking, URM networking opportunities and faculty associations (Cole et al., 2017; Kelly & Winkle-Wagner, 2017; Louis et al., 2016; Simon et al., 2004; Whittaker et al., 2015). Externally, faculty should be encouraged and supported with resources to participate in professional development opportunities, URM networking etc. at national and regional levels (Chadiha et al., 2014; Dixon-Reeves, 2003; Ngunjiri & Hernandez, 2017).

Reduce Salary Inequities

Clear policies, procedures, and open communication regarding salaries that are shared with faculty ensure fair and equal salaries for all faculty, and ensure that there is no perception of bias (Edwards & Ross, 2018).

Remove Bias in publishing/journals

This complex issue is out with the purview of the institution, but as reviewers and editors at top journals are generally faculty members at PWI's, climatic and institutional change regarding diversity at those institutions will slowly change publication norms. (Jayakumar et al., 2009)

Section 3: Recommendations

Recruitment Process

- Hire more diverse faculty (Han & Leonard, 2017)
- institutional support (orientation, formal and informal mentoring) to help first-year faculty adjust and assimilate (Cole et al., 2017)
- Mandatory implicit bias training for search committees (Barnes & Brinegar, 2017)
- Confidential space for candidate questions (to allow female/LGBT candidates to ask about provisions around healthcare, maternity provision, marital status etc. out with interview to prevent bias) (Barnes & Brinegar, 2017)
- Inclusive job adverts that highlight diversity policies, clarify why the department seeks diverse talent, expand the potential pool by expanding disciplinary background requirements if possible, request info on candidates interest/experience with diversity and inclusion (Barnes & Brinegar, 2017)
- look at the whole pipeline (Barnes & Brinegar, 2017)
- Define applicant evaluation criteria to include reviewing applicant diversity statements (Barnes & Brinegar, 2017)
- through recruitment, create a critical mass of faculty of color in their schools and departments at junior and senior faculty levels (Chadiha et al., 2014)
- mandate outside faculty members participate as nonvoting members of faculty search committees to observe the deliberations and report on the application of diversity hiring procedures to align process with institutional goals (Minor, 2014)
- Reassess policies that prohibit lower-ranking faculty from voting during personnel deliberations (due to low numbers of higher ranking diverse faculty) and implement procedures that allow junior faculty to vote freely, without fear of retribution or rebuke during their own promotion/tenure process (Minor, 2014)
- institutions must break out of the narrow expectation that only certain schools can produce top scholars as most URM faculty are not taught/do not work at those institutions (Fries-Britt et al., 2011)

- Specific incentives from central administration to increase diversity and representation of faculty of color through hiring committees (Tierney & Sallee, 2008)
- Hiring and retention policies should ensure that more than one person of color is recruited within each department because the pressure of being singular marks scholars of color and subjects them to higher scrutiny. (Lin et al., 2004)
- Introduce a diversity indicator into job descriptions (even for sciences - can be criteria that applicant should have experience working with diverse student populations) (D. G. Smith et al., 2004)
- Use of 'special hire' interventions to bring in faculty identified through searches who may not fit current job descriptions (thus circumnavigating the normal recruitment process) or through other methods such as exceptional hires, search waivers, spousal hires, special-hire intervention, expanded job descriptions, modification of usual search requirements to meet program needs, shortened search process (truncated process), cluster hiring, or out-of-cycle hiring. (D. G. Smith et al., 2004)

Retention Support

- Because scholars of color are often not privy to information that dominant groups consider common knowledge (e.g., Bertha was not afforded the same informal guidance about the academic publishing process as her White male peers), they need support to redress discriminatory and exclusionary practices, whether these be conscious or unintentional. They need thoughtful and supportive senior colleagues to help them negotiate the gap in cultural capital as well as guide them toward appropriate publishing forums. (Lin et al., 2004)
- access to training in leadership, interim positions of authority, and assistant or associate positions ought to exist that can serve as training positions for those minority members who want to move into administration (Edwards & Ross, 2018)
- develop supportive communities on (and outside/across) campuses to support cultural bridge crossing and to reduce isolation (Ngunjiri & Hernandez, 2017)
- mentoring, networking with other URM faculty (Kelly & Winkle-Wagner, 2017)
- networking with peers both within the institution and externally (Cole et al., 2017)
- minority faculty associations to create support and communities for URM faculty (Louis et al., 2016)
- life course practices geared towards accumulating social capital are critical for URM faculty (Zambrana et al., 2015)
- Junior faculty members of color should be encouraged to participate in professional development opportunities, such as grant writing and publication workshops (Chadiha et al., 2014)
- Hiring and retention policies should ensure that more than one person of color is recruited within each department because the pressure of being singular marks scholars of color and subjects them to higher scrutiny. (Lin et al., 2004)

Promotion/Tenure Process

- Define and provide formal promotion support path for new faculty, should include set goals, mentoring, individualized professional development grants (Barnes & Brinegar, 2017)
- clear and precise guidance toward tenure and/or promotion (Edwards & Ross, 2018)
- tenure track evaluations that are empowering, rather than institutionalized (the faculty member plans their own goals/requirements within a framework, which is signed off on by the tenure committee) (Kelly & Winkle-Wagner, 2017)
- re-evaluate the importance of teaching evaluations to tenure/promotion decisions (Han & Leonard, 2017)

- Reassess policies that prohibit lower-ranking faculty from voting during personnel deliberations (due to low numbers of higher ranking diverse faculty) and implement procedures that allow junior faculty to vote freely, without fear of retribution or rebuke during their own promotion/tenure process (Minor, 2014)
- review how service is classified in promotion and tenure policies, as part of a reconsideration of institutions definition of merit (Fries-Britt et al., 2011)
- need to reform the traditional reward structure of promotion/tenure to value all research, service and teaching equally. In particular, the value placed on journals may need to be rethought as the biases of these journals is not controllable by the institutions in the short term. (Jayakumar et al., 2009)
- the right to say no to service requirements, without tenure implications (Baez, 2000)
- recognize that institutional norms form faculty norms and removing bias in tenureship from scholarship bias to include service requires change at institutional, collegial, committee and faculty levels (Baez, 2000)
- service discourse should be reformed, to highlight both the positive and negative impacts to individuals and institutions (Baez, 2000)
- faculty evaluations should be critically examined for hidden biases (Baez, 2000)

Teaching

- teaching about microaggressions should be infused into the curriculum (Louis et al., 2016)
- White faculty should share the responsibility for diversity - teaching classes focused on diversity to demonstrate the importance of diversity to students and to become engaged/responsible for diversity (Brayboy, 2003)

Service

- Leadership should also monitor minority women's advising, teaching, and practicum supervision loads to protect them from serving on too many committees. (Lin et al., 2004)
- review how service is classified in promotion and tenure policies, as part of a reconsideration of institutions definition of merit (Fries-Britt et al., 2011)

Mentoring

- establishment of a mentoring program for newly-hired faculty and administrators (Edwards & Ross, 2018)
- Because scholars of color are often not privy to information that dominant groups consider common knowledge (e.g., Bertha was not afforded the same informal guidance about the academic publishing process as her White male peers), they need support to redress discriminatory and exclusionary practices, whether these be conscious or unintentional. They need thoughtful and supportive senior colleagues to help them negotiate the gap in cultural capital as well as guide them toward appropriate publishing forums. (Lin et al., 2004)
- mentors who understand the struggles specific to URM's at PRI's have a significant impact on retention and success (Zambrana et al., 2015)
- ideal mentors can offer scholarly opportunities, are hands on and engaged with their proteges and provide political (within the department, institution) guidance (Zambrana et al., 2015)

- Mentoring programs need to include careful assessments of the particular needs, preferences, and expectations of faculty of color to ensure a good fit between the needs of the mentees and the structure of the mentoring program (Chadiha et al., 2014)
- Mentoring programs should institutionalize program content and processes that will provide a safe place for faculty of color to express their lived experiences (Chadiha et al., 2014)
- Mentoring programs should include content on how the faculty member can negotiate a balance between the strengths and barriers that emerge as a result of engaging in diversity-related activities both in academia and in the community (Chadiha et al., 2014)
- Mentoring programs should provide opportunities for reflection on power, hierarchy and empowerment, along with space for reflection on the meaning of White privilege, particularly if the mentor is not a URM. (Chadiha et al., 2014)
- Mentoring programs need to be evaluated in terms of both process and outcome. (Chadiha et al., 2014)
- individual mentoring relationships, advice, good counsel, and opportunities for advancement are situated in collaborative relationships between mentor and protegee (Mkandawire-Valhmu et al., 2010)
- group mentoring with peers to navigate tenure, both those going through the process and senior faculty who can act as collaborative guides to the group (Mkandawire-Valhmu et al., 2010)
- success is linked to the functions of mentoring provided, most mentees receive benefit from support towards promotion and tenure requirements. (Tillman, 2001)
- Mentoring should be planned and structured, mentees gain far more from this than informal mentoring (Tillman, 2001)
- Same-race mentoring relationships are most successful (Tillman, 2001)
- Mentees with cross-race mentoring relationships often require a secondary, same-race mentor to combat isolation (Tillman, 2001)

Campus Climate

- university administrators and the department level must also work to create an environment of inclusion and a climate of acceptance of diversity with clear and unambiguous policies and procedures and an open line of communication (Edwards & Ross, 2018)
- institutions should conduct cultural audits which can be utilized as part of frameworks to develop more inclusive campus environments (Ngunjiri & Hernandez, 2017)
- develop supportive communities on (and outside/across) campuses to support cultural bridge crossing and to reduce isolation (Ngunjiri & Hernandez, 2017)
- combat rather than ignore microaggressions (Han & Leonard, 2017)
- deeply embedded gendered culture and climate must be addressed to have any effect (Morimoto et al., 2013)
- create a climate in which diverse faculty and diversity research are valued equally to white faculty and traditional research pursuits (Fries-Britt et al., 2011)
- Diversity training that goes beyond understanding one another's differences is critical to establishing ongoing dialogue and creating safe spaces for women of color in academia (Mkandawire-Valhmu et al., 2010)
- Assess all institutional departments to locate programs with poor gender representation and provide training to chairs on strategies for inclusion or recruiting of future faculty. (Samble, 2008)
- collect and review faculty data annually, collect data that is related to the purpose of tracking URM hiring and retention (Moreno et al., 2006)
- collect qualitative data from URM faculty that leave (through exit interviews) and those that stay (through annual reviews) (Moreno et al., 2006)

- monitor the racial/ethnic diversity of candidate pools, share information about hiring and retention processes (Moreno et al., 2006)
- Training beyond sexual discrimination workshops for majority, white faculty to address other forms of discrimination, including harassment on the basis of religion, sexual orientation, race, immigration status, and language minority status. (Lin et al., 2004)

General Policies/Administration

- educational and administrative leadership should vigilantly support individual minority women's research agendas by instituting policies that grant these women at least as much release time and graduate student support as their male and White counterparts (Lin et al., 2004)
- university administrators and the department level must also work to create an environment of inclusion and a climate of acceptance of diversity with clear and unambiguous policies and procedures and an open line of communication (Edwards & Ross, 2018)
- clear policies, procedures, and communication to resolve and bring forth pay equity (Edwards & Ross, 2018)
- form diversity committees, policies, establish chief diversity officer with access to top administrators/leadership at institution (Han & Leonard, 2017)
- mandatory diversity and inclusiveness training for all faculty, staff and students (Ngunjiri & Hernandez, 2017)
- changes in policy must be transparent, communicated and applied consistently across all faculty/staff/administration (Morimoto et al., 2013)
- Formal Discourse about diversity, making it part of overall mission statement as well as separate diversity statement (Tierney & Sallee, 2008)
- Decentralized institutions tend to have higher diversity as individuals in departments/colleges can make a difference (if given the autonomy to do so) in a way that central administration cant. (Tierney & Sallee, 2008)
- Administrative positions focused on diversity and recruiting/supporting diverse faculty alongside creating a campus culture that is open to and supportive of diversity (Tierney & Sallee, 2008)
- Specific incentives from central administration to increase diversity and representation of faculty of color through hiring committees (Tierney & Sallee, 2008)
- Make fiscal and faculty proceedings and decisions as transparent as possible. (Samble, 2008)
- Make work/life balance a priority, and seek ways to be flexible in faculty use of institutional family leave policies. (Samble, 2008)
- Include, but do not overrepresent, women on committees. (Samble, 2008)
- Create policies that encourage dual-career couples. (Samble, 2008)
- Encourage faculty collaboration on research within and outside departments (Samble, 2008)
- Within each institution, the processes whereby policies become accepted practices and are adopted by those in the next tier of leadership should be examined critically to ensure that the policies are carried out as defined. (Lin et al., 2004)
- Equal pay across gender/race. (Lin et al., 2004)

Leadership

- educational and administrative leadership should vigilantly support individual minority women's research agendas by instituting policies that grant these women at least as much release time and graduate student support as their male and White counterparts (Lin et al., 2004)
- Leadership should also monitor minority women's advising, teaching, and practicum supervision loads to protect them from serving on too many committees. (Lin et al., 2004)

- importance of institutional support towards building tenure-track faculty communities of support(Kelly & Winkle-Wagner, 2017)
- form diversity committees, policies, establish chief diversity officer with access to top administrators/leadership at institution (Han & Leonard, 2017)
- microaggressions should be publicly recognized as an issue in the academy to be addressed by institutions administrations (Louis et al., 2016)
- leadership must be made accountable for change (Morimoto et al., 2013)
- evaluate chair and dean appointments for their previous experience and impact into diversifying the composition of their faculty (Fries-Britt et al., 2011)

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