



EQUITY AND INCLUSION

Effective Practices and Responsive Strategies

A Guidebook for
College and University Leaders



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GREETINGS FROM PRESIDENT AMY GUTMANN

Dear Friends,

I had the honor and pleasure of welcoming more than 100 college and university chancellors, presidents, provosts, and other senior colleagues to the University of Pennsylvania in September 2018 for *Changing the National Conversation: Inclusion and Equity*, an inspiring and galvanizing summit on diversity and inclusion in higher education. Penn is deeply proud to have convened this historic gathering in partnership with Swarthmore College and the University of Maryland, College Park.

Demography continues moving our country toward even greater diversity. Bolstered by our successes and lessons learned, we stand to make even greater headway in addressing stubborn and long-standing structural inequalities across society and within our institutions. Yet we remain acutely aware of shifting public opinion and political action, powerful currents eroding what was once widespread consensus across higher education, government, and the nation that this work is good, necessary and imperative.

So, we gathered. Higher education leaders from across the country convened at Penn with a critical goal: to change the national conversation. Thanks to that unparalleled convergence of passion, expertise and experience, I am proud to say that grounded optimism and creative perseverance led to insights and exchanges, many of which have been captured in this Guidebook.

Changing the national conversation is a monumental task, especially at a time of historic change. But every task, no matter the scope, begins with and is parallel by our people. Let us not forget that every single person we empower through our commitment to inclusion and diversity carries that work forward and enables the success of others. As I observed at our historic summit, that's not just a conversation changer. It's a game changer for our nation and the world.

With shared resolve and hope,

Amy Guttman

President, University of Pennsylvania

LEADERSHIP MATTERS



What you say really matters on your campus;
create its values by using your voice.

— *Changing the National Conversation* summit participant, 2018

AMERICAN COUNCIL ON EDUCATION

AMERICAN COUNCIL ON EDUCATION LETTER OF SUPPORT

Dear Colleagues,

The value of a diverse higher education workforce has never been more apparent. Diversity and inclusion are in fact critical factors to realizing our full potential as a higher education community. Yet even as our college student bodies become more racially and ethnically diverse, we have a faculty body that is overwhelmingly white. This has much to do with the path into and through the professoriate. As this guidebook articulates, much depends on the ability and willingness of universities to create and sustain policies and practices that cultivate and support diverse talent. These policies and practices need to combat the still persistent condition of systemic racism, born of longstanding societal norms and played out on our campuses. Norms that cannot change fast enough.

At a time when the public is questioning the value of our enterprise, it is imperative that we respond not with defense but with action. Every sector of higher education has a role to play in advancing an equity agenda. For their part, the tremendous contributions of our nation's research universities to knowledge and discovery are best served—and best serve our nation—when their student, faculty, leadership, and governance bodies reflect the diversity of our nation's citizenry.

The strategies outlined here, based on years of evidence and the collective wisdom of the 2018 summit participants, provide a blueprint for moving the needle on faculty diversity and in turn on supporting the whole of the university community through a commitment to diversity, equity, and inclusion. As summit participants stressed: leadership matters. Which is why at the American Council on Education we have made equity-minded leadership a cornerstone of our professional development work with campus leaders on the ground, reinforced by a strong research foundation in diversity, equity, and inclusion. Together we can create meaningful change.

In Solidarity,

Lorelle Espinosa, *Vice President for Research*

Ted Mitchell, *President*

American Council on Education

INTRODUCTION

The challenges that confront colleges and universities in making campuses more equitable and inclusive range from crafting strategies to address historically underrepresented minority¹ (URM) doctoral degree attainment, to addressing concerns about “quality” when hiring URM faculty, to balancing freedom of expression and academic freedom with values of inclusion and cultural diversity. Equality, respect, and acknowledgement for individual achievement and promise have been used paradoxically to support and oppose inclusion of URM students, faculty and other underrepresented groups on campus.

Applying solely the undefined lexicon of diversity and excellence has oftentimes excluded the goal of equity and inclusion of URM. Thus, reaching consensus on strategies to assure equity, diversity and inclusion is difficult at best. Local and national political debates, such as those on affirmative action, impact inclusion efforts and strategies to ensure inclusive campus climates.

Similarly, conscious and unconscious biases are often listed among the barriers to equity and inclusion.

A prolific body of scholarship has sprouted over the last thirty years that identifies a persistent set of barriers that include the lack of mentors and sponsors, resistance and sometimes hostility to non-traditional and community-focused research areas and methods, as well as a lack of serious, intentional institutional commitment to change. The higher education community in the U.S. has begun to understand that URM faculty and students are confronting persistent negative experiences along the academic pathway that promote hypervigilance and a greater sense of vulnerability. These can negatively impact the way URM academics navigate their research, roles, and service in higher education. The uptake and national visibility of this new knowledge production has prompted many higher education leaders to take up the call to transform campus climates and engage in policies and practices that improve the quality of life and provide support for URM faculty and students in career persistence and success.

Creating solutions that serve faculty facing multiple barriers to achieve academic success, which on the surface are unresolvable, ultimately provides a positive climate for everyone. Drawing on lessons learned from the Changing the National Conversation: Equity and Inclusion, a summit for presidents and provosts hosted by the University of Pennsylvania in September

2018, and the significant body of research which details the experiences of URM faculty in teaching and mentoring, tenure and promotion, and first-generation class identity formation², this Guidebook offers strategies for working towards transformational and equitable change.

One significant barrier to implementing policies and practices that lead to sustainable change for URM faculty and doctoral students is that colleges and universities frequently tackle too many recommendations at one time. Sacrificing depth for breadth, given the limited human and financial resources, potentially undermines the efforts to promote real and sustainable change. Investments in a multiplicity of simultaneous changes may discourage change in a way that paralyzes rather than mobilizes action. A more effective approach would be to cluster actionable, high-priority recommendations and to implement and standardize them across the institution.

This Guidebook builds on a synthesis of relevant interdisciplinary evidence, programs and practices instituted in different universities and the recommendations of higher education leaders who attended the Changing the National Conversation Summit cosponsored by the University of Maryland, College Park, Swarthmore College and the University of Pennsylvania in September 2018. The data show that modest progress has been made over the past 40 years in widening the underrepresented minority (URM) pathway to the professoriate. Today URM faculty (Black, Latino and Native American) represent approximately 12 percent of all faculty in the 4,000 plus colleges and universities in the U.S. (The percentages of U.S. URM are likely considerably lower as these data include U.S. citizens and permanent residents, temporary visa holders, and those whose citizenship is unknown). By concentrating on high-impact, responsive and effective policy and practice recommendations inspired by empirical studies, scholarly narratives, institutional reports, policy

statements and opinion pieces, we offer senior leaders strategies that can be implemented to demonstrate their resolve to address barriers to increase the inclusion of URM doctoral students and early career faculty along the academic life course. Although all faculty face significant challenges in research intensive universities³, we seek to address those historic racial/ethnic U.S. population groups who are disproportionately underrepresented in graduate school and tenure-track faculty positions. In this Guidebook, we highlight practices that can be incorporated and instituted across research universities, so that, nationally, higher education institutions may reflect more broadly equitable and inclusive environments. We include a list of 50 essential readings that document effective practices in higher education on which we build our recommendations. We offer recommendations in four areas to facilitate institutional strategies for inclusion, excellence, and equity: 1) hiring and retention practices (2) mentoring practices; 3) work-family-life balance; and 4) pathways to tenure and promotion. We conclude with institutional accountability to support change and transformation.

¹ The phrase historically underrepresented minority is intentionally used to call attention to a specific, historically marginalized cohort that was defined in the Civil Rights era and is still defined as such. Traditionally and historically underrepresented minority is used here to include African Americans with a history of slavery in the U.S., Hispanic or Latino/a (Mexican and Puerto Rican origin) and Native American/American Indian (AIAN) population groups. Although AIAN faculty share many of the same barriers and challenges to success as URM colleagues, their unique status as members of sovereign nations and their relationship as tribal peoples to settler colonialism may pose particular challenges as well as potential resistance strategies toward success. Combined, individuals from traditionally underrepresented minority groups represent one-third of U.S. population and about 12 percent of faculty in higher education.

² Data for this guidebook are drawn from a larger national empirical study of 568 traditionally and historically underrepresented groups that examined challenges and opportunities in higher education career success (Zambrana, 2018). Over 200 articles, reports, program and policy statements were reviewed. A compendium of 50 important readings in three areas is provided on pages 19-41.

³ There are 329 U.S. doctoral granting institutions of which 115 are in the “highest research activity” category and 105 are in the “higher research activity” category. The remaining doctoral granting institutions are in the “moderate research activity” category (Center for Postsecondary Research, 2015). Our sample included faculty from the highest or higher research activity doctoral granting institutions. These institutions are often referred to as predominantly White institutions (PWIs).

“Simultaneous investments in multiple changes may discourage change and paralyze rather than mobilize action.”

THE PATHWAY DATA: INFORMED BY A LIFE COURSE PERSPECTIVE

Exploring inequality and inequity consists of multiple, complex, overlapping, and intertwined dimensions that converge with existing structural barriers to accessing the social and economic opportunity structure. Understanding the educational success and career persistence of URM faculty requires an understanding of the context of history, access to quality schools, residential segregation, social/class status and life course experiences of discrimination, exclusion and not belonging. Scholars from multiple disciplines contribute to developing and placing new knowledge

into action by deconstructing the old. Our life opportunities are significantly shaped by parental education, neighborhood resources, attendance at quality schools, knowledge of resources, a well-connected social network, and our perception of our status and treatment in society.

Social and economic disadvantage coupled with unequal treatment accumulate over the life course and diminish access to opportunities, particularly for a high-quality education at an elite institution.

the undergraduate, graduate and faculty level can guide the provision of needed supports, resources and a lift towards an equitable and fair higher education system. Institutional issues in the workplace contribute to additional challenges in overcoming structural bias, unequitable policies, and non-inclusive practice

that negatively impact recruitment and retention efforts. Despite evidence that many are overcoming these barriers and succeeding, the percent of URM in faculty positions in 2015 was about 10 percent while URM represent close to one-third of the U.S. population.

The following timeline shows major milestones on the educational pathway of candidates that feed into faculty positions. Although we have seen a steady increase in the number of URM groups obtaining a bachelor's degree, these groups remain vastly underrepresented among doctoral recipients and full-time faculty (see Table 1). These milestones represent critical life course points of opportunity for equity interventions. Although in this Guidebook we focus on faculty recruitment, retention and equity policy, understanding how to strengthen the pathway to promote higher faculty retention and career success is instructive.

A strong link exists between inadequate preparatory education and economic inequality, which are disproportionately present in historically URM groups.

— Summit Participant, 2018

One of the distinguishing experiences of URM is how multiple identity markers of race, ethnicity, class, and gender permeate the implicit biases of institutional agents such as faculty peers, department chairs, and deans. Historic and contemporary stereotypic representations of these groups as inferior and being labeled as “affirmative action babies” permeates attitudes of many university officials and their environments throughout the educational pathway. These attitudes constitute structurally embedded implicit bias and contribute to a view of URM faculty as undeserving and not desiring to succeed academically.

A life course perspective is central in the discussion of any professional career path, as it takes into account one's opportunities

and available resources throughout one's life, including the transmission of family social capital, such as access to private schools, vacations abroad, role models and mentors, and the ability to participate in volunteer activities and research internships. Evidence shows that many URM faculty have throughout their life course experienced educational and economic disadvantage and multiple forms of discrimination and microaggressions. Gaps in the pathway persist due to lack of preparation in high school, absence of education equity programs in the summer before college (preparation gap year), and in opportunities to engage in other enrichment experiences in college due to economic barriers. Understanding these roadblocks and gaps at



PERCENTAGE TOTALS OF U.S. BACHELOR, DOCTORATES, and FACULTY BY RACE/ETHNICITY*

	2015/2017 ¹	2013/2018 ²	2015/2017 ³
Race/Ethnicity	Bachelor (%)	Doctorate (%)	Faculty (%)
Asian	7/7.7	25.5/26.8	9.6/10
African American	11/10.5	5.0/5.5	5.5/5.5
Hispanic	12/13.5	5.8/6.5	4.4/4.7
NA/AI	1/.5	.02/.02	.04/.04
White	67/64.1	52.8/51.7	71.3/69.8

NOTE: Data for 2015 and 2017 are for postsecondary institutions participating in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. Separate data on students of two or more races were not collected until 2010–11. Detail may not sum to totals because of rounding. All percentages include U.S. citizens/permanent residents, temporary visa holders, and recipients whose citizenship is unknown.

¹ U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2005 and fall 2015, Completions component. See Digest of Education Statistics 2018, table 322.20.

² Doctorate numbers are from 2013 and 2018: Source: National Science Foundation (NSF) Survey of Earned Doctorates, *Percentage include U.S. Citizens/permanent residents, temporary visa holders, and recipients whose citizenship is unknown, table 19. December 2019.

³ Percent of Full-Time Faculty at U.S. Degree Granting Institutions, by Race & Ethnicity* (1985-2017). US Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS) (1985; 1991; 1995; 2001; 2005; 2011; 2013; 2015,2018), table 315.

1. STRATEGIES FOR INCREASING REPRESENTATION: HIRING URM FACULTY

A significant body of knowledge addresses the important role of hiring practices including the selection and appointment of committee members, criteria for position, existence of an equity mandate, and a welcoming environment. Quality hiring practices are expected to value and be inclusive of scholars who draw from critical theories and innovative methodologies, which include scholars engaged in research related to social inequities. An effective strategy for recruiting URM faculty is hiring these faculty members in disciplinary departments that have positions with an interest in expanding their perspectives in race or ethnicity studies (e.g., a position in an English department, where the faculty would focus on African American literature). Ninety percent of URM faculty at research universities earned their doctoral degrees from elite institutions, further underscoring their value and potential contributions to the academy.

Although it is possible to recruit URM faculty at research institutions without a critical mass of URM faculty, faculty are more likely to be retained at those institutions where they perceive a sense of belonging. Like most faculty, URM faculty are more likely to move for a good job opportunity regardless of location.

Rather than only focusing on the minimums, such as striving for the minimal number of URM candidates, search committees should strive for as inclusive a candidate pool as possible.



Suggestions for best hiring practices:

- Consider cluster hiring of several URM scholars in different STEM or STEAM disciplines.
- Organize a search committee that includes underrepresented minorities. If there are not enough URM faculty in one's department or college, consider URM in other departments, advanced doctoral or post-doctoral students, alumni, and scholars or allies from neighboring institutions or disciplinary associations.
- The chair of the search process must work with search committee members to develop a well thought out job description and recruitment plan that is inclusive. The chair must charge the committee with a clear mandate to review resumes and curriculum vitae against key requirements in the position description, utilize structured interview questions, and standardize the evaluation of candidates.
- The review of letters of recommendation shall be conducted later in the process to mitigate the infusion of bias.
- If the search committee produces no highly qualified underrepresented minority candidates, thoroughly review processes and advertisements.
- Rather than only focusing on the minimums, such as striving for the minimal number of URM candidates, search committees should strive to be as inclusive as possible.
- The hiring committee chair should identify other URM faculty on campus who are willing to serve as a resource for the candidate and provide information on climate and resources (housing, schools, childcare, neighborhoods and social activity) that can increase interest and level of comfort in joining a predominantly white institution.

- Providing a space for URM students to meet with the candidate may allow the candidate to obtain a clear sense of climate and institutional expectations as well as support for URM students.
- Begin negotiations for salary and start-up resources with a list of commonly requested items, including information on average salaries, and provide support for new hires during this process to assure an equitable start.

2. RETENTION: IMPLEMENTING EFFECTIVE AND SUSTAINING MENTORING PRACTICES ACROSS THE LIFE COURSE

Effective mentorship for all faculty involves knowledge transfer of norms, behaviors and best practices, and the accumulation of the social and institutional capital that allows early career faculty to persist and successfully navigate the academy and specific organizational structures. Colleges and universities should ensure that mentors for URM faculty are aware of and sensitive to the issues that minority faculty face. For example, providing long-term and sustainable training on implicit bias related to race, ethnicity, class and gender and cultural mindfulness for mentors is one strategy. Guidance on how to handle outside offers, retention and salary increases at mid-career are also important. Meaningful URM faculty mentoring involves positive senior faculty attitudes and knowledge of those whom they are helping. This knowledge includes mutual respect, awareness of historical marginalization and other barriers experienced by URM faculty along the life course, appreciation for critical scholarship that focuses on the most economically and socially disadvantaged populations, transmission of social capital by providing access to key scholarly networks or opportunity structures, and investment in deciphering the unwritten rules of the institutional culture and the larger discipline. Mentoring approaches should focus on recognizing and accommodating dominant cultural norms of socialization that may be associated with the success of URM faculty (e.g., collectivist or community-focused approaches) rather than assimilation into academic environments. Often, the best approach is to pair a URM faculty with a senior faculty mentor who is invested in developing positive mentoring relationships and is cognizant of the pull on URM scholars to serve their community and the need to balance multiple "pulls."



What matters most in effective mentoring relationships are shared interests and trust.

One challenge is that social interactions between mentors and URM faculty can be perceived as paternalistic, which can exacerbate feelings of intellectual isolation, self-doubt, and distrust of the academy. Barriers to ideal mentoring relationships include a mentor's preference for traditional study topics, lack of knowledge of non-conventional research topics or failure to value them, mistrust or apathy towards community engagement, and an unwillingness or inability to discuss the unwritten rules of navigating through predominantly traditional dominant culture structures and spaces.

URM faculty often have less access to effective mentorship and are less likely to have access to professional mentors of the same racial/ethnic/gender/class background. Lack of mentorship can lead to a sense of isolation and a yearning for senior scholars who understand what it means to be a URM in the academy and the unique struggles that came with the intersections of those identities. Although same-race/ethnic mentorship may be helpful for URM faculty, cross-racial/ethnic mentorship experiences by ally faculty (non-URM) can be as effective if there is an understanding of how race/ethnicity influences personal interaction, collegiality, social and support systems, and organizational structures. Ideally, developing effective and meaningful cross-racial/ethnic formal mentoring relationships requires a sense of trust; acknowledgement of covert and overt forms of racism; strategies for helping URM faculty manage potential misperceptions regarding their research agendas; and acknowledgement of the extent to which URM faculty are “othered” in their departments and universities. Mentors can be identified within institutions, at other institutions or through professional networking organizations.

Recommendations:

- Establish formal mentoring initiatives in which senior faculty volunteers are trained to mentor early career faculty within or external to institution (e.g., University of Wisconsin’s Program Mentors Training the Mentors). Provide incentives for senior faculty to collaborate with early career faculty (e.g., ADVANCE Program at University of Michigan).
- Encourage senior faculty to proactively sponsor early career faculty for scholarly advancement opportunities, including making presentations at national meetings, participating on key national advisory committees, and nominating them for internal and external awards.
- Mentorship with senior non-URM faculty is, in STEM disciplines, most beneficial if it can offer opportunities for new faculty to be included as a co-principal investigator or co-investigator on grants or co-author of papers, especially as first or second author.
- Create communities of support on campus across disciplines where URM faculty can meet to debrief and share experiences that may be unique to their perspective (e.g., Intersectional Qualitative Research Methods Institute (IQRMI), University Of Maryland College Park www.crge.umd.edu; and Cafecitos, at UC Davis, <http://ucd-advance.ucdavis.edu/overview/campos-cafecitoscoffee-breaks>.) Proactive social networks of URM faculty can provide collegial support for each other, validate their identity as professors and researchers, and create collaborations for team grant development and publication.
- Showcase the work of URM scholars: Set aside funds for research collaborative groups, speaker series, or colloquia that showcase the research of URM scholars around more non-traditional topics such as race and medical ethics or race and criminal justice systems. These events should include deans and chairs recognizing, celebrating and acknowledging the contribution of URM scholars to expanding the intellectual life of the department, college or university and highlighting interdisciplinary collaborations across campus.
- Maintain data and accountability for faculty searches and outcomes and publish departmental-level data to determine institutional progress and departmental milestones in moving towards equity.
- Engage URM students across the pathway in paid research and internship opportunities. URM students (first-generation or not) often come from very different economic circumstances than their peers. Therefore, valuable research (such as University of Maryland’s FIRE: The First-Year Innovation and Research Experience) and internship experiences may not be options without compensation. Some, but not all, URM faculty wish to engage in community outreach. Institutions should know what their learners want and work hard on meaningful curricular alignment. For example, establish summer programs that partner students with research active faculty; assist students with graduate and professional school applications, and paid research and internship career opportunities in law firms, medical practices, or congressional internships. These opportunities need to be equitably available.

EFFECTIVE MENTORING ACTIONS



My mentor was invaluable. He pointed out the dynamics of the academy to me. He told me whom to watch out for. He showed me the kind of relationships that can increase exposure and the kind of professional conferences to attend. He didn’t stop there. On top of everything else, my mentor made a point of including me and my team in conferences that he organized and introduced us to people he felt we should know. Sometimes he praised us in front of prominent scholars in our field.

— Study Participant, Zambrana, 2018

3. RACE/ETHNIC AND ECONOMIC REALITIES IN WORK-FAMILY-LIFE BALANCE

Work-family policies designed to account for planned and unplanned life events are increasingly available in higher education, but there are additional investments required to ensure that all faculty, including URM faculty, understand how to access work-family policies without perceptions that they are signaling a lesser work ethic than their colleagues. How “family” is defined needs to reach beyond immediate family to be inclusive of family of origin and extended family members. A disproportionate number of URM faculty hold a caregiving role financially and emotionally for their family of origin and extended family.

Senior academic leaders share in the responsibility to understand the often unique economic and social challenges of URM faculty (partnered, not partnered and LGBTQ) and assure that deans and chairs implement effective and responsive practices. Suggested areas of oversight include: developing a mentoring plan for early career URM faculty that acknowledges the challenges of caring for children and adult family members, offering information on family and medical leave policies as well as clear guidance on expectations for tenure and promotion. Having policies in place and assurances that they are applied without bias, URM faculty can maximize the benefits associated with work-family policies, make decisions that are in their best interest, vocalize their requests, and meet the rising expectations of faculty productivity without becoming a “red flag.” Chairs have a unique role in assuring that faculty who have or intend to have children are well aware of the opportunities available for support. For those faculty who do not have a partner, the availability of these policies for caretaking obligations for immediate/extended families is equally important.

Recommendations:

- Develop clearly stated and well-publicized family-responsive policies that are equitable and fair, including a statement on paid or unpaid leave.
- Create Stop-the-Tenure-Clock policies and ensure faculty are not penalized for using them. Provide standard language to explain the “stop the clock” policy to promotion and tenure committees and outside reviewers.
- Train department chairs on how to implement family-responsive policies and explore with faculty how to manage with flexibility such as chairs arranging for a TA for assistance at end of semester or arranging for a blended course.
- Design inclusive, affordable childcare that is accessible to the economic and social needs of all children of university employees whether through on-campus childcare, childcare subsidy grants, and/or dependent care travel grants.
- Human resources representatives need to provide an orientation on costs and demographic composition of neighborhoods and resources that are most suitable for faculty member and their family.
- Support dual career agreements by designating an official within the Provost’s office to help broker dual career agreements in conjunction with department chairs via postdoctoral fellowship opportunities; and having available partnerships with other major employers in the area, including non-academic opportunities (physician, engineer, etc.).

4. PATHWAYS TO TENURE AND PROMOTION

Incongruence between unwritten expectations and written policies by which all faculty will be evaluated during the promotion and tenure process can create confusion, especially when there are historical shifts in the mission or aspirations of the institution. URM faculty often believe that their research is undervalued because it does not match traditional notions about research or epistemologies. Scholarship is dominated by Eurocentric views, which can subtly and overtly ignore and discredit the ways of knowing and understanding the world that URM faculty often bring to academia. This lack of regard for diverse forms and topics of research greatly affect the promotion and tenure process. URM faculty are often told that their research is not rigorous enough or has not been published in top-tier journals. URM faculty then must choose between pursuing non-traditional areas of research or pursuing other research topics that meet promotion and tenure expectations and discern which types of service will contribute to their career success and increase their chances of tenure and promotion.

Institutional diversity service demands (often referred to as cultural taxation or black/brown tax) create additional work for URM faculty (usually in the form of mentoring and race/ethnic service-related activities) that is not accounted for in promotion and tenure policies. This work is often unrecognized and unrewarded, increases the chances of burnout, decreases productivity, and erects substantial barriers to promotion. These unrecognized forms of responsibility include serving on diversity-related committees; teaching diversity courses (as URM faculty are assumed to have expertise in this area and many do not); mentoring URM students who are interested in working on diversity projects; mentoring URM faculty; mentoring non-URM students or faculty who are not familiar with race/ethnic related literature, conversations, and inequities; and educating majority culture faculty, administrators, and students about equity.

Departmental chairs, promotion and tenure committee chairs and senior faculty play a crucial role in guiding early career faculty along the tenure career trajectory and can provide emotional, intellectual and political resources along the way.

Recommendations:

1. Set clear standards for tenure and promotion, including noting at time of hire, all commitments and expectations of the new faculty member regarding teaching, research and service.
2. Departmental chairs should meet, at least annually, to evaluate the early career faculty based on these expectations and provide constructive and direct feedback on areas where improvement is needed.
3. Recognize and reward faculty who carry additional service or teaching burdens through funding strategies such as providing summer salary, additional teaching assistants, and recognition in dossiers submitted for tenure review.
4. Support the chair of the tenure committee as a resource and mentor in dossier preparation. Chairs should serve as reviewers and advisors on all the documents required and advise on the selection of external reviewers
5. Ensure that URM faculty are not over-involved in service-related activities. Department chairs and formal mentors should serve as “buffers” and work with URM faculty to discern the best opportunities for learning and building social capital on non-diversity related departmental and college committees.

Also recognize the depth of unconscious bias in our actions and how it impacts our beliefs in the ways we are choosing “meritoriously.”

— Summit Participant, 2018

INSTITUTIONAL ACCOUNTABILITY: MENTORING THE INSTITUTION TO ENGAGE IN TRANSFORMATION

Institutions are composed of people whose behaviors and practices make and maintain its culture. Institutions must be challenged and mentored. The history of higher education demonstrates that these institutions are rooted in a paradox: embedding inclusiveness in an institution that is defined by exclusivity. During the 2018 summit, “Changing the National Conversation: Inclusion and Equity,” a powerful message was reiterated: leadership matters. Institutional leaders are the moral compass for the campus and determine the true north for its equity and inclusion activities and outcomes. The following strategies represent lessons learned from the wisdom of leaders confronting difficult challenges in higher education. What leaders say really matters on campus and they help establish and affirm its values through their voice. An important value is creating a sense that URM faculty are welcome and

demonstrating that they belong. To accomplish this, all institutional personnel must be partners in efforts of institutional transformation and equity practices.

Equity efforts are the responsibility of all faculty. Although faculty may experience discomfort discussing race, ethnic, gender and class issues, URM faculty should not be left to “decode” the institution’s position on equity issues. For URM faculty, service activities may help alleviate isolation and enhance a sense of community on campus. However, these additional responsibilities detract from time spent on research, which places additional stressors on URM faculty. Strategies of engagement and equitable and fair practices must be employed across the institution by deans, chairs, and faculty peers.

Broader institutional leadership and advocacy is required to effectuate change and a trickle-down effect to deans, department chairs and faculty. We propose 5 specific recommendations and strategic actions to initiate a process of transformation among senior leadership at institutions across the nation.

1. Monitor hiring committees and search firms. This is needed to assure that they engage in equitable practices for candidate identification and screening. Applicant pools must be diverse and the pool of interviewees, must reflect the diversity of the pool.
2. Engage in periodic institutional self-evaluation and request feedback on effective methods being utilized to create inclusive hiring pools and the supports available to help faculty succeed. For example, analyze data by rank, race/ethnicity, URM, gender, and citizenship and engage in difficult conversations about what is working and what is not for all faculty and for URM faculty in particular.
3. Diversifying the institution’s governing boards must be a priority. Boards drive systemic change within the organization. Boards need to be inclusive and model the values they espouse regarding equity. The president or chancellor should engage trustees and their committees on principles of equity and inclusion and its impact on the institution’s mission.

4. Presidents and provosts must ask the hard questions regarding ethics, integrity and transparency: including: How far have we really moved the needle? Are we as an educational institution contributing to and/or facilitating the status quo? Are we contributing both directly/indirectly to maintaining and/or increasing inequality and inequity?
5. Engage with and be responsive to the communities surrounding the institution’s campus, especially those with the greatest need. What are our community outreach goals? Are we building bridges to our communities to extend our intellectual and other resources to improve and uplift human capital in less privileged communities? Are we eliciting community voices to engage in these important conversations that will allow for transformations in our institutions?



When you think about structure and leadership, inclusion needs to be everybody’s job and in everybody’s job description; this is not the responsibility of just one individual. This means that we need to make equity, diversity and inclusion core institutional values and hold people accountable.

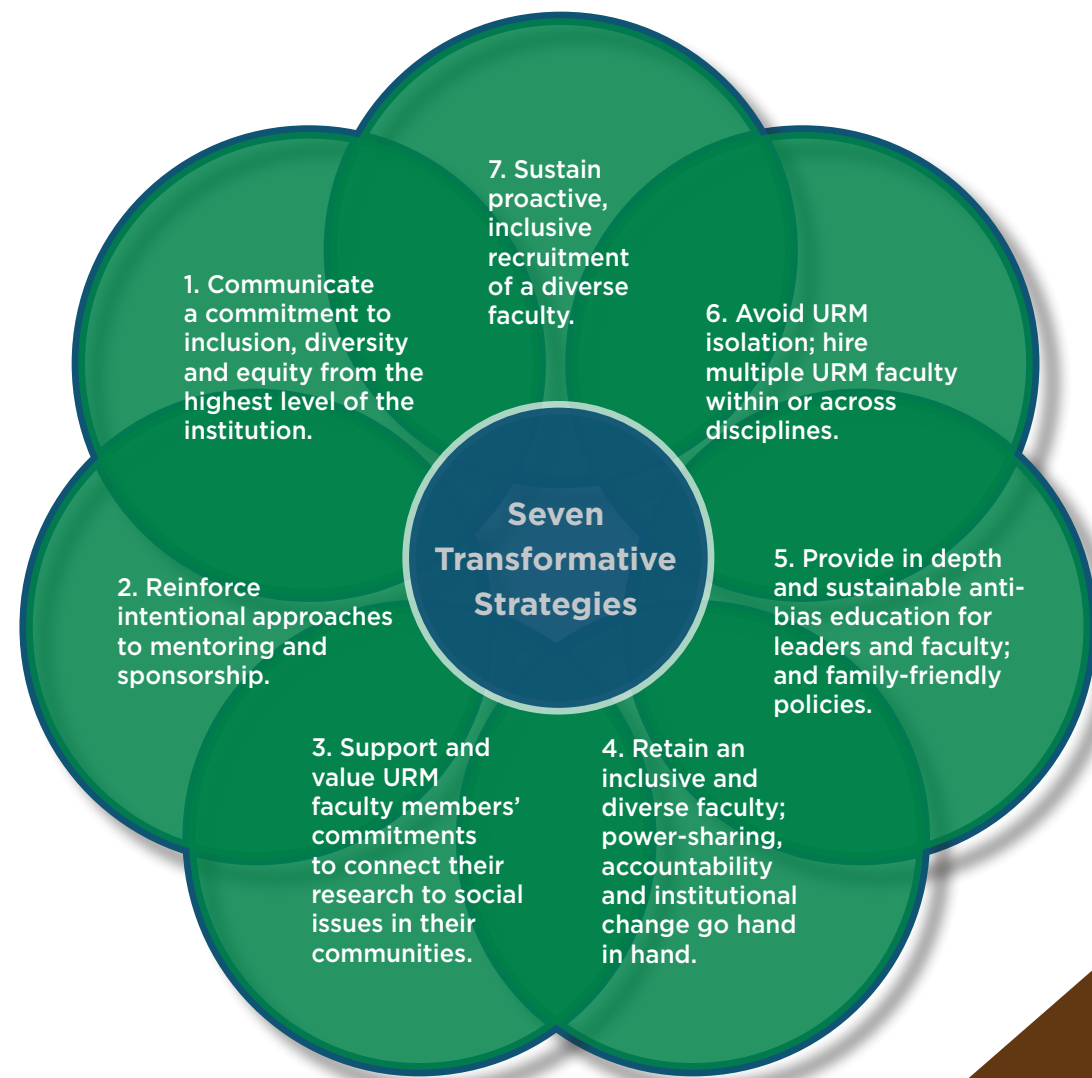
— Summit Participant, 2018

INSTITUTIONAL TRANSFORMATION STRATEGIES

The figure below holds the promise of change in its visualization of seven transformative strategies. As one president commented:



Higher education needs to get out of its own way. We need to focus on long-term sustainable and scalable efforts to grow excellence, broadly conceived.



CONCLUDING THOUGHTS



Move from not doing wrong to doing right.

This report serves as an evidence-based guidebook for higher education leaders to intentionally and strategically increase the representation of traditionally and historically URM faculty on campuses across the United States. Despite rhetoric about diversity, change, equity and inclusion, increases in the hiring, promotion and retention of URM faculty have been modest, at best. Intentionality in recruiting and retaining a racially and ethnically diverse faculty benefits everyone. Faculty bring faculty bring varying political, historical, theoretical and methodological perspectives to teaching and research, support the learning needs of a diverse student body, and propose innovative and creative scholarly solutions to today's complex problems. Moreover, with the racial/ethnic population of the United States reaching about 33 percent and an increasingly global world community, it is imperative for the economic growth and security of the nation to tap into these human resources. Unquestionably, by translating these insights into tangible policies and practices, we can transform institutions of higher education into truly inclusive spaces for the next generation of civic and intellectual leaders.

Senior university leadership, including governing bodies, are in a position to scrutinize the dynamics of institutional power that influence hiring practices, retention, and tenure and promotion of all faculty across the entire spectrum of higher education. Initiatives arising from their insights can increase the inclusiveness of the domestic talent pool. By facilitating institutional change at the highest level of the organization, colleges and universities can fulfill their mission of equity, excellence and inclusion. With intention and commitment they can develop transformational, responsive and effective policies and practices that more fully support the vital intellectual and social contributions of URM faculty.

Change is never easy. Vague and ambiguous definitions of diversity, equity and underrepresented groups have hindered concrete advancements in these areas. It is impossible to make changes, when there is disagreement about defining the challenge or articulate the goal. Intentional strategies will require institutionalization, led by strong campus leadership inclusive of URM advocates, and be incorporated into the research, teaching, and service missions of the institution at all levels. Without clear and recognizable intentional inclusivity and color braveness that informs the diversity conversation, current institutional practices will prevail and continue to disallow the critical contributions of URM scholars. Elite higher education institutions hold the power, but have not always demonstrated the will, to develop the research and direct the allocation of resources to create solutions to deeply embedded social injustices and contribute to a broader historic and interdisciplinary education of future generations.

This guidebook identifies a set of priority recommendations in five areas that continue and will accelerate progress in equity and inclusion of the domestic URM scholars in research institutions. We call upon the leadership of higher education institutions to move from not doing wrong, to doing right. What we need is intentional, meaningful and sustainable change that can truly improve the research and employment opportunities, career persistence and success, provide meaningful leadership roles and, ultimately lead to the equitable representation of URM faculty on universities campuses. Allocation of resources needs to be equitable, not special, and responsive to the needs of URM. Equity benefits, everyone; therefore, everyone must be invested and engaged in the quest for inclusive excellence.

ESSENTIAL READINGS ON EFFECTIVE, EVIDENCE-BASED INCLUSIONARY PRACTICES IN HIGHER EDUCATION: 2000-2017

This compilation of readings presents a synthesis of effective and evidence-based inclusionary practices within higher education. These reports focus particular attention on recommendations to increase student persistence and faculty recruitment, retention efforts, and mentoring programs among historically underrepresented students and faculty and to create policies and practices that foster more welcoming, inclusive and equitable university campuses

1. Allendoerfer, C. & Yellin, J. M. (2011). Investigating best practices in the research mentoring of underrepresented minority students in engineering: The impact of informal interactions. In *118th ASEE Annual Conference and Exposition, Vancouver, Canada*.

<https://peer.asee.org/investigating-best-practices-in-the-research-mentoring-of-underrepresented-minority-students-in-engineering-the-impact-of-informal-interactions>

Mentoring underrepresented minority (URM) students in engineering and science research has long been acknowledged as an effective way to engage undergraduates in engineering majors, and is also an essential component of the doctoral degrees that represent the gateway to careers in engineering research. The study was guided by the following questions: 1) What can we identify as best practices in mentoring and supervising URM students as they conduct engineering research? 2) How is the effectiveness of these practices perceived by URM populations? 3) To what extent are these best practices in research mentoring congruent with commonly accepted guidelines for undergraduate and graduate students from majority groups? Data were collected through an online survey and follow-up telephone interviews of a nationwide sample of URM engineering undergraduate students, graduate students, and recent PhD recipients. The major theme that emerged was the important role of informal mentoring by research supervisors and what it looks like in retaining undergraduate students and their persistence in engineering. By “informal” mentoring we refer to interactions during a student’s

research experience that are not specifically related to the research project at hand, for example conversations about career or academic pathways, or support during struggles in a student's personal life. The authors conclude that incorporating more informal types of mentoring into the research mentor-mentee relationship is one effective way for faculty to facilitate the retention of URM undergraduate students in engineering.

- 2. Guenter-Schlesinger, S. & K. Ojikutu. (2009). Best Practices: Recruiting & Retaining Faculty and Staff of Color. Western Washington University.

http://www.wvu.edu/eoo/docs/best%20practices_recruiting%20and%20retaining%20staff%20of%20color.pdf. Retrieved from Best Practices: Recruiting & Retaining Faculty and Staff of Color

This paper provides an excellent summary and overview of “best practices” and strategies from a spectrum of higher education institutions that have been effective in recruiting and retaining faculty and staff of color. The authors list both recruitment and retention strategies together, due to their intertwining nature. Some strategies serve both recruitment and retention efforts; others are clearly aimed at either recruitment or retention. Although strategies are not intended to be exhaustive, this “working document” can help guide a University's efforts to identify widely used, effective strategies. This report was used to adapt the practices for the university that would work best and allow maximum flexibility to best define how the university could successfully reach its goals. Further, these initiatives that are on-going at Western are being further examined for possible enhancements so as to make their on-going search processes more effective in the recruitment and retention of faculty and staff of color.

- 3. Maruyama, G., Moreno, J. F., Gudeman, R. H., & Marin, P. (2000). Does diversity make a difference? Three research studies on diversity in college classrooms.

<https://files.eric.ed.gov/fulltext/ED444409.pdf>

This report consists of three studies investigating the attitudes of faculty and students in predominantly white institutions on the import and impact of diversity and inclusion of racial/ethnic content in course materials, classroom discussions, and institutional commitments. The report departs from the historical moment prior to 1960 when only a handful of “Americans of color “ went to college to the institutional sea change post 1960 when institutions first reached out to students and faculty of color in the belief that they would be the primary beneficiaries of the traditional education schools offered. Several noteworthy conclusions are proffered: white students benefit from the inclusion of racial/ethnic discussions because it provides them varying perspectives that support the educational mission of mainly PWI institutions; departmental values regarding diversity are held less strongly than institutional values as a large number of faculty (30%) perceive that diversity encourages admission of unprepared students; and selective colleges in the debate of who has the “right” to be admitted have lost their historic commitment to create communities that support their academic and social academic mission. This report is a transparent, important read concerning the nature and depth of institutional and faculty commitments to the inclusion of historically underrepresented

students and faculty. It illuminates some of the reasons for the low representation of URM groups at elite, PWI colleges and universities.

- 4. Hanover Research Academy Administration Practice. (2014). Faculty Mentoring Models and Effective Practices, Washington, DC.

<https://www.hanoverresearch.com/media/Faculty-Mentoring-Models-and-Effectives-Practices-Hanover-Research.pdf>

This report synthesizes effective faculty mentorship models and presents successful approaches to their implementation and support. The report comprises two sections. The first section reviews several innovative mentoring models and best practices for mentorship programs. The second section profiles notable faculty mentoring programs at two postsecondary institutions and presents activities for mentoring relationships. Approaches to specific mentoring strategies by race, gender, ethnicity and class are notably absent.

- 5. Moreno, C., Jackson-Triche, M., Nash, G., Rice, C., & Suzuki, B. (2013). Independent investigative report on acts of bias and discrimination involving faculty at the University of California, Los Angeles.

<https://www.ucop.edu/moreno-report/external-review-team-report-10-15-13.pdf>

This report emerged after a group of concerned UCLA faculty approached university leadership to address several recent and well-known incidents of racial and ethnic bias and/or discrimination. The Executive Vice Chancellor and Provost authorized the creation of the External Review Team to conduct a review that consisted of an analysis of existing university policies, interviews with university administrators and faculty members, town hall meeting and the solicitation of written testimonies from concerned faculty. The Review Team made three primary recommendations including: (1)the standardization of investigations of occurrences of “incidents of perceived bias, discrimination, and intolerance” along with the referral of such occurrences to a university disciplinary body; (2)the institutionalization of preventative education and training programs that also provide record-keeping and monitoring of instances of perceived bias, discrimination, and intolerance; (3)the formation of the position of Discrimination Officer, who will lead the creation of education and training programs, university investigations, fact-finding, record-keeping, among other responsibilities.

- 6. Sorkness, C. A., Pfund, C., Ofili, E. O., Okuyemi, K. S., Vishwanatha, J. K., Zavala, M. E. & Javier, D. (2017). A new approach to mentoring for research careers: The National Research Mentoring Network. In *BMC proceedings* 11(12), 22.

<https://bmcproc.biomedcentral.com/track/pdf/10.1186/s12919-017-0083-8>

Effective mentorship is critical to the success of early stage investigators, and has been linked to enhanced mentee productivity, self-efficacy, and career satisfaction. The mission of the

National Research Mentoring Network (NRMN) is to provide all trainees across the biomedical, behavioral, clinical, and social sciences with evidence-based mentorship and professional development programming that emphasizes the benefits and challenges of diversity, inclusivity, and culture within mentoring relationships, and more broadly the research workforce. This paper describes the structure and activities of NRMN.

- 7. American Federation of Teachers. (2010). *Promoting Racial and Ethnic Diversity in the Faculty: What Higher Education Unions Can Do*.

<https://www.aft.org/sites/default/files/facultydiversity0310.pdf>

As generations of activists pushed back against a higher education system largely restricted to affluent white males, the campaign for racial and ethnic diversity in American colleges and universities gathered momentum in the mid-20 Century. The campaign was spurred by court-ordered desegregation, the grass-roots civil rights movement, the resulting Civil Rights and Voting Rights Acts, and the Great Society educational opportunity programs. However, African-Americans, American Indians, and Hispanics continue to be underrepresented among those who complete a bachelor's degree and advanced or professional degrees that are a prerequisite to faculty positions. Underrepresented racial and ethnic faculty groups continue to encounter obstacles in their job search because of two national factors: opposition to affirmative action and the national trend away from creating and filling full-time tenure-track faculty positions. Of the only 10.4 percent of faculty positions held by underrepresented racial and ethnic groups in 2007, 73 percent are contingent positions—which means that nearly three-quarters of underrepresented faculty hold positions that do not provide them with adequate wages or benefits, job security, or meaningful academic freedom. The process of effectuating a diverse faculty and staff is an essential element in achieving a greater measure of economic and social justice in America.

- 8. Smith, D. G., Turner, C. S., Osei-Kofi, N. & Richards, S. (2004). Interrupting the usual: Successful strategies for hiring diverse faculty. *The Journal of Higher Education*, 75(2), 133-160.

<https://www.jstor.org/stable/pdf/3838827.pdf>

This study examines whether specific interventions account for the hiring of diverse faculty above and beyond hiring done in academic areas specifically focused on race and ethnicity. Using data from approximately 700 searches, the study investigates the hypothesis that at institutions with predominantly White populations, hiring of faculty from underrepresented groups (African-Americans, Latina/os, and American Indians) occurs when at least one of the following three designated conditions are met: (1) The job description used to recruit faculty members explicitly engages diversity at the department or subfield level; (2) An institutional “special hire” strategy, such as waiver of a search, target of opportunity hire, or spousal hire, is used; and (3) The search is conducted by an ethnically/racially diverse search committee.

- 9. Tsui, L. (2007). Effective strategies to increase diversity in STEM fields: A review of the research literature. *The Journal of Negro Education*, 555-581.

<https://www.jstor.org/stable/pdf/40037228.pdf>

This comprehensive synthesis presents the research evidence that exists for ten intervention strategies commonly adopted by programmatic efforts striving to increase diversity in science, technology, engineering, and mathematics (STEM) fields. The disproportionately low participation of African Americans, Native Americans, and Latinos in STEM fields is attributable to a number of factors, including barriers that are of a cultural (social expectations for different groups), structural (historical laws and regulations that barred the entry of minorities into education and employment), and institutional nature (discriminatory policies and practices). While societal transformations have reduced formal and legally sanctioned barriers, the lineage of accumulated deficit opportunities within a socially stratified society continues to exert its negative impact. Empirical support is presented for three model intervention programs: The Meyerhoff Program, Minority Engineering Program (MEP), and the Mathematics Workshop. The models are effective with historically underrepresented students. The article concludes with a discussion of recommendations for future action and research.

- 10. Turner, C. S. (Ed.). (2015). *Mentoring as Transformative Practice: Supporting Student and Faculty Diversity: New Directions for Higher Education, Number 171*. John Wiley & Sons.

In this anthology, women and scholars of color underscore the importance of supporting one another, within and across differences, as critical to the development of a diverse professoriate. This study emphasizes and highlights: the importance of mentorship; policies, processes, and practices that result in successful mentoring relationships; real life mentoring experiences to inform students, beginning faculty, and those who would be mentors; and evidence for policy makers about what works in the development of supportive and nurturing higher education learning environments. The guiding principles underlying successful mentorships, interpersonally and programmatically, presented here can have the potential to transform higher education to better serve the needs of all its members.

- 11. Turner, C. S. V. (2002). *Diversifying the faculty: A guidebook for search committees*. Association of American Colleges and Universities.

<https://files.eric.ed.gov/fulltext/ED465359.pdf>

The guidebook addresses only one aspect of a much larger issue that AAC&U has made a centerpiece of its programming for more than a decade. Overcoming its own legacies of exclusion, how can higher education now tap the rich diversity within the United States as an education and civic resource? Yet despite stunning progress in diversifying the collegiate student body over the past four decades, the progress in diversifying the faculty has been discouraging. AAC&U is convinced that the majority of colleges & universities want to diversify their faculties racially and ethnically, but don't always know how. This guide serves as a remedy to that issue.

- 12. United States. Department of Education. Office of Planning, Evaluation, and Policy Development. (2016). Advancing diversity and inclusion in higher education: Key data highlights focusing on race and ethnicity and promising practices.

<https://www2.ed.gov/rschstat/research/pubs/advancing-diversity-inclusion.pdf>

While highlighting the Obama Administration's efforts to promote diversity in institutions of higher education (rolled back under the Donald Trump administration), this report shows the continuing educational inequities and opportunity gaps in accessing and completing a quality postsecondary education. During the past 50 years, the U.S. has seen racial and ethnic disparities in higher education enrollment and attainment, as well as gaps in earnings, employment, and other related outcomes for communities of color. Gaps in college opportunity have contributed to diminished social mobility within the United States, and gaps in college opportunity are in turn influenced by disparities in students' experiences before graduating from high school. The participation of underrepresented students of color decreases at multiple points across the higher education pathway including at application, admission, enrollment, persistence, and completion. The interaction of race and ethnicity, family income, and parental education can influence educational and labor market outcomes. One key recommendation includes the enforcement of diversity across all levels of an institution. Research shows that campus leadership, including a diverse faculty, plays an important role in achieving inclusive institutions.

- 13. Whittaker, J. A., Montgomery, B. L., & Acosta, V. G. M. (2015). Retention of underrepresented minority faculty: Strategic initiatives for institutional value proposition based on perspectives from a range of academic institutions. *Journal of Undergraduate Neuroscience Education*, 13(3), A136.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4521729/pdf/june-13-136.pdf>

The student and faculty make-up of academic institutions does not represent national demographics. Racial and ethnic minorities are disproportionately underrepresented nationally, and particularly at predominantly white institutions (PWIs). Although significant efforts and funding have been committed to increasing points of access or recruitment of underrepresented minority (URM) students and faculty at PWIs, these individuals have not been recruited and retained at rates that reflect their national proportions in all disciplines, but particularly in Science, Technology, Engineering, and Mathematics (STEM) disciplines. This reality represents a national crisis given a predicted shortage of workers in STEM disciplines based on current rates of training of all individuals, majority and URM, and the intersection of this limitation with persistent challenges in the recruitment, training, retention and advancement of URMs. An additional compounding factor is the increasingly disproportionate underrepresentation of minorities at higher professorial and administrative ranks. This factor thus limits the pool of potential mentors who may successfully shepherd URM students through STEM training and development. We address issues related to improving recruitment and retention of URM faculty that are applicable across a range of academic institutions. This study

offers specific recommendations, including identifying environmental barriers to diversity and implementing strategies for their amelioration, promoting effective and innovative mentoring, and addressing leadership issues related to constructive change for promoting diversity.

- 14. Woodrow Wilson National Fellowship Foundation. (2005). *Diversity & the Ph. D.: A Review of Efforts to Broaden Race & Ethnicity in US Doctoral Education*.

<https://files.eric.ed.gov/fulltext/ED536864.pdf>

This critical report focuses on educational attainment among African Americans and Hispanics because they are the largest underrepresented groups in higher education, relative to their presence in the nation's population. Similar patterns hold for the very small number of American Indians in doctoral education—just 133 out of nearly 26,000 citizen Ph.D.'s in 2003, comprising 0.5% of all U.S. doctoral recipients but 0.9% of the overall population. Asians, on the other hand, received 5.2% of all Ph.D.'s granted to U.S. citizens in 2003, when they represented 4.1% of the population, and are therefore not considered under-represented. Drawing on interviews with the leaders of 13 such programs, the report points to circumstances that increasingly impede their work. This report reveals the following findings: (1) Doctoral education's diversity record is poor. Despite some gains in recent years, by 2003 only 7 percent of all doctoral recipients were African American or Hispanic; (2) It is getting worse. Despite extraordinary support within and beyond academia for affirmative action admissions programs--as evidenced by the University of Michigan case--court challenges have had a significant chilling effect, resulting in a dilution of resources and a weakening of institutional will; (3) Though a large number of programs still bolster opportunities for minority students, there is no significant coalition that might attempt to coordinate efforts so that the overall national effort could become coherent; and (4) With a few exceptions, little data and only partial assessments are available Why be concerned with doctoral diversity? The reasons are practical, ethical, and intellectual. At the most pragmatic level, the nation must strengthen domestic doctoral education. The fact that so many more U.S. doctorates go to foreign students than to U.S. minority students raises another aspect of the issue: Educating the world's students while neglecting significant groups of the national population is a vast inequality at the highest academic level. This situation diminishes the value of American citizenship for too many of our citizens, and runs counter to the founding principles of the United States. Extensive, sharp and effective inclusionary recommendations are offered. One of the most important recommendations being: Race and economic need go together. These two efforts to even the playing field need not and should not be made oppositional and alternative, for such criteria as need or "first in family" will not provide anything akin to the same results in improving racial and ethnic diversity as programs frankly treating diversity as a goal.

- 15. Zellers, D. F., Howard, V. M., & Barcic, M. A. (2008). Faculty mentoring programs: Reenvisioning rather than reinventing the wheel. *Review of educational research*, 78(3), 552-588.

<http://journals.sagepub.com/doi/pdf/10.3102/0034654308320966>

A comprehensive review that traces the historical evolution of mentoring programs in the United States in business and academe. It provides insights on the challenges associated with the study of mentoring, and identifies the limited research-based studies of faculty mentoring programs that currently inform our understanding of this practice in American Higher Education. The findings indicate that the sophistication of research has not advanced over the past decade. However, evidence does suggest that academe should be cautious in overgeneralizing the findings of studies conducted in corporate cultures. Although mentoring is recognized to be contextual, only recently have investigators considered the impact of organizational culture on the effectiveness of corporate mentoring programs. More rigorous investigation of this practice in higher education is warranted. As more studies point to the need to foster an employment culture that supports mentoring, understanding faculty mentoring programs within the context of their academic cultures is critical.



ESSENTIAL READINGS ON PROMOTING GENDER EQUITY IN HIGHER EDUCATION: 2001-2018

The selected readings provide a glimpse of how researchers have approached the question of gender discrimination and gender equity in higher education. Much of the literature on gender equity has focused on the experiences of and challenges facing white women. However, more recently there has been a modest upsurge of intersectional analysis of gender, ethnicity, and race in higher education as scholars focus on the work and social lives of historically underrepresented women and women of color faculty.

- 1. ADVANCE Program, University of Michigan. (2004). *Gender in Science and Engineering Report*. Subcommittee on Faculty Recruitment, Retention, and Leadership.

<https://advance.umich.edu/wp-content/uploads/2018/09/GSE-FacRecruitment-2004.pdf>

From the Gender in Science and Engineering Committee, the Provost and the Vice President for Academic Affairs at the University of Michigan mandated the formation of the Subcommittee on Recruitment, Retention and Leadership. The subcommittee found substantial variation in the amount of documentation that supports policies and procedures at the institutional and unit (school/college) level. One of the key findings was the importance of proactive and

vigorous programs for assistance in dual career situations as a critical component of any policy recommendation designed to improve diversity in the science and engineering faculty. Emphasizing interdisciplinarity as one of the distinctive hallmarks of the University's academic landscape could be an important tool to increase the diversity and excellence of the faculty, particularly in science and engineering. The principle recommendations span hiring, the Provosts Faculty Initiative Program (PFIP), dual career policies, structural mentoring mechanisms, pathways to leadership, and faculty retention processes at the University of Michigan.

- 2. Howard, E. & Gagliardi, G. (2018). *Leading the Way to Parity: Preparation, Persistence, and the Role of Women Presidents*. Washington, DC: American Council on Education.

<https://www.acenet.edu/Documents/Leading-the-Way-to-Parity.pdf>

The American College President Study 2017 (ACPS) shows a growing population of women presidents who bring years of experience and preparation to the position. Many are uniquely qualified as representatives of their institutions, having served before their presidency in provostships and other academic administration positions on their campuses. They bring training from formal pathways, such as PhD and EdD programs, as well as professional development from leadership programs designed for higher education administrators. The current picture of women presidents shows the highest representation of women presidents in associate colleges and the lowest representation of women presidents in doctorate-granting institutions. The average age of presidents does not differ substantially between women and men, nor does the representation of women minority presidents compared to men minority presidents. In the 2016 ACPS survey, women made up 30.1 percent of the population of presidents, up about four percentage points since the 2011 survey (26.4 percent). The percentage of women presidents completing the survey has roughly tripled since the initial survey in 1986—9.5 percent to 30.1 percent, and, if the proportion of women presidents continues increasing at the same annual growth rate (3.9 percent), gender parity in the presidency will occur by 2030. The report concludes with several recommendations such as engage in formal mentoring to identify and groom future women presidents, and support and advance women to become chief academic officers, a key stepping stone to the presidency for women, among others.

- 3. American Association of University Women. (2015). *Solving the Equation: The Variables for Women's Success in Engineering and Computing*. Washington, DC.

<https://www.aauw.org/research/solving-the-equation/>

The dramatic increase in girls' educational achievements in scientific and mathematical subjects has not been matched by similar increases in the representation of women working as engineers and computing professionals. Just 12 percent of engineers are women, and the number of women in computing has fallen from 35 percent in 1990 to just 26 percent today. The numbers are especially low for Hispanic, African American, and American Indian women. Black women make up 1 percent of the engineering workforce and 3 percent of the computing workforce, while Hispanic women hold just 1 percent of jobs in each field. American Indian and Alaska Native women make up just a fraction of a percent of each workforce. In this

report, barriers to increasing the STEM workforce for women including underrepresented women are noted and solutions for increasing representation and persistence are proposed.

- 4. Johnson, H. L. (2016). Pipelines, pathways, and institutional leadership: An update on the status of women in higher education. *Washington, DC: American Council on Education.*

<http://www.acenet.edu/news-room/Documents/HES-Pipelines-Pathways-and-Institutional-Leadership-2017.pdf>

In the effort to advance women's leadership in higher education, this study exposes the patterns of gender bias. The data is presented in the form of helpful infographics, effectively explicate income disparities and the lack of female representation among the ranks of university presidents. More specifically, the key findings of the report demonstrate that women make a little more than 25% of all faculty and approximately 15% of presidents of doctoral degree granting programs, despite making up half of all college students. In addition, in 2009 female faculty members earned 82% of what male faculty members. The report includes updated data on women in higher education leadership to a previously published version. However, the data are not disaggregated by race and ethnicity of women leaders.

- 5. Mason, M. A., Wolfinger, N. H. & Goulden, M. (2013). *Do babies matter?: Gender and family in the ivory tower.* Rutgers University Press.

<https://www.bookdepository.com/Do-Babies-Matter-Mary-Ann-Mason/9780813560809>

This book is the first comprehensive examination of the relationship between family formation and the academic careers of men and women. The new generation of scholars differs in many ways from its predecessor of just a few decades ago. Academia once consisted largely of men in traditional single-earner families. Today, men and women fill the doctoral student ranks in nearly equal numbers and most will experience both the benefits and challenges of living in dual-income households. However, changes to the structure and culture of academia have not kept pace with young scholars' desires for work-family balance. Individual chapters examine graduate school, how recent PhD recipients get into the academic game, the tenure process, and life after tenure. Concrete strategies are suggested for transforming the university into a family-friendly environment at every career stage.

- 6. National Academies of Sciences, Engineering, and Medicine. (2018). *Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine.* Washington, D.C.: National Academies Press.

<https://www.nap.edu/catalog/24994/sexual-harassment-of-women-climate-culture-and-consequences-in-academic>

System-wide changes to the culture and climate in higher education are needed to prevent and effectively respond to sexual harassment. There is no evidence that current policies, procedures, and approaches—which often focus on symbolic compliance with the law and on avoiding liability—have resulted in a significant reduction in sexual harassment.

Across all industry sectors, occupations, races, ethnicities, and social classes, sexual harassment undermines women's professional and educational attainment and their mental and physical health. For women faculty in science, engineering, and medicine, the professional outcomes from being sexually harassed include stepping down from leadership opportunities to avoid the perpetrator, leaving their institution, and leaving their field altogether. The cumulative effect of sexual harassment is significant damage to research integrity and a costly loss of talent in academic sciences, engineering, and medicine.

- 7. National Research Council. (2010). *Gender differences at critical transitions in the careers of science, engineering, and mathematics faculty.* National Academies Press.

<https://www.nap.edu/catalog/12062/gender-differences-at-critical-transitions-in-the-careers-of-science-engineering-and-mathematics-faculty>

This book presents new and surprising findings about career differences between female and male full-time, tenure-track, and tenured faculty in science, engineering, and mathematics at the nation's top research universities. Much of this congressionally mandated book is based on two unique surveys of faculty and departments at major U.S. research universities in six fields: biology, chemistry, civil engineering, electrical engineering, mathematics, and physics. A departmental survey collected information on departmental policies, recent tenure and promotion cases, and recent hires in almost 500 departments and included a stratified, random sample of about 1,800 faculty. Data were collected on demographic characteristics, employment experiences, and the allocation of institutional resources such as laboratory space, professional activities, and scholarly productivity. This book paints a timely picture of the status of female faculty at top universities, clarifies whether male and female faculty have similar opportunities to advance and succeed in academia, challenges some commonly held views, and poses several questions still in need of answers.

- 8. Ong, M., Wright, C., Espinosa, L., & Orfield, G. (2011). Inside the double bind: A synthesis of empirical research on undergraduate and graduate women of color in science, technology, engineering, and mathematics. *Harvard Educational Review*, 81(2), 172-209.

<http://hepg.org/her-home/issues/harvard-educational-review-volume-81-number-2/herarticle/a-synthesis-of-empirical-research-on-undergraduate>

The current underrepresentation of women of color in STEM fields represents an unconscionable underutilization of our nation's human capital and raises concerns of equity in the U.S. educational and employment systems. The authors refute the pervasive myth that underrepresented minority women are less interested in pursuing STEM fields and present a complex portrait of the myriad factors that influence the undergraduate and graduate experiences of women of color in STEM fields. Synthesis of 116 works of nearly forty years of scholarship on the postsecondary educational experiences of women of color in science, technology, engineering, and mathematics (STEM)

provides insight into the factors that influence the retention, persistence, and achievement of women of color in STEM fields. The policy implications of their findings and identification of gaps in the literature provide a knowledge base for educators, policy makers, and researchers to continue the mission of advancing the status of women of color in STEM.

- 9. Spalter-Roth, R., & Van Vooren, N. (2012). Mothers in pursuit of ideal academic careers. *American Sociological Association*.

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.303.9775&rep=rep1&type=pdf>

Authors use “data from their PhD-10 survey to investigate whether gender and parental status affected the likelihood of obtaining an ideal versus an alternative career during the first 10 years post-PhD. The new brief follows recent research that examines racial and ethnic differences in obtaining “ideal” versus “alternative” careers. Findings: Women sociologists with children are equally likely to have “ideal” careers as men with children and childless men. Mothers are seven times as likely to have ideal careers as fathers, childless men, childless women, when provided with departmental resources and have attended prestigious graduate schools. Mothers are more likely than fathers to use work/family policies.”

- 10. Turner, C. S. V., & González, J. C. (2011). Faculty women of color: The critical nexus of race and gender. *Journal of Diversity in Higher Education*, 4(4), 199.

<http://psycnet.apa.org/buy/2011-17452-001>

This article examines the experiences of faculty women of color at predominately White public research extensive universities. In the wake of legal challenges to affirmative action, the study questions were, “What are the lived experiences of faculty women of color in predominately White institutions?” and “What are the implications of legal challenges to affirmative action, such as Gratz and Grutter, for faculty women of color and their institutions?” Focus groups were conducted with 51 faculty women of color from a wide range of disciplines, geographic regions and ranks to further understand their experiences, feelings, and reactions in light of the affirmative action cases. One major finding is that faculty women of color across three disciplinary areas STEM, Social, Behavioral, and Economic Sciences [SBE], and Humanities/Arts) experience a knowledge gap regarding the impact of public policies on their everyday lives. Faculty women of color, along with experiencing the typically documented conditions of tokenism, also report that communication about diversity initiatives and resources on their own campuses was extremely uneven and idiosyncratic.

- 11. Sims-Boykin, S. D., Zambrana, R. E., Williams, K. P., Salas-Lopez, D., Sheppard, V., & Headley, A. J. (2003). Mentoring underrepresented minority female medical school faculty: momentum to increase retention and promotion. *J Assoc Acad Minor Phys*, 14(1), 15-18.

Underrepresented minority (URM) groups constitute only 3% of United States medical school faculty. Significant barriers remain to the advancement of URM faculty members at academic medical institutions. Mentoring is a viable way to improve the academic productivity and ultimate

promotion of URM faculty. This report describes important lessons learned about mentoring from the unique perspective of five URM women, and systematically chronicles these women’s perspectives of mentoring. Several common elements emerged as being necessary for an effective mentoring relationship: trust, understanding of the minority experience, positive regard/validation, and availability of time. The respondents noted that when present these elements facilitated mentoring. These findings can be utilized at all academic institutions to improve the quality of mentoring, which should, in turn, increase the retention, persistence and promotion of URM faculty.

- 12. Williams, J., Phillips, K. W., & Hall, E. V. (2014). *Double jeopardy?: Gender bias against women of color in science*. Hastings College of the Law, Center for Work Life Law.

<http://www.uchastings.edu/news/articles/2015/01/double-jeopardy-report.pdf>

The current body of knowledge on gender bias has focused almost exclusively on the experiences of White women. This report examines the experiences of 60 women scientists: Black (26), Latino (32), Native American (2) Asian (45), mixed race, and other women. Four major patterns of gender bias are discussed: prove it again; tightrope of gender characteristics; the maternal wall defined as motherhood decisions; and tug of war (conflict among women). The report describes how each of the patterns are differently experienced by each racial/ethnic group. The report concludes that we know little about how racial bias is experienced in science. Moreover, an important set of effective practices are included (in their own words) “to help the well-intentioned people working to retain women in STEM to forge new, more inclusive conversations in which women’s varied experiences feel honored....”.

- 13. Wong, E. Y., Bigby, J., Kleinpeter, M., Mitchell, J., Camacho, D., Dan, A. & Sarto, G. (2001). Promoting the advancement of minority women faculty in academic medicine: The National Centers of Excellence in Women’s Health. *Journal of women’s health & gender-based medicine*, 10(6), 541-550.

<https://www.liebertpub.com/doi/pdfplus/10.1089/15246090152543120>

Minority physicians provide care in a manner that promotes patient satisfaction and meets the needs of an increasingly diverse U.S. population. Minority medical school faculty bring diverse perspectives to research and teach cross-cultural care. However, men and women of color remain underrepresented among medical school faculty, particularly in the higher ranks. National data show that although the numbers of women in medicine have increased, minority representation remains essentially static. Studying minority women faculty as a group may help to improve our understanding of barriers to diversification. Six National Centers of Excellence in Women’s Health used a variety of approaches in addressing the needs of this group. Recommendations for other academic institutions include development of key diversity indicators with national benchmarks, creation of guidelines for mentoring and faculty development programs, and support for career development opportunities.

- 14. Work Life Law. (2013). Effective policies and programs for retention and advancement of women in academia. San Francisco: UC Hastings College of the Law - The Center for Work Life Law.

<https://worklifelaw.org/publication/effective-policies-and-programs-for-retention-and-advancement-of-women-in-academia/>

This comprehensive report draws on a significant body of knowledge on women and work with the basic premise that women are an undervalued and underutilized asset in higher education. It provides effective family-responsive policies and programs to further facilitate gender equity in recruiting, retaining, and advancing women faculty. The examples of existing institutional policies and practices address parental leave, dual career support, mentoring and networking programs, childcare, alternative career tracks, bias in the hiring and promotion processes, benefit programs, and other pertinent topics. Their website contains a rich set of resources for women in a variety of fields including higher education.

- 15. Xie, Y. & Shauman, K. (2003). Women in science: Career processes and outcomes. Cambridge, Mass.: Harvard University Press.

<http://www.hup.harvard.edu/catalog.php?isbn=9780674018594>

Women in Science provides a systematic account of how U.S. youth are selected into and out of science education in early life, and how social forces affect career outcomes later in the science labor market. While attesting to the progress of women in science, the book reveals continuing gender differences in mathematics and science education and in the progress and outcomes of scientists' careers. The authors explore the extent and causes of gender differences in undergraduate and graduate science education, in scientists' geographic mobility, in research productivity, in promotion rates and earnings, and in the experience of immigrant scientists. They conclude that the gender gap in parenting responsibilities is a critical barrier to the further advancement of women in science. This earlier report did not include historically underrepresented women.

ESSENTIAL READINGS ON PROMOTING EQUITY IN HIGHER EDUCATION FOR HISTORICALLY UNDERREPRESENTED MINORITY GROUPS⁴: 2002-2019

This selection of 20 readings outlines important arguments, data, and recommendations in the debates about promoting equity of historically underrepresented groups in colleges and universities across the U.S. Based on relevant empirical research and URM experiences the readings poignantly address the institutional, interpersonal, and systemic challenges that confront underrepresented minorities (faculty and students) throughout the higher education pathway.

- 1. Acosta-Belén, E. & Bose, C. E. (2012). Unfinished business: Latino faculty and diversity in the SUNY System. NYLARNet (New York Latino Research and Resources Network) Report. University at Albany: SUNY.

<https://www.albany.edu/wwwres/nylarnet/Enlaces%20Latinos%20NYLARNet%20newsletter.pdf>

This report using extensive data sources documents and assesses the hiring and retention of Latino faculty at a selected sample of State University of New York (SUNY) institutions. The major conclusions about the status of underrepresented minority faculty in the SUNY system are: the hiring of Latino faculty within SUNY is far from keeping pace with the changing demographics of New York State and U.S.; the progress in hiring and retaining faculty from underrepresented minorities has been slow, especially in regards to Latino/as; and the hiring of women faculty members has progressed more than other group of SUNY faculty, especially for White women. Recommendations proposed: SUNY should develop consistent ways of collecting, reporting and monitoring data on minority faculty over a specific time period; and, develop effective strategic hiring and retention plans for Latino faculty. (Report is not available online)

⁴ Historically underrepresented minority (URM) refers to African Americans with a history of intergenerational slavery in the U.S., and Mexican American, Puerto Rican, and American Indian Alaska Native faculty who are part of the domestic talent pool and considered underrepresented due to their historic and contemporary underrepresentation in the academy, relative to their proportion in the general U.S. population. Although AIAN faculty share many of the same barriers to success as URM colleagues, their unique status as Tribal peoples and their relationship to settler colonialism pose particular challenges and resistance strategies

- 2. Barrett, T. G. & Smith, T. (2008). Southern coup: Recruiting African American faculty members at an elite private Southern research university. *American Educational Research Journal*, 45(4), 946-973.

<https://www.jstor.org/stable/pdf/27667159.pdf>

Competition for highly qualified African American faculty members among elite universities in the United States remains keen. Two of the most successful research universities at recruiting African American faculty members are located in the Southeast. Employing a conceptual framework grounded in organizational culture and climate literature, this qualitative study identifies sets of tangible, intangible, and non-work-related factors that influenced the decisions of 12 African American faculty members in several disciplines to accept positions at an elite private research university in the Southeast. Participants identified other factors not included in the framework that also played significant roles in their decisions to accept positions at this university. Understanding such factors may assist other elite research universities in developing recruiting strategies to compete more effectively for African American faculty members.

- 3. Brunσμα, D. L., Embrick, D. & Shin, J. H. (2017). Graduate students of color: Race, racism, and mentoring in the white waters of academia. *Sociology of Race and Ethnicity*, 3(1), 1-13.

<http://journals.sagepub.com/doi/abs/10.1177/2332649216681565>

The graduate student experience can be a time of great stress, insecurity, and uncertainty. Overwhelmingly, studies verify that good mentoring is one of the best indicators of graduate student success. This literature review outlines in detail previous research that attest to these experiences, and pay specific attention to the experiences of students of color. The literature suggests that academia, in general, and sociology, in particular, does not do a good job of mentoring graduate students of color. An overview of graduate student experiences and the mentoring side of the equation, informs respecting reasons that might explain variations in how students are mentored in higher education. Recommendations on what faculty and departments can do to address the inadequate mentoring of graduate students of color are presented.

- 4. Castañeda, M., Zambrana, R. E., Marsh, K., Vega, W., Becerra, R., & Pérez, D. J. (2015). Role of institutional climate on underrepresented faculty perceptions and decision making in use of work-family policies. *Family Relations*, 64(5), 711-725.

<https://onlinelibrary.wiley.com/doi/abs/10.1111/fare.12159>

Institutional challenges that underrepresented minority (URM) faculty perceive in higher education with use of workplace-family support policies are examined. Evidence reveals that faculty encounter differences in access to information and explanations of how to use

workplace-family statutes. A qualitative study of 58 URM faculty highlighted five particularly notable themes: (a) faculty perceptions of how the institution views their family caregiving responsibilities, (b) inadequate compensation matters in the utilization of formal policies, (c) informal policies are often inaccessible and invisible, (d) social networks affect the inclusiveness of work-family institutional practices, and (e) fear of being regarded as a “red flag” constrains decisions regarding the use of policies. If administrators are to successfully implement equity, and inclusion and retain URM faculty, institutions need to pay particular attention to how URM faculty experience the academic climate regarding work-family balance.

- 5. Cook, E. D., & Gibbs, H. R. (2009). Diverse academic faculty: A precious resource for innovative institutions. In *Faculty Health in Academic Medicine: Physicians, Scientists, and the Pressures of Success* (pp. 93-111). Humana Press.

https://link.springer.com/chapter/10.1007/978-1-60327-451-7_8

Diverse academic faculty contribute unique perspectives and experiences that lead to creative growth of academic centers. Although the US population has become more diverse, academic faculty remain primarily heterosexual, able bodied, white, and male. These centers risk losing touch with the population at large and the issues they face. It is important to recruit and retain diverse academic faculty since they train future scientists and physicians who will make discoveries and apply treatments to the entire population. There is a paucity of data about diverse academic faculty and their unique additional stressors impacting on faculty health. In this chapter stressors as they apply to race and ethnicity and faculty with disabilities are discussed. Further, the important associations between marginalization, isolation, and silence experienced by diverse faculty and the stress that follows, are also examined.

- 6. Gutiérrez y Muhs, G., Niemann, Y. F., González, C. G., & Harris, A. P. (2012). *Presumed incompetent: The intersections of race and class for women in academia.*

<https://upcolorado.com/utah-state-university-press/item/2338-presumed-incompetent>

Presumed Incompetent is a path breaking account of the intersecting roles of race, gender, and class in the working lives of women faculty of color. Through personal narratives and qualitative empirical studies, more than 40 authors expose the daunting challenges faced by academic women of color as they navigate the often hostile terrain of higher education, including hiring, promotion, tenure, and relations with students, colleagues, and administrators. The narratives are filled with wit, wisdom, and concrete recommendations, and provide a window into the struggles of professional women in a racially stratified but increasingly multicultural America.

- 7. Hassouneh, D., Lutz, K. F., Beckett, A. K., Junkins, E. P., & Horton, L. L. (2014). The experiences of underrepresented minority faculty in schools of medicine. *Medical Education Online*, 19, 10.3402/meo.v19.24768.

<http://doi.org/10.3402/meo.v19.24768>

The study collected data through in-person and telephone interviews with 25 historically underrepresented faculty in academic medicine. The terms ‘faculty of color’ and ‘underrepresented minority faculty’ (URM) refer to two overlapping but distinct groups. The former includes Asians who are minorities in the US population but not in medicine. Two processes were identified that contribute to a greater understanding of the experiences of respondents: patterns of exclusion and control, and surviving and thriving. In response to exclusion and control, faculty of color survive, thrive, or both, depending on risk and protective conditions and context. Exclusion and control are processes that restrict or limit faculty of color’s influence on school cultures. Data show that mentorship was the most frequently reported protective condition. The study concludes that strong support from leaders, mentors, and peers to nurture and protect faculty of color in schools of medicine is needed to counteract the negative effects of racism, and promote the positive effects this group has on diversity and excellence in medical education. Specific strategies for survival and success are proffered.

- 8. Henderson, L. & Herring, C. (2013). Does critical diversity pay in higher education? Race, gender, and departmental rankings in research universities. *Politics, groups and identities*. 1(3), 293-310.

<https://www.tandfonline.com/doi/abs/10.1080/21565503.2013.818565>

“Critical diversity” is the equal inclusion of people from varied backgrounds on a parity basis throughout all ranks and divisions of an organization. The critical diversity perspective argues that as organizations become more diverse, they benefit relative to their competitors. Using data from the 2011 National Academy of Sciences (NAS) Rankings of U.S. Research Universities, this paper examines whether racial and gender diversity “pay” in terms of the rankings of academic programs at research universities. The NAS data set consists of several indicators relating to research productivity, student support and outcomes, and program diversity from over 5000 doctoral programs at US research universities. Net of factors such as publication rates, grants, scholarly awards, program size, region, and whether the institution is public or private, racial and gender diversity among faculty and students at research universities are positively associated with departmental rankings. Implications of these findings for diversity in higher education are discussed.

- 9. Kaiser, C.R., Major, B., Jurcevic, I. Dover, T. L., Brady, L. M. & Shapiro, J.R. (2013). Presumed fair: Ironic effects of organizational diversity structures. *Journal of Personality and Social Psychology*, 104(3), 504-19.

<http://psycnet.apa.org/doi/10.1037/a0030838>

The hypothesis that the presence (vs. absence) of organizational diversity structures causes high-status group members (Whites, men) to perceive organizations with diversity structures as procedurally fairer environments for underrepresented groups (racial minorities, women), was tested. This illusory sense of fairness derived from the mere presence of diversity structures causes high-status group members to legitimize the status quo by becoming less sensitive to discrimination targeted at underrepresented groups, and react more harshly toward underrepresented group members who claim discrimination. Six experiments support these hypotheses in designs using 4 types of diversity structures (diversity policies, diversity training, diversity awards, idiosyncratically generated diversity structures from participants’ own organizations) among 2 high-status groups involving several types of discrimination (discriminatory promotion practices, adverse impact in hiring, wage discrimination). Implications of these experiments for organizational diversity and employment discrimination law are discussed.

- 10. Kayes, P. E. (2006). New paradigms for diversifying faculty and staff in higher education: Uncovering cultural biases in the search and hiring process. *Multicultural Education*, 14(2), 65-69.

<http://www.nwic.edu/wp-content/uploads/2016/08/New-paradigms-for-diversifying-faculty-and-staff-in-higher-education.-Uncovering-cultural-biases-in-the-search-and-hiring-process.pdf>

In last ten years, many colleges, universities, boards, and agencies have undertaken diversity initiatives aimed at faculty/staff hiring not only by issuing resolutions, policies, and mandates but also by inventing programs and developing strategies intended to increase the number of faculty and staff of color in predominantly White institutions. The statistics illustrate the results: 80-90% of faculty and staff in most colleges and universities are still White.

- 11. Matthew, P. A. (Ed.). (2016). *Written/unwritten: Diversity and the hidden truths of tenure*. UNC Press Books.

<https://www.uncpress.org/book/9781469627717/writtenunwritten/>

The academy claims to seek and value diversity in its professoriate, but reports from faculty of color around the country indicate that departments and administrators discriminate in ways that range from unintentional to malignant. Stories abound of scholars--despite impressive records of publication, excellent teaching evaluations, and exemplary service to their universities--struggling on the tenure track. These stories, however, are rarely shared for public consumption. *Written/Unwritten* reveals that faculty of color often face two sets of rules when applying for reappointment, tenure, and promotion: those made explicit in handbooks and faculty orientations or determined by union contracts and those that operate beneath the surface. This second,

unwritten set of rules disproportionately affects faculty who are hired to “diversify” academic departments and then expected to meet ever-shifting requirements set by tenured colleagues and administrators. The authors reveal how these implicit processes undermine the quality of research and teaching in American colleges and universities. They also show what is possible when universities persist in their efforts to create a diverse and more equitable professorate. These narratives hold the academy accountable while providing a pragmatic view about how it might improve itself and how that improvement can extend to academic culture at large.

- 12. Moore, W.L. and Bell, J.M. (2011) Maneuvers of Whiteness: ‘Diversity’ as a Mechanism of Retrenchment in the Affirmative Action Discourse. *Critical Sociology*, 37 (5): 597-613.0.

<https://doi.org/10.1177%2F0896920510380066>

Through a discourse analysis of three textual sources within elite law schools, we suggest that the white racial frame and the diversity construct are key mechanisms in the process of stalling racial reform by imposing tacit boundaries around the discourse surrounding progressive racial policies. We contend that this limits their effectiveness, resulting in the retrenchment of white racial privilege and power and that this happens without any explicit expression of racial animosity by whites participating in the discourse. To illustrate this process, we analyze the discourse concerning affirmative action, a policy designed to end racial discrimination in and redistribute resources related to employment and education. We focus on the institutional setting of elite law schools both because of its socializing influence on those who will make and interpret affirmative action law and because it represents an institution in which the policy may be utilized in student selection and faculty hiring.

- 13. Patitu, C. L., & Hinton, K. G. (2003). The experiences of African American women faculty and administrators in higher education: Has anything changed? *New Directions for Student Services*, 104, 79-93.

<https://onlinelibrary.wiley.com/doi/epdf/10.1002/ss.109>

This chapter explores factors of concern for, and overall experiences of, African American female faculty and administrators, including salary issues, affirmative action, racism, sexism, homophobia, campus climate, isolation, tenure and promotion processes, and salary. The data reported here were gathered during a prior study of African American women in administrative roles in higher education. These issues were consistent throughout their academic careers. The authors conclude that little has changed for African American female faculty and administrators as evidenced in the findings and overall. Recommendations for making institutions of higher learning more attractive to and receptive of African American women administrators and faculty are discussed.

- 14. Rockquemore, K., & Laszloffy, T. A. (2008). *The black academic's guide to winning tenure--without losing your soul*. Boulder, CO: Lynne Rienner Publishers.

https://www.rienner.com/title/The_Black_Academic_s_Guide_to_Winning_Tenure_Without_Losing_Your_Soul

For an African American scholar, who may be the lone minority in a department, navigating the tenure minefield can be a particularly harrowing process. The authors go beyond standard professional resources to provide clear guidance for black faculty intent on playing and winning the tenure game.

- 15. Rodríguez, J. E., Campbell, K. M., & Pololi, L. H. (2015). Addressing disparities in academic medicine: what of the minority tax? *BMC medical education*, 15(1), 6.

<https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-015-0290-9>

The proportion of African American/Black, Latino, and Native American faculty in U.S. academic medical centers has remained almost unchanged over the last 20 years. Some authors credit the “minority tax”—the burden of extra responsibilities placed on minority faculty in the name of diversity. This tax is in reality very complex, and a major source of inequity in academic medicine. The “minority tax” is better described as an Underrepresented Minority in Medicine (URMM) faculty responsibility disparity. This disparity is evident in many areas: diversity efforts, racism, isolation, mentorship, clinical responsibilities, and promotion. The authors examine the components of the URMM responsibility disparity and use information from the medical literature and from human resources to suggest practical steps that can be taken by academic leaders and policymakers to move toward establishing faculty equity, and increasing the numbers of Black, Latino, and Native American faculty in academic medicine.

- 16. Stanley, C. A. (2006). Coloring the academic landscape: Faculty of color breaking the silence in predominantly White colleges and universities. *American educational research journal*, 43(4), 701-736.

<https://www.jstor.org/stable/pdf/4121775.pdf>

This article, based on a larger, ethnographic qualitative research project, focuses on the first-hand experiences of 27 faculty of color teaching in predominantly White colleges and universities. The respondents represented a variety of institutions, disciplines, and ranks and women of color identities (African American, American Indian, Asian, Asian American, Latina/o, Native Pacific Islander, South African). Predominant themes of the narratives shared by these respondents are: teaching, mentoring, collegiality, identity, service, and racism. These themes, consonant with findings from the research literature, can be used to offer suggestions and recommendations for the recruitment and retention of faculty of color in higher education.

- 17. Valverde, M. R., & Rodriguez, R. C. (2002). Increasing Mexican American doctoral degrees: The role of institutions of higher education. *Journal of Hispanic Higher Education*, 1(1), 51-58.

<http://journals.sagepub.com/doi/pdf/10.1177/1538192702001001005>

Mexican Americans continue to be severely underrepresented among doctoral degree recipients. The institutional support model presented can serve to provide immediate guidance to personnel in institutions of higher education who want to increase the rates of Mexican American doctoral degree attainment. The model was developed based on a retrospective analysis of the authors' experiences as participants at one of the host institutions in the Hispanic Border Leadership Institute Doctoral Fellowship Program and a review of the literature. The four components of the model include financial support and opportunity, emotional/moral support, mentorship from university faculty or other professionals, and technical support.

- 18. Zambrana, R.E. (2018). *Toxic Ivory Towers: The Health Consequences of Work Stress on the Health of Underrepresented Minority Faculty*. Rutgers University Press.

<https://www.rutgersuniversitypress.org/toxic-ivory-towers/9780813592978>

Toxic Ivory Towers seeks to document the professional work experiences of underrepresented minority (URM) faculty in U.S. higher education, and simultaneously address the social and economic inequalities in their life course trajectory. Despite the changing demographics of the nation, the percentages of Black and Hispanic faculty in the past 4 decades have not significantly increased, while the percentages obtaining tenure and earning promotion to full professor have remained relatively stagnant. This is the first book to examine institutional factors impacting the ability of URM faculty to be successful and persist at their selected vocations, and to flourish in academia. The book captures not only how various dimensions of identity inequality are expressed in the academy and how these social statuses influence the health and well-being of URM faculty, but also how institutional policies and practices can be used to transform the culture of an institution to increase rates of retention and promotion so URM faculty can thrive.

- 19. Zambrana, R. E., Harvey Wingfield, A., Lapeyrouse, L. M., Dávila, B. A., Hoagland, T. L., & Valdez, R. B. (2017). Blatant, Subtle, and Insidious: URM faculty perceptions of discriminatory practices in predominantly white institutions. *Sociological Inquiry*, 87(2), 207-232.

<https://onlinelibrary.wiley.com/doi/pdf/10.1111/soin.12147>

Although modest gains are observed in the number of African American, Mexican American, and Puerto Rican faculty in higher education institutions, systemic issues of underrepresentation and retention remain problematic. This article describes how historically underrepresented minority (URM) faculty in Predominantly White Institutions perceive discrimination and illustrates the ways in which discriminatory institutional practices—such as micro aggressions—manifest and contribute to unwelcoming institutional climates and workplace stress. Using a mixed methods approach, including survey data and individual and group interviews, findings show that respondents (n = 543) encounter racial discrimination from colleagues and administrators; experience discrimination differently based on their race/ethnicity and gender; and report difficulties in describing racist encounters. Qualitative data reveal three themes that inform the survey results on perceived discrimination: (1) blatant, outright, subtle, and insidious racism; (2) devaluation of scholarly contributions, merit, and skillset by colleagues and administrators; and (3) the burden of “representing minorities,” or a “racial/ethnic tax.” Propositions for how to change unwelcoming environments and create safe spaces for professional development to reduce the adverse effects of discrimination among URM faculty are discussed.

- 20. Espinosa, L. L., Turk, J. M., Taylor, M., & Chessman, H. M. (2019). Race and ethnicity in higher education: A status report.

<https://vtechworks.lib.vt.edu/bitstream/handle/10919/89187/RaceEthnicityHighEducation.pdf?sequence=1&isAllowed=y>

The racial and ethnic makeup of the United States has changed substantially since the country's founding, with dramatic changes occurring in just the last 20 years. It is well known that the over 50 percent of students from communities of color in public K-12 schools will, in the very near future, be the majority of the U.S. adult population. Racial and ethnic diversity comes with a host of benefits at all levels of education and in the workforce—greater productivity, innovation, and cultural competency, to name a few. Moreover, the current and future health of our nation—economic and otherwise—requires that the whole of our population have equitable access to sources of opportunity. This report examines over 200 indicators, looking at who gains access to a variety of educational environments and experiences, and how these trajectories and their outcomes differ by race and ethnicity. These data provide a foundation from which the higher education community and its many stakeholders can draw insights, raise new questions, and make the case for why race still matters in American higher education.

SELECTED EXAMPLES OF COLLEGES' AND UNIVERSITIES' DIVERSITY STRATEGIC PLANS

The following selection of 14 diversity plans provide a national overview of the mission, vision and commitments of public and private universities and their aspirational goals to increase diversity at their institutions. The term diversity is broadly defined in each of the following statements and remains ambiguous and open to interpretation by the university leaders and faculty and its major stakeholders.

1. CITY UNIVERSITY OF NEW YORK

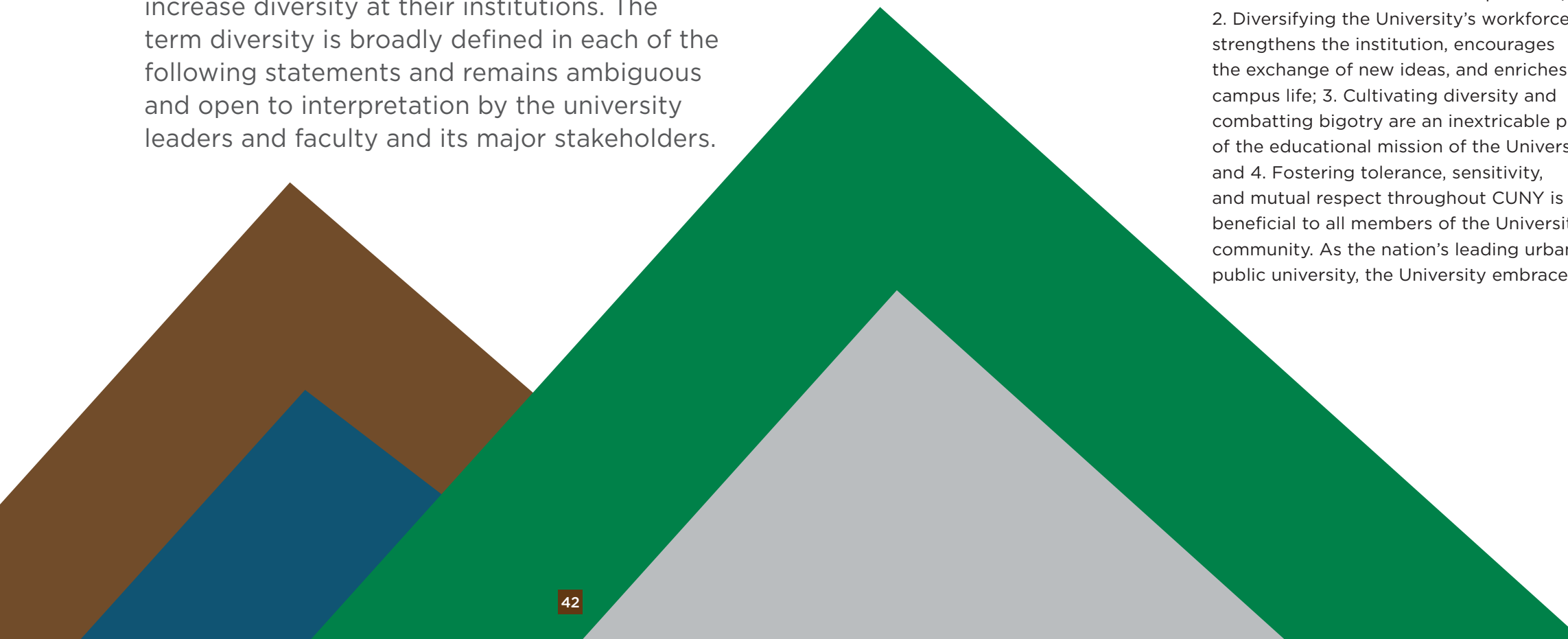
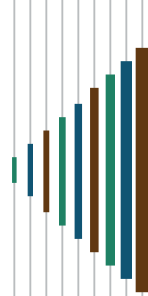
DIVERSITY ACTION PLAN (REVISED SEPT. 2014) - BUILDING ON A STRONG FOUNDATION: A STRATEGY FOR ENHANCING CUNY'S LEADERSHIP IN THE AREAS OF FACULTY DIVERSITY AND INCLUSION

[http://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/hr/diversity-andrecruitment/DiversityActionPlan09_17_14 .pdf](http://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/hr/diversity-andrecruitment/DiversityActionPlan09_17_14.pdf)

The City University of New York's Commitment to Diversity Since its origins as an institution to serve "the children of the whole people," controlled "not by the privileged few, but by the privileged many," and established through a vote of the people of New York City, The City University of New York (CUNY) has had a commitment to diversity and inclusion. CUNY has historically offered a high-quality education to a diverse student body, and its academic priorities and programs reflect its commitment to serve an increasingly diverse population of New Yorkers. The University's commitment to diversity is posited on the following principles:

1. Engendering values and implementing policies that enhance respect for individuals and their cultures promotes excellence and an inclusive educational experience;
2. Diversifying the University's workforce strengthens the institution, encourages the exchange of new ideas, and enriches campus life;
3. Cultivating diversity and combatting bigotry are an inextricable part of the educational mission of the University;
- and 4. Fostering tolerance, sensitivity, and mutual respect throughout CUNY is beneficial to all members of the University community. As the nation's leading urban public university, the University embraces a

set of core values: an insistence on academic rigor, accountability, and assessment coupled with an unwavering commitment to serve students from all backgrounds and support a world-class faculty. These values enhance the University's fundamental mission of teaching, research, and service. Consistent with the mandate of the New York State Education Law "to provide access to higher education for all who seek it," the University endeavors to "continue to maintain and expand its commitment to academic excellence and to the provision of equal access and opportunity for students, faculty, and staff from all ethnic and racial groups and from both sexes." In addition to implementing federal, state, and local regulations, the University has expanded its traditional adherence to the concept of non-discrimination by affirming its commitment to diversity, equity, and inclusion. This commitment is evidenced in numerous resolutions of the Board of Trustees resolutions and CUNY's Master Plans. Diversity and inclusion promote the exchange of ideas and knowledge, scholarly discourse, and community engagement. Simply put, diversity helps the University provide a richer learning experience for students, a better teaching and researching experience for faculty, and a more productive working experience for staff.



2. COLUMBIA UNIVERSITY

PLAN FOR DIVERSITY

<http://news.columbia.edu/content/University-Commits-Another-%24100-Million-to-Faculty-Diversity>
<https://provost.columbia.edu/sites/default/files/content/BestPracticesFacultySearchHiring.pdf>
<https://provost.columbia.edu/sites/default/files/content/MentoringBestPractices.pdf>

Columbia is dedicated to increasing diversity in its workforce, its student body, and its educational programs. Achieving continued academic excellence and creating a vibrant university community require nothing less. Both to prepare our students for citizenship in a pluralistic world and to keep Columbia at the forefront of knowledge, the University seeks to recognize and draw upon the talents of a diverse range of outstanding faculty, research officers, staff, and students and to foster the free exploration and expression of differing ideas, beliefs, and perspectives through scholarly inquiry and civil discourse. In developing its academic programs, Columbia furthers the thoughtful examination of cultural distinctions by developing curricula that prepare students to be responsible members of diverse societies.

In fulfilling its mission to advance diversity at the University, Columbia seeks to hire, retain, and promote exceptionally talented women and men from different racial, cultural, economic and ethnic backgrounds regardless of their sexual orientation or disability status. Through effective and fully compliant affirmative action and equal opportunity policies, Columbia strives to recruit members of groups traditionally underrepresented in American higher education and to increase the number of minority and women candidates in its graduate and professional programs. Building a diverse university community is not the work of a moment. It requires sustained commitment, concerted effort, and the attention of us all.

3. DUKE UNIVERSITY

DUKE'S COMMITMENT TO DIVERSITY AND INCLUSION

<https://provost.duke.edu/initiatives/commitment-to-diversity-and-inclusion>

Duke aspires to create a community built on collaboration, innovation, creativity, and belonging. Our collective success depends on the robust exchange of ideas—an exchange that is best when the rich diversity of our perspectives, backgrounds, and experiences flourishes. To achieve this exchange, it is essential that all members of the community feel secure and welcome, that the contributions of all individuals are respected, and that all voices are heard. All members of our community have a responsibility to uphold these values.

Excellence, Diversity and Inclusion

To achieve our mission and meet the needs of a rapidly changing world, Duke strives to create a climate of collaboration, creativity, and innovation within and across disciplines. Our success depends upon the robust exchange of ideas – an exchange that flourishes best when the rich diversity of human knowledge, perspectives, and experiences is heard. We nonetheless acknowledge that our policies and practices have often failed to ensure equality of participation within our community. Our renewed commitment and responsibility to one another is articulated in the following statement.

Duke University Community Commitment

Because diversity is essential to fulfilling the university's mission, Duke is committed to building an inclusive and diverse university community. Every student, faculty, and staff member—whatever their race, gender, age, ethnicity, cultural heritage or nationality; religious or political beliefs; sexual orientation or gender identity; or socioeconomic, veteran or ability status—has the right to inclusion, respect, agency and voice in the Duke community. Further, all members of the University community have a responsibility to uphold these values and actively foster full participation in university life.

Community Standard

Duke has a longstanding [community standard](#), which all students sign and pledge to keep. Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability.

4. SWARTHMORE COLLEGE

DIVERSITY AND INCLUSION IMPLEMENTATION COMMITTEE REPORT

<https://www.swarthmore.edu/sites/default/files/assets/documents/strategic-directions/FinalDraftDIreport.pdf>

Strategic Directions calls for Swarthmore College to develop a “diversity, inclusivity, and engagement project that will transform the College into a model workplace and residential learning community in an increasingly complex global world.” The ultimate goal is to build a community of students, faculty, staff, and alumni that is thoroughly diverse, engaged, and inclusive. We live in a world that requires interaction with cultures vastly different from our own. We strive to provide community members with the skills they need to lead diverse

communities so that our graduates are prepared to embark on a wide variety of careers united by a deep commitment to create inclusive environments wherever they may be. The Diversity and Inclusion Implementation Committee was charged with the related tasks of (1) assessing the College’s current status in relation to diversity and inclusion and (2) making preliminary recommendations to assist the College in further cultivating a diverse and inclusive living and learning environment.

5. UNIVERSITY OF CALIFORNIA, LOS ANGELES

STRATEGIC PLANS FOR DIVERSITY

<http://medschool.ucla.edu/workfiles/site-Diversity/Resources/DGSOM-Diversity-Strategic-Plan.pdf>

DIVERSITY: A defining feature of California’s past, present, and future – refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, and geographic region, and more.” —From the University of California Statement on Diversity, approved by the UC Regents

Mission (Core Purpose) To foster institutional awareness and commitment toward equity and equal opportunity. Vision: (Long-term, Inspirational Future Direction) The David Geffen School of Medicine at UCLA will serve as a beacon for diversity and inclusion among schools of medicine across the country, reflecting the diversity of the State of California.

DGSOM DIVERSITY INITIATIVE: Aims for excellence in all tenets and missions of healthcare. • Believes that the core values of diversity and inclusion are inseparable from our institutional goals. • Is committed to fostering an environment that celebrates the unique backgrounds, contributions, and opinions of each individual. • Through fair and deliberate recruitment, hiring practices, promotions, admissions, and education, will draw its talent from across the community and provide the highest quality of service to everyone. • Believes in a system that supports outstanding faculty, fellows, residents, staff, and students with different perspectives and experiences. • Is unwavering in its dedication to equality, communication, and respect, by continual reevaluation, reflection, and shared responsibility

6. UNIVERSITY OF CALIFORNIA, DAVIS

2017

<https://academic senate.ucdavis.edu/rfc/view.cfm?or&id=1327>

UC Davis Principles of Community Adopted 1990, reaffirmed in 1996, 2001, 2008, 2010 and 2015 The University of California, Davis, is first and foremost an institution of learning, teaching, research and public service. UC Davis reflects and is committed to serving the needs of a global society comprising all people and a multiplicity of identities. The university expects that every member of our community acknowledge, value, and practice the following guiding principles. We affirm the dignity inherent in all of us, and we strive to maintain a climate of equity and justice demonstrated by respect for one another. We acknowledge that our society carries within it historical and deep-rooted injustices and biases. Therefore, we endeavor to foster mutual understanding and respect among the many parts of our whole. We affirm the right of freedom of expression within our community. We affirm our commitment to non-violent exchange and the highest standards of conduct and decency toward all. Within this context we reject violence in all forms. We promote open expression

of our individuality and our diversity within the bounds of courtesy, sensitivity and respect. We further recognize the right of every individual to think, speak, express and debate any idea limited only by university regulations governing time, place and manner. We confront and reject all manifestations of discrimination, including those based on race, ethnicity, gender and gender expression, age, visible and non-visible disability, nationality, sexual orientation, citizenship status, veteran status, religious/non-religious, spiritual, or political beliefs, socio-economic class, status within or outside the university, or any of the other differences among people that have been excuses for misunderstanding, dissension or hatred. We recognize and cherish the richness contributed to our lives by our diversity. We take pride in all our achievements, and we celebrate our differences. We recognize that each of us has an obligation to the UC Davis community of which we have chosen to be a part. We will strive to build and maintain a culture and climate based on mutual respect and caring.

7. UNIVERSITY OF CHICAGO

DIVERSITY AND INCLUSION PLAN

<https://cpb-us-w2.wpmucdn.com/voices.uchicago.edu/dist/1/709/files/2017/10/PRO3211.18.Diversity-and-Inclusion-Plan.101617-FINAL-1nauj4q.pdf>

OUR APPROACH: Creating a more diverse and inclusive campus will rely upon the many assets already present in our community: the individuals who comprise our campus; the communities, in Chicago and around the world, in which we are situated; and our rich history and institutional culture. The Diversity and Inclusion Initiative will work alongside and in collaboration with campus entities that are already making great strides. College Admissions is a leader among peers in efforts to increase student diversity. The No Barriers initiative has broadened access to the College through an expansion of the scale and scope of financial aid and increased academic and career support, and has led to significantly greater economic, racial, and ethnic diversity of incoming undergraduates. The Office of Civic Engagement has developed a wide range of community initiatives and partnerships that significantly strengthen our commitment to and engagement with the communities of the South Side. For example, for eight years, the Office of Business Diversity has led a distinctive and emulated program that has greatly increased the diversity of the University's professional service providers, forming long-term collaborations with minority- and women-owned firms on the South Side, across the city, and beyond. The University of Chicago Medicine and Biological Sciences Division is a leader in community engagement and improving the health of our local communities, including opening a Level 1 adult trauma center in 2018. UChicagoGRAD, Campus and Student Life, the Center for Identity + Inclusion, the Center for College Student Success, and numerous other divisions, schools, and departments demonstrate ambitious leadership in implementing a range of crucial programs and activities. The Diversity and Inclusion

Initiative will further draw upon the expertise that exists at University centers creating scholarship and programming on issues such as race, ethnicity, gender, sexuality, religion, politics, socioeconomic diversity, ability, and veteran status. These are just some of the partnerships and collaborations that will propel this work. For this effort to succeed, we must go beyond existing efforts, deepening and broadening the network of individuals striving to make UChicago more richly diverse and fully inclusive. Diversity and inclusion are an ongoing process, not unlike scientific inquiry in its inherently iterative nature—one achievement leads to the next question as we pursue a process of continual discovery and improvement. Inquiry stands as a cornerstone of this effort. We will support our efforts with a scientific, scholarly process. Through this work, we will create a body of knowledge to support the development of new activities, processes, and skills for learning and living in complex communities. Assessment is inquiry's counterpart. We will evaluate our efforts through a variety of measurements—focus groups, surveys, reports, and opportunities for broad community input. Climate survey data will provide a baseline to measure our progress. We will document and communicate this progress to the University community. This assessment will allow us to benchmark our efforts and will hold us accountable to our commitments. Our approach will be targeted and agile, with a focus on developing solution-oriented strategies. We will advance this effort through working groups of stakeholders that will help identify concrete solutions that are feasible, impactful, and sustainable. If we do this work well, we will break new ground on diversity and inclusion, and create a body of evidence whose value will be felt far beyond our campus.

8. UNIVERSITY OF MARYLAND, COLLEGE PARK

(2009) BLUEPRINT FOR DIVERSITY - TRANSFORMING MARYLAND: EXPECTATIONS FOR DIVERSITY AND INCLUSION

https://www.provost.umd.edu/Documents/Strategic_Plan_for_Diversity.pdf

The diversity plan presented here, Transforming Maryland: Expectations for Excellence in Diversity and Inclusion, is aligned with the university's strategic plan, which represents the aspirations of our community and calls for the University of Maryland to renew its efforts in diversity. The strategic plan articulates three principles for which we must strive as a preeminent research university: impact, leadership, and excellence. The diversity of our faculty, staff,

and students is a fundamental component of each of those principles. Our 10-year diversity plan is visionary, inspirational, and inclusive, and calls on our university to serve as a leader for the next generation of scholars. It clearly sets forth our aspiration and our determination to become a model diverse community of learning, exploration, and self-examination whose impact will be felt across the state of Maryland and the nation.

9. UNIVERSITY OF MICHIGAN

<https://diversity.umich.edu/strategic-plan/>

This initial year of plan implementation has seen significant progress, with new DEI initiatives being incorporated into many aspects of the university's mission and operations. That progress has been documented in the [Strategic Plan for DEI: Year One Progress Report](#), which was shared with the campus community on November 8, 2017, as part of the U-M's [annual Diversity Summit](#).

The Year One Progress Report provides detailed updates on each of the 34 major university actions, which range from the

Campus wide Climate Survey on DEI to new first-generation student support initiatives, and from the creation of a K-12 outreach hub to the introduction of faculty workshops focused on inclusive teaching. It also includes a series of vignettes highlighting selected unit action items. In addition, the [Unit-Based Strategic Objectives and Action Items](#) document provides a summary report on the nearly 2,000 action items that constitute the initial 49 unit plans.

10. UNIVERSITY OF NEW MEXICO

DIVERSITY COUNCIL FRAMEWORK FOR STRATEGIC ACTION PLAN (2013)

<http://diverse.unm.edu/about-dei/diversity-council/diversity-council-final-report-diversity-council-framework-for-strategic-action-01282013.pdf>

Introduction The subject of diversity has for over a decade been part of an ongoing, nationwide conversation. It began in 1997 with Gratz and Hamacher v. The Regents of the University of Michigan and a U.S. Supreme Court decision affirming the use of race in admissions decisions at the University of Michigan Law School. As a result of the Court's decision, colleges nationwide were challenged to connect their educational quality and inclusion efforts more fundamentally and comprehensively. Today the talk concerns Abigail Fisher v. University of Texas, a case recently argued before and presently awaiting decision by the U.S. Supreme Court. Once again, the path of affirmative action will soon be altered. Irrespective of the Court's decision, however, UNM remains uniquely situated in the national debate. Where other campuses have struggled to become more diverse, UNM, because of its location in New Mexico, already is. According to the Fact Book (2011), UNM's student body is comprised of nearly equal numbers of Hispanics (37%) and Anglos (38%) and a representative number of Native Americans (10%), Asian Americans (3%), and African Americans (2%). Much to UNM's credit, these numbers mirror figures gathered by the U.S. Census Bureau for the same (2011) year, almost exactly. Also, to its credit, UNM's educational mission embraces diversity at its core. 1 UNM's Mission, Vision, and Value Statements all emphasize diversity as the University's unique strength, and UNM is poised to be a leader in issues of diversity, equity, and inclusion in the national landscape. Six-year graduation rates for undergraduates, however, speak to long-term trends of inequitable graduation outcomes by race and ethnicity. The undergraduate cohort illustrates

a profound race gap in graduation rates: underrepresented students simply don't have the support they need to graduate.

Recognizing the implications of an historic race and ethnicity gap in graduation rates, the current UNM administration seeks ways to address issues of inequity that impede student success. The concrete measures outlined herein proceed from a fundamental belief that student graduation rates are but one marker of a gap in student achievement, and that measures taken to ensure Diversity, Equity, and Inclusion at the University of New Mexico benefit all members of the UNM community as well as the people of the State of New Mexico. Thus, the task of UNM's Diversity Council is not so much to create diversity as it is to ensure inclusion of and accessibility for all members of its diverse community, and in doing so to examine the dynamics of inclusion and exclusion for groups of people that have experienced inequitable treatment over a long period of time.

Accessibility and inclusivity, as this report emphasizes, must be seen as a process. In a seminal study commissioned by the Association of American Colleges & Universities entitled Making 1 UNM's Mission Statement lists its first strategic priority as to "foster a vital climate of academic excellence that actively engages all elements of our community in an exciting, intellectual, social, and cultural life" (I). According to the Mission Statement UNM must strive to "Develop a sense of campus community that supports the success of all students, faculty, and staff by engaging them in an active and diverse intellectual life" (I.D.). 2 Excellence Inclusive, Jeffrey Milem (University of Maryland),

Mitchell Chang (University of California at Los Angeles), and Anthony Antonio (University of Maryland) argue that the benefits of diversity are not automatic and do not simply occur from being on a diverse campus. Rather, educators must work in intentional ways to increase educational benefits for students and for the institution. This report will identify and analyze the function of various groups UNM has put in place to address issues of

diversity, equity, and inclusion. With an eye to establishing organizational structures as well as heightening the effectiveness of those that already exist, the Diversity Council Report (DCR) will then make recommendations as to how a university-wide process of diversity, equity, and inclusion can be put into place and bolstered by UNM Leadership, and what Leadership should be looking at to gauge the success of its efforts.

11. UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

CAROLINA'S DIVERSITY PLAN

<http://diversity.web.unc.edu/files/2013/03/diversity-plan-report-2006-2010.pdf>

BACKGROUND The necessity of an institutional diversity plan emerged from the findings and recommendations of the 2005 Chancellor's Task Force on Diversity. The Task Force assessment concluded that while diversity clearly resonated as an important value for Carolina, the University community did not actually share a common understanding of diversity across the campus or of diversity priorities. To address this concern, the Task Force recommended that the University adopt common diversity goals and develop a plan to ensure accountability for achieving these goals. Diversity and Multicultural Affairs was given the responsibility, in consultation with the campus community, of formulating a diversity plan that includes annual benchmarks and evaluation methods for implementation and review. This plan also establishes an annual reporting process for sharing campus-wide efforts to address common diversity goals. Institutional Commitment The University's Diversity Plan was implemented in fall 2006. The plan is designed to strengthen Carolina's commitment to diversity by establishing a common set of goals for university leaders and an avenue for sharing related strategies

and outcomes. Endorsed by the Chancellor after thorough review by the University's senior leadership, the Diversity Plan is part of Carolina's on-going commitment to be a leading public institution. Diversity is understood to be a key component of Carolina's academic plan and our pursuit of excellence as a leading educational institution. As a public institution with a mission to serve all the people of North Carolina, the University is committed to ongoing attention to diversity in its many dimensions. The Diversity Plan conveys the expectation that schools and units from across the institution are accountable for advancing university-wide diversity goals. The plan also establishes an annual process for Carolina academic and administrative units to report contributions to the institution's diversity goals. This plan requires units to establish specific objectives tied to university-wide diversity goals, identify benchmarks for these objectives, and evaluate the unit's accomplishments of these objectives.

Carolina's Diversity Goals Five goals serve as guides for Carolina's diversity efforts: 1. Clearly define and publicize the University's

commitment to diversity. 2. Achieve the critical masses of underrepresented populations necessary to ensure the educational benefits of diversity in faculty, staff, students, and executive, administrative and managerial positions. 3. Make high quality diversity education, orientation, and training available to all members of the university community. 4. Create and sustain a climate in which respectful discussions of diversity are encouraged and

take leadership in creating opportunities for interaction and cross group learning. 5. Support further research to advance the University's commitment to diversity. These goals are intended to guide all graduate and professional schools, the College of Arts and Sciences, departments and other academic and administrative units in establishing their specific objectives for addressing Carolina's diversity goals and to develop specific strategies and assessment measures.

12. UNIVERSITY OF PENNSYLVANIA

(2011) ACTION PLAN FACULTY DIVERSITY AND EXCELLENCE

UNIVERSITY OF PENNSYLVANIA

(2011) ACTION PLAN FACULTY DIVERSITY AND EXCELLENCE

<http://news.columbia.edu/content/University-Commits-Another-%24100-Million-to-Faculty-Diversity>

UNIVERSITY OF PENNSYLVANIA

(2014) PROGRESS REPORT ON PENN'S ACTION PLAN FOR FACULTY DIVERSITY AND EXCELLENCE

<https://almanac.upenn.edu/archive/volumes/v60/n21/pdf/fdap.pdf>

UNIVERSITY OF PENNSYLVANIA

(2017) FACULTY INCLUSION REPORT

https://provost.upenn.edu/uploads/media_items/inclusion-report.original.pdf

On June 27, 2011, after broad consultation, Penn set forth the five-year *Action Plan for Faculty Diversity and Excellence*. The Plan included increased central and School-based support of faculty recruitment, stronger oversight of faculty searches, new Presidential Professorships for exceptional scholars who contribute to faculty diversity, enhanced support for faculty mentoring and retention, and greater support for diversity pathway initiatives. The University pledged to provide \$100 million—with half coming from central resources and half from the Schools—to support the successful implementation of the *Action Plan*. A 2014 *Progress Report* on the action plan underscored that “[W]e draw our strength from a multitude of races, ethnicities,

genders, sexual orientation, historical traditions, ages, religions, disabilities, veterans statuses, interest, perspectives, and socioeconomic backgrounds” A 2017 *Faculty Inclusion Report* reports on Penn's initiatives and provides data on the interval from fall 2011 to fall 2016. The *Action Plan* succeeded in increasing the eminence, diversity, and inclusiveness of the Penn faculty and administrative leadership. Future inclusion reports will be issued every four years. In order to promote transparency around faculty affairs, and capitalizing upon greater analytic capabilities, we will publish diversity data annually on the website of the Office of Institutional Research and Analysis.

13. UNIVERSITY OF TEXAS AT AUSTIN

STRATEGIC PLAN (2011-2016) DIVISION OF DIVERSITY AND COMMUNITY ENGAGEMENT

At the heart of the DDCE strategic plan are four goals, around which most of the content of this site is organized: [Campus Culture](#): Advancing efforts to create an inclusive, accessible and welcoming culture on campus. [Community Engagement](#): Cultivating mutually beneficial community-university partnerships that further the mission of UT to serve Texas and beyond, with an emphasis on historically and currently underserved communities. Education pathway: Creating a successful pathway for first-generation and underrepresented students as they progress from pre-K through graduate and professional school. [Research](#): Serving as a national model for the creation of knowledge about and best practices for diversity and community engagement through innovative scholarship, teaching, policy development, programs and services.

Truly a division-wide effort, this bold plan guides the division's staff in the pursuit of their highest aspirations toward achieving academic diversity, campus diversity, and community engagement. Throughout the implementation of this five-year plan, DDCE will continue to foster a culture of excellence via its partnerships with UT's academic colleges and schools, other university administrative divisions and units, and individuals and organizations across the state of Texas. The work of DDCE is central to the mission of The University of Texas at Austin. Read the [4-page primer with the 2011 – 2012 priorities](#), or [the complete Strategic Plan](#). Visit the [2016 Strategic Plan](#) site for updates on implementation progress.

14. UNIVERSITY OF WISCONSIN

FORWARD TOGETHER: A FRAMEWORK FOR DIVERSITY AND INCLUSION EXCELLENCE

https://diversity.wisc.edu/wp-content/uploads/2017/02/FrameworkforDiversityMay192014_2.pdf

For more than 30 years, the University of Wisconsin-Madison has made issues of diversity, equity and inclusion a high-level priority of institutional life. While much work remains to create an environment that is inclusive and excellent for all, progress toward this goal is happening daily. This report by the

Ad Hoc Diversity Planning Committee gives a history of diversity efforts at UW-Madison and outlines our recommendations for actions to continue and strengthen our efforts to make UW-Madison a leader among universities in fostering a diverse and inclusive community.

