



**Leadership Training Institute:  
Career Advancement for Diverse Researchers**

**Research Summary**

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**3-C INSTITUTE FOR  
SOCIAL DEVELOPMENT**

## Leadership Training Institute: Career Advancement for Diverse Researchers

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### **Abstract**

Over the past decade, there has been a significant increase in the number of women and persons of color entering research careers related to mental health intervention and services. However, when the long-term career trajectories of these groups are examined, notable disparities in career success are evident. Barriers to career advancement (e.g., obtaining funding, departmental politics, stress of promotion) serve to reduce retention of mental health researchers who are women or persons of color. This paper describes a unique and compelling project to provide specialized training, mentoring and networking opportunities to help diverse researchers address these challenges and achieve a successful, long-term career in mental health research. Through funding from the National Institute of Mental Health<sup>2</sup>, this project generated a unique four-day training workshop, the Leadership Training Institute (LTI), and culminated in an innovative suite of online resources specifically designed for diverse researchers. This paper outlines the development of the LTI and presents findings from a longitudinal research evaluation comparing career-related outcomes for trainees who participated in the live, in-person LTI **and** used the online LTI resources versus trainees who only attended the live event and trainees who only had access to the online suite of tools and resources. Implications for continued training and career support of diverse researchers are discussed.

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## ***Meeting the Training Needs of Diverse Researchers***

Over the past decade, there has been a significant increase in the number of women and persons of color entering research careers related to mental health intervention and services. However, when the long-term career trajectories of these groups are examined, notable disparities in career success are evident.

For example, there has been relatively little growth in the number of women and persons of color awarded advanced programmatic grants or appointed to executive academic positions in the mental health intervention and service sciences (Bland & Ballard, 1999; Jeste et al., 2009; Kite, Russo, & Brehm, 2001). Relative



to their U.S. representation, African Americans, Hispanic Americans, and American Indians are underrepresented in research-oriented psychology doctoral degrees, faculty positions in mental health research fields, and NIMH funded awards. Similarly, despite gains in workforce gender equality, women continue to advance more slowly in their fields of work than men (Lemons & Parzinger, 2007; Valian, 2005; Xu, 2008).

Researchers suggest several possible reasons for these disparities. In particular, high-risk career transition points, such as the transition from junior faculty to independent researcher and the transition from first independent grant award to second, can be difficult to navigate for mental health researchers who are women or persons of color (Bradley, 2005; Harley, 2008; NAC, 2001; NSF, 2004). Other commonly cited barriers to career advancement include stress associated with promotion, struggles with work-family balance, lack of support, and limited role models (Kupfer, Hyman, Schatzberg, Pincus, & Reynolds, 2002; NSF, 2004). When researchers leave the research path in response to these obstacles, the positive contributions derived from a diverse research workforce (e.g., diversity of research questions, mentoring and support resources) are limited and retention of mental health researchers who are women or persons of color is reduced (National Advisory Council, 2001; Piercy, Giddings, Allen, Dixon, Meszaros, & Joest, 2005; Singh, & Stoloff, 2003; Turner, 2002).

Providing specialized training, mentoring, and networking opportunities may help diverse researchers effectively navigate these career challenges and thereby reduce the current disparities in career advancement. This paper describes the development and testing of the Leadership Training Institute (LTI), a suite of specialized in-person and online training resources, mentoring experiences, and networking opportunities designed for diverse researchers to support career growth in fields of mental health research. The overarching goals of the LTI are to help diverse mental health researchers:

- Establish career goals that match with personal and professional priorities
- Address specific challenges and opportunities for diverse researchers
- Navigate the funding world at various career stages
- Build networks to support research and career advancement
- Expand research team management and leadership skills

Initial testing with stakeholders generated the topics covered through the LTI. In collaboration with experienced senior leaders, 3-C ISD organized and conducted a live, in-person training event that was then converted into a series of online training modules and combined with a suite of online career development tools for diverse researchers ([www.lti.4researchers.org](http://www.lti.4researchers.org)). 3-C ISD then conducted a longitudinal empirical evaluation to examine the impact of the in-person and online LTI resources (separately and in combination) for career-related outcomes of trainees. The following paper summarizes the development process and research findings for this project.

## ***Generation of LTI Training Modules***

Training topics for the LTI were developed through an iterative “*develop-test-refine-test*” process through which topic areas for training were generated by stakeholders (i.e., researchers of diversity in psychology, social work, psychiatry, and other related mental health fields), evaluated by independent sets of stakeholders, and revised until consensus was reached regarding the final set of training topics to be covered. Based on findings from this series of in-person focus groups and online feasibility tests with a total of 54 stakeholders, the five training modules listed in Table 1 were included in the LTI.



**Table 1. LTI Modules**

<b>MODULE 1 — Career Path Planning</b>	
<ul style="list-style-type: none"> <li>• Knowing your career options</li> <li>• Being a leader when in the minority</li> </ul>	<ul style="list-style-type: none"> <li>• Balancing personal and professional priorities</li> <li>• Setting goals and career plans</li> </ul>
<b>MODULE 2 — Navigating the Funding World</b>	
<ul style="list-style-type: none"> <li>• Role of funding in career advancement</li> <li>• Overview of funding options and sources</li> </ul>	<ul style="list-style-type: none"> <li>• Grant review process (with mock reviews)</li> <li>• Conducting general vs. specialized projects</li> </ul>
<b>MODULE 3 — Navigating the Workplace</b>	
<ul style="list-style-type: none"> <li>• Challenges and opportunities for women</li> <li>• Challenges and opportunities for persons of color</li> </ul>	<ul style="list-style-type: none"> <li>• Career navigation (e.g., getting hired, negotiating contracts)</li> <li>• Navigating and managing institutional politics</li> </ul>
<b>MODULE 4 — Networking for Success</b>	
<ul style="list-style-type: none"> <li>• Networking opportunities for different purposes</li> <li>• Peer coaching and mentorship at different career stages</li> </ul>	<ul style="list-style-type: none"> <li>• Establishing and managing mentor-mentee relationships</li> </ul>
<b>MODULE 5 — Building Management Skills</b>	
<ul style="list-style-type: none"> <li>• Developing and maintaining successful teams</li> <li>• Working with research staff</li> </ul>	<ul style="list-style-type: none"> <li>• Working across research teams</li> <li>• Personnel and career development</li> </ul>

After finalizing the LTI modules, scientific leaders in mental health research, NIH program staff, and career development experts were selected to serve as LTI faculty members.<sup>3</sup> In collaboration with 3-C ISD, LTI faculty developed course materials for each training module to match specific learning objectives and career development goals for researchers of diversity.

Via professional listservs, 3-C ISD advertised the LTI project and solicited participation of early to mid-level social and behavioral researchers who were women and/or persons of color. From a total pool of 163 applicants from across the U.S., 37 trainees were selected to participate in this project (see below). Of these, 23 trainees were randomly selected to attend the live, in-person LTI training event, which took place in Bethesda, Maryland over four days in October 2008.

<sup>3</sup> See Appendix A for a list of LTI faculty participants.

## Development of LTI Web-based Resources

A primary goal of this project was to translate the live LTI training event into an online platform that would allow for broad dissemination of this valuable training content. Therefore, the in-person LTI was professionally videotaped and transformed into web-based training modules via 3-C ISD's *Interlink Training Dissemination Services* ([www.interlinkyourtraining.com](http://www.interlinkyourtraining.com)). In addition, beyond simply creating online versions of the LTI training event, 3-C ISD integrated a suite of online tools and resources into the LTI website to foster ongoing learning and support as well as networking among LTI faculty and trainees. The following elements were included within the LTI website and were accessible to participating LTI faculty and trainees via private login.

### Online Training Courses

A total of 19 online training courses were developed using the lectures, symposia, and experiential exercises conducted at the live LTI. These e-courses were organized into the five modules listed in Table 1. Creation of the LTI e-courses utilized 3-C ISD's e-training platform (DeRosier, Kameny, & Hehman, 2010). The e-courses incorporated synchronized presentation

of video, audio, slides, and written transcripts; trainees can select the presentation format that best matches their learning style (e.g., video plus slides, audio only), which has been found to significantly increase engagement in e-learning as well as overall training effectiveness. The e-training platform also accommodates assistive technologies (e.g., screen readers) for enhanced accessibility. E-courses are self-paced with the ability to stop, restart, and pause during presentation and information is indexed by slide so trainees can easily navigate to any point in the e-course. Also, e-course materials can be downloaded (MP3 for audio, printable PDFs for slides and transcripts) by trainees to extend learning opportunities beyond the Internet.



The screenshot shows a web-based training interface for a course titled "Alternative Funding Opportunities". At the top, it indicates the course was posted on January 15, 2009, and lists the presenters: Darrell P. Wheeler, Vivian Tseng, and Mauricko Tohen. The main content area features a video player with a slide overlay. The slide title is "Alternative Funding Opportunities: Creating and Finding Alternative Funding Streams" by Dr. Darrell P. Wheeler, Assoc. Dean for Research & Community Partnerships at Hunter College School of Social Work. Below the slide, there is a transcript of the speaker's introduction. On the left side, there is a table of contents with six items: 1. Darrell Wheeler, Ph.D., 2. Diverse, Responsive, & Specific Funding, 3. Impact/Output Analysis, 4. Money and Scholarship, 5. For Whom is Research Intended?, and 6. Alternative Solutions to Traditional Funding. At the bottom, there are sections for "Viewing Preferences" (Video Presentation, Audio Presentation, Slide Presentation, Read Transcripts) and "Downloads" (Download Audio (MP3), Download Slides (PDF)).

**A Coaching Relationship**

Posted on December 21, 2009  
Jacqueline Resnick ([bio](#)) talks about the development of an important friendship.



00:10 03:40

One of the unique mentorships that really is a coaching relationship, not a mentorship, was established about 30 years ago with a woman who was currently the chair of Family Medicine at

**Ask an Expert**

- Are you having trouble navigating your career path?
- Is your research team not operating at the level of efficiency you would like?
- Is your mentor failing to give you the kind of support you need?

If your answer to any of these questions is "Yes", we may be able to help. We have teamed up professionals around the country to provide answers to questions you have about all of these topics and more.

**Team of Experts**

**Mary C. Blehar, Ph.D.** ([bio](#))  
Ask a question about these topics:

- Funding
- Grant Review

**Melissa DeRosier, PhD** ([bio](#))  
Ask a question about these topics:

- Budgeting
- Staff Management

**Latest Question & Answer**

**Question:** [How can I get started to collaborate with researchers from a Research 1 institution?](#)  
**Answered by:** Ellen Frank, Ph.D. September 1, 2009

If you are not too far physically from the proposed Research 1 university, I would suggest you write a note to the researcher asking if he/she would be willing to provide a face-to-face consultation on your research. If it's too far away, I would write asking for a...

**Browse Questions & Answers by Category**

Career Path Planning

**Discussion Boards**

Use this area to talk to other site members. Click on a forum name to read or reply to posts.

Subscribe	Description	Topics	Posts	Last Post
	<a href="#">Introductions and How-To's</a> A place for introductions, how-to's, and other topics of general interests.	3	13	July 21, 2009 10:21 AM
	<a href="#">Navigating Your Career Path</a> Discuss funding, mentorship, and challenges associated with navigating the workplace.	5	21	May 19, 2009 12:41 PM
	<a href="#">Leadership</a> Conversations about networking, scientific management skills, and leadership.	2	7	May 5, 2009 6:49 PM

## Interviews

In addition to the presentations made by LTI faculty, the LTI website included over 100 Quick Tips (i.e., short one-to-four minute video clips) featuring LTI faculty members speaking about a specific topic, such as an area of research interest, personal career development experiences, and practical advice for mental health researchers. These Quick Tips were developed from videotaped and transcribed interviews of each LTI faculty member.

## Ask-an-Expert

Ask-an-Expert consisted of text-based discussions between LTI faculty and trainees via the LTI website. A list of LTI faculty members along with their specific areas of expertise (e.g., internal review board, grant funding) was provided on the website. Trainees could pose questions to any LTI faculty member using a specialized email function. Faculty responses were then delivered directly to the trainee as well as stored in a searchable archive that all LTI trainees and faculty could access.

## Discussion Boards

Private (password-protected) discussion boards were included on the LTI website to provide online forums for faculty and trainees to share thoughts, questions, and ideas. Users could define new discussion threads (e.g., career challenge, a mental health research question) and submit posts via the Internet. Users could subscribe to one or more discussion boards of interest and elect to receive RSS feeds or email alerts when new posts were made. Discussion board posts were also searchable for easy access.

### **Wiki**

The LTI wiki allowed users to share documents and links for enhanced collaboration and communication among faculty and trainees. Users could access the collection of wiki web pages through the website's search and index functions. They could also easily contribute to the LTI wiki by editing existing web pages and creating new web pages.

### ***Additional Offline Coaching***

All LTI trainees participated in one-to-one coaching sessions with an LTI faculty member over a 9-month period following completion of the five training modules. These coaching sessions were designed to address professional needs specific to the trainee and could include brief, targeted discussions regarding specific areas of concern (personal, professional, and practical) as well as longer, more ongoing collaborative relationships. LTI trainees participated in a minimum of three one-hour coaching sessions with their assigned faculty member via phone and/or in-person meetings. Faculty-trainee pairings were made based on the mutual preferences of both faculty and trainees. Sample topics covered within coaching sessions included suggestions for how to contact a funder, negotiate a workplace contract, prepare a tenure case, and manage work-related conflict.

## ***Longitudinal Evaluation of the LTI***

A research study was conducted to compare the relative impact of the in-person LTI and the online web-resources on career related outcomes (e.g., knowledge and skills gained, satisfaction of trainees). In addition, this evaluation was designed to examine the value and need for each component of the LTI website by diverse researchers as well as the overall usability of the LTI web-based tools and resources.

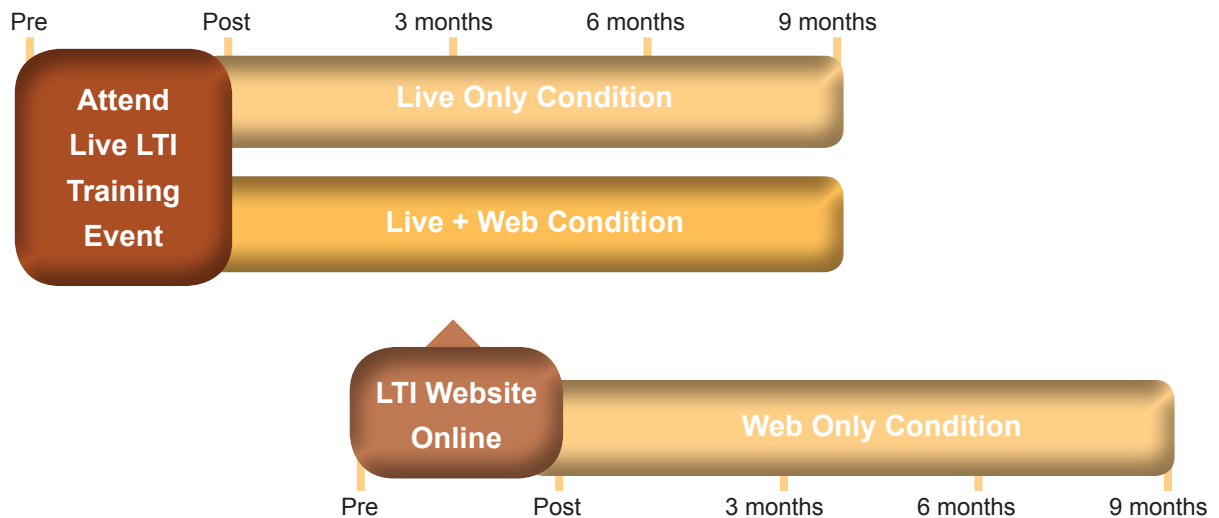
### **Participants**

Three initial eligibility criteria were used to select trainees for this study: (1) female or a person of color; (2) early- or mid-career (e.g., advanced post-doctoral position, assistant or associate professor, junior faculty); and (3) a researcher in a social or behavioral science field. Of the 163 applicants, 122 met these criteria. From these, 37 participants were selected to attain the following sample goals: (1) geographic representation across the United States, (2) significant diversity across trainees (ethnicity, race, gender, scientific interests), and (3) high level of commitment by trainee to a research career in the social and behavioral sciences. Once accepted into the study, selected trainees were randomly assigned to one of three research conditions:

- **Live-only training (LTO; n=11):** attended the live LTI training event only, but had NO access to the LTI website;
- **Combination live and web training (LWC; n=12):** attended the live LTI training event AND had access to LTI website;
- **Web-only training (WTO; n=14):** did not attend the live LTI training event, but had full access to the LTI website.

Overall, participants were 79% female and included a diverse racial/ethnic distribution (33% Caucasian, 43% Black/African American, 7% American Indian or Alaskan Native and 17% Asian). Twenty-four percent identified themselves as being of Latino origin. Participants represented a range of mental health disciplines and research interests (e.g., mental health treatment, child/adolescent mental health, racial/ethnic issues, gender). Over the course of this study, 13 participants (35%) dropped out. Attrition analyses revealed no selective attrition based on study condition, race, gender, or career level.

**Figure 1. Data Collection Timepoints by Condition**



### **Procedures**

Figure 1 graphically displays the timing of research procedures for each study condition. Trainees in the LTO and LWC conditions attended the 4-day live LTI training event, but only the LWC trainees had subsequent access to the LTI website. However, because the web-based training materials needed to be created following the live LTI, the LTI website was launched three months after the live LTI, at which point trainees in the LWC and WTO conditions had full access to its web-based training tools and resources. All participants, regardless of condition, participated in post-training coaching sessions with LTI faculty.

The live and online training environments contained identical training content (i.e., the same faculty presentations). The LTI website provided web-based interactive tools (e.g., Ask-an-Expert, discussion boards, wiki) and other online resources (e.g., faculty interviews, downloads, related links) as part of the online training environment.

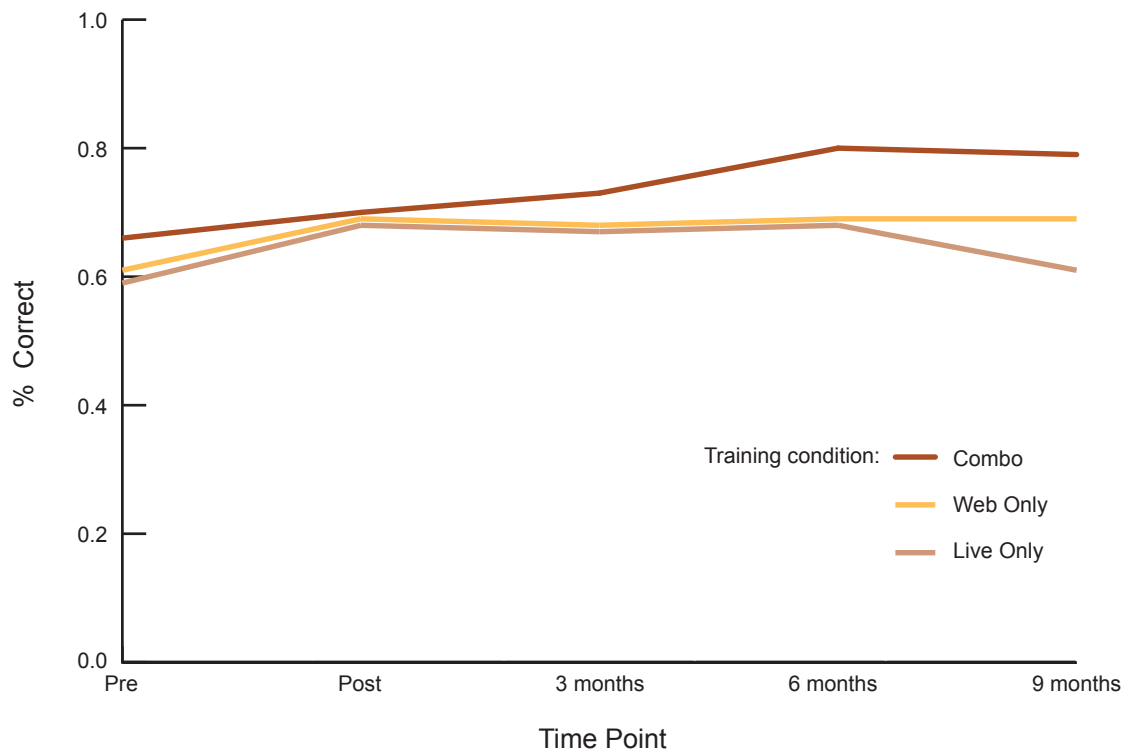
A series of questionnaires were given to all trainees at five scheduled time points (i.e., prior to the training, immediately after training, 3 months post-training, 6 months post-training, and 9 months post-training). These questionnaires were used to assess the following areas: (a) knowledge and understanding of the content presented within the training modules, (b) career progress, and (c) self-efficacy in career-related areas. Additional measures were collected at the final timepoint to assess the following areas: (a) satisfaction with training content, (b) website evaluations (for LTW and WTO participants), and (c) satisfaction with the overall LTI experience.

## Key Research Findings

### 1. Knowledge

A primary goal of the LTI was to increase trainees' knowledge about topics important for career advancement. A bank of 50 questions was developed for each training module and, at each timepoint, trainees answered 10 randomly selected questions per module. Figure 2 shows the pattern of percent correct scores (across all modules) at each timepoint for each study condition. Scores did not differ significantly across study conditions before training began and all three groups showed significant change from pre- to post-training (i.e., knowledge acquisition). Significant differences among the three conditions emerged at the 6 month and 9 month follow-ups. At 6 months, LWC trainees scored significantly better than LTO or WTO trainees. At the 9 month follow-up, LWC trainees scored significantly higher than WTO trainees who scored significantly higher than LTO trainees. Thus, even though all trainees gained significant knowledge as a function of participating in LTI training (live or online), those participants who received both live and online training retained the most information over time and those who only had access to the LTI web-based training and resources retained significantly more knowledge than did trainees who only participated in the live LTI training.

*Figure 2. Patterns of Knowledge Scores Over Time by Study Condition*



## **2. Career Development Progress**

Career development progress was examined among trainees in the three study conditions over the course of the LTI study period. Trainees reported on their recent professional activities (e.g., accomplishments in a given area). Across study conditions, trainees were involved in significantly more professional activities 9 months after the LTI as compared to before the LTI. Many trainees were actively involved in mentoring others and reported having their own mentor at the 9 month timepoint. The pattern of findings indicated that the LWC trainees showed the highest degree of career progress across areas with WTO trainees showing the next highest level and LTO showing the lowest level.

## **3. Self-efficacy**

For all study conditions, trainees reported an increase in their confidence in areas related to career development (e.g., understanding grants process, practical research skills) from pre-training to 9 month follow-up. Regardless of training delivery format (live or online), results indicated that the LTI was a very helpful experience for enhancing the self-efficacy of diverse researchers.

## **4. Trainee Satisfaction**

*Training Module Content.* Satisfaction with training content and ratings of training importance were gathered. Trainees who engaged in live training (LWC and LTO) and trainees who engaged in online training (WTO) reported equally high levels of satisfaction with training content and 83% of all trainees reported that the LTI provided “very important” or “a must” training experience for diverse researchers.

*Training Relevance.* All participants (100%) rated the LTI training content as relevant for researchers of color and 94% rated content as relevant for women. In addition, 94% of trainees rated the LTI as particularly important for early career researchers.

*Website Value.* Trainees who accessed the LTI website (LWC and WTO) rated the value of different components of the centralized suite of training e-courses and web-based tools and resources. Across both groups, trainees reported that all components were valuable and important to include on the website, but ratings indicated online e-courses were seen as the most valuable, followed by Ask-An-Expert and discussion boards.

*Website Usability.* LTI trainees and faculty reported the overall website and each of the individual components were very easy to use and navigate. Further, the majority of LWC trainees (84%) reported that access to the LTI website greatly enhanced their overall training experience.

*Overall LTI Experience.* Evaluations and feedback supported the LTI as providing inspiring, relevant, and effective training for researchers of diversity. Trainees were asked to compare their overall LTI experience with similar career development programs they had attended in the past. Results indicated trainees who attended the live training event reported the LTI compared favorably to similar programs. Ratings showed the live LTI was viewed as superior to other similar career development programs. WTO trainees rated their online experience with the LTI as highly favorable and comparable to similar career development programs they had attended in person. Overall, across all training groups, 86% of trainees reported the LTI experience met or exceeded their expectations. Regardless of study condition, nearly all trainees reported they would recommend the LTI to researchers who are women or persons of color (94%) and particularly to researchers at an early career level (96%).

## **Feedback from Trainees**

*“I found the presentations inspirational and helpful. Hearing unique and engaging ways of presenting was very motivating. Makes me feel I am not alone. Thank you!”*

*“This was a comprehensive training that allowed me to reflect on both my personal and professional lives and how to balance them as I moved into new roles and responsibilities. This faculty was excellent, engaging, so knowledgeable, and friendly and showed total interest in us, the trainees.”*

*“I now know where I can go. I have more control over my career trajectory.”*

*“I think the training formats were excellent. Even though I was in the web view, I still felt a connection with many of the speakers and highly anticipated certain speaker’s discussions.”*

*“3-C should be commended for this project and NIH should commit more resources to serving career development programs... I have acquired increased confidence and concrete skills that will be invaluable in my career trajectory.”*

## ***Summary and Future Implications***

Barriers to career success for mental health researchers who are women and/or persons of color include: insufficient mentoring, limited role models, and a need for further training in grant writing and professional leadership skills. These factors have repeatedly been cited as major obstacles to career advancement, in particular for early- and mid-career researchers. Training programs that focus on these hurdles can keep promising researchers from leaving their fields, allowing them to make significant and needed contributions to the field of behavioral science.

The training format and resources of the LTI, including innovative online training modules and associated web-based tools and resources, were specifically developed to address the needs of women and persons of color in research fields related to mental health. This research project supported the high value and significant benefit of the LTI experience for participating diverse researchers. Perhaps even more important (and surprising), this study demonstrated that exposure to the LTI's training, mentoring, and networking through an online environment was equally or more effective for career-related outcomes compared to the in-person training experience alone. Findings revealed that the in-person LTI was significantly enhanced through subsequent access to the suite of online LTI tools and resources. Further, being able to access training modules, expert advice, and other career development tools via the LTI website was, in and of itself, a valuable and effective tool for enhancing career related outcomes for diverse researchers. For example, at the 9 month post-training follow-up, 43% of LWC trainees reported having a current LTI faculty member as a mentor; while only 14% of WTO trainees reported a mentoring relationship with an LTI faculty member, 0% of LTO trainees reported such a relationship.

Selected portions of the training content that was developed and tested through the LTI research project are now available for any researcher to access via the website [www.4Researchers.org](http://www.4Researchers.org), an NIH-sponsored project that disseminates practical advice and information relevant to social, behavioral, clinical, and translational researchers. Researchers all over the world can now benefit from the expertise that resulted from this unique initiative. Online access to the LTI provides a cost-effective, time-efficient, and effective means to broadly disseminate these valuable career development resources to as many researchers as possible.

Although the training format and resources of the LTI were originally developed for women and persons of color in the field of mental health, many of the training topics are generally applicable to researchers across a wide range of research fields (e.g. intervention trials, prevention health science, social and behavioral health across the lifetime, services economics). In addition, given the high levels of satisfaction reported by trainees and the measured effectiveness of the web-based components, the technology and framework of the online LTI website can be used as a reference in future efforts to create online trainings and websites for career development of researchers more generally.

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## Appendix A. LTI Faculty Participants

Faculty	Institution	Areas of Expertise
Don F. Azevedo, Ph.D.	3-C Family Services	Leadership, Career Planning
Mary C. Blehar, Ph.D.	National Institute of Mental Health	Funding, Grant Review
Melissa DeRosier, Ph.D.	3-C Institute for Social Development	Budgeting, Staff Management
Courtney Ferrell, Ph.D.	National Institute for Mental Health	Dev. & Translational Research
Ellen Frank, Ph.D.	University of Pittsburgh Medical Center	Collaboration, Media
Barbara J. Guthrie, R.N., Ph.D.	Yale University School Of Nursing	Leadership, Mentorship
Michael C. Lambert, Ph.D.	3-C Institute for Social Development	Diversity, Publication
Valerie Maholmes, Ph.D.	NICHHD	Child Health & Human Dev.
M. Cookie Newsom, Ph.D.	University of North Carolina - Chapel Hill	Diversity, Networking
Ruth M. O'Hara, Ph.D.	Stanford University	Negotiation, Research Design
LeShawndra Price, Ph.D.	NIDA, NIH, DHHS	NIH - Drug Abuse
Stephen M. Quintana, Ph.D.	University of Wisconsin at Madison	Mentorship, Tenure
Joan Reede, M.D.	Harvard Medical School, Harvard School Of Public Health	Mentorship, Leadership
Jacqueline Resnick, B.S.	University of North Carolina - Chapel Hill	Mentorship, Developing and Maintaining Successful teams
Elwood L. Robinson, Ph.D.	North Carolina Central University	Administration, Mentorship
Jeannette South-Paul, M.D.	University of Pittsburgh Medical Center	Community-Based Practice,
Leadership		
Mauricio Tohen, M.D., Dr.P.H.	McLean Hospital, Harvard Medical School, Lilly Research Laboratories	Career Shifts, Pharmaceutical Industry
Vivian Tseng, Ph.D.	William T. Grant Foundation	Foundation Funding, Mentorship
Cynthia Wolf Johnson*, Ph.D.	University of North Carolina - Charlotte	Leadership, Negotiation
Darrell P. Wheeler, Ph.D.	Hunter College School of Social Work	Community-Based Research, Dissemination of Research

\* Cynthia Wolf Johnson did not attend the in-person LTI, but served as a coach and on the Team of Experts for the Ask-an-Expert feature. Italicized persons are NIH program officers who served as presenters and consultants to the LTI, but did not serve as faculty members.