

Inclusive Excellence Faculty Working Group:

Recommendations for Actions, Metrics and Accountability, and Overall Communications

May 1, 2016

Overview: To strengthen and diversify our Dartmouth community we must build a more inclusive environment. Diversity and inclusion are at the very core of our educational mission as catalysts for institutional and educational excellence.

In considering our charge to “address gaps in coordination, communication and accountability across the institution” we were guided by the definitions of the related but distinct terms of diversity, equity, and inclusion (AAC&U http://www.aacu.org/inclusive_excellence/index.cfm):

- **Diversity:** Individual differences (e.g., learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning.
- **Equity:** The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion.
- **Inclusion:** The active, intentional, and ongoing engagement with diversity — in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect — in ways that increase one’s awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within [and change] systems and institutions.

To identify new initiatives and evaluate ongoing activities related to faculty diversity and inclusion, while specifying metrics and accountability for them, we examined the following materials: (1) diversity plans from peer institutions (see Appendix A); (2) research findings from major studies and leading experts (e.g., Bensimon, Sturm, Williams, NSF and NIH Reports); and (3) Dartmouth data and current activities. (The Faculty Working Group Agendas are attached as Appendix B.)

We identified five key topic areas that are crucial to address to advance faculty diversity and inclusion, and have focused our suggestions and recommendations in these areas: (1) Institutional Infrastructure; (2) Pipeline and Recruitment; (3) Professional Development; (4) Retention and Inclusive Community; (5) Research. Group members discussed many high-level as well as specific ideas, all of which can be found in Appendix C.

It is important to note that though we describe each separately, the five topic areas are intertwined in very important ways, such as that recruitment practices affect retention which is related to inclusive community, while professional development and support of research bolster both retention and inclusive community, and institutional infrastructure supports all areas through resources and accountability. Attention and investment in one or two areas only, to the neglect of the others, cannot achieve the institutional and culture change that is necessary for Dartmouth to live up to its mission.

I. Institutional Infrastructure to support faculty diversity and inclusion

1. Require Diversity and Inclusion Plans by each academic unit (e.g., departments, programs, divisions, schools, etc)
 - a. Specify 5-year goals and annual benchmarks for: pipeline development (including graduate students and post-doctoral fellows where relevant), faculty recruitment, professional development, curricula and course materials, departmental colloquia and other programming
 - b. Gather fine-grained data on race/ethnicity, and country of origin, by gender within unit
 - c. Resources to reward units achieving benchmarks and goals
 - d. Metrics: progress on benchmarks and goals at least on annual basis
 - e. Accountability: Units are accountable to Chairs and Deans; Deans are accountable to the President and Provost.
 - i. Annual review of progress (consider having review at 6-months in first year)
 - ii. Consider having plans also reviewed by Academic officer (see #2) and/or Diversity Action Research Team (see #3)
2. Academic Officer responsible for diversity and inclusion
 - a. Designate an academic dean in each school to support diversity and inclusion actions – can be combined with existing role (e.g., Geisel school has a combined Senior Associate Dean for Faculty Affairs and Associate Dean for Diversity and Inclusion) or be a separate role
 - b. Support academic units' diversity and inclusion plans (see #1)
 - i. Approve faculty search processes at multiple points of process:
 1. Search plan (academic unit request for line with specific recruitment plan and job advertisement);
 2. Search process (e.g., committee discussion of dimensions of position; voting process; communication with candidates, etc)
 3. Applicant pool (does it match the available pool of under-represented faculty in discipline and relevant subfield?);
 4. Interview pool (does it match the availability in recruitment pool?)
 5. Candidate offer – communicate strong commitment in all offers
 - c. Work with Diversity Action Research Team (see #3) and others to identify areas for action and improvement
 - d. Metrics:
 - i. evaluate academic units' progress on short-term and long-term diversity/inclusion goals;
 - ii. evaluate academic units' search process outcomes (at each stage of process)
 - e. Accountability: Report to school Dean, and to President and Provost
3. Dartmouth Diversity Action Research Team (D-DART)
 - a. Group of academic and staff leaders (can also include faculty, staff, students) who use data to better understand emerging issues of diversity and inclusion as well as propose institutional strategies. (See example at Williams College: <https://diversity.williams.edu/committees/301-2/>)
 - b. Metrics: engagement with departments/programs/divisions/schools; delivery of analysis and recommendations to units on ways to improve diversity and inclusion actions
 - c. Accountability: Provost and President
4. Incorporate section on diversity-related activities into annual faculty evaluations

II. Pipeline and Recruitment

1. Invest in existing pipeline programs, specifically Chavez, Eastman, Marshall pre-doctoral fellowships:
 - a. Add fellowship in Asian American Studies
 - b. Extend all programs to 2 years (e.g., 1 year pre-doctoral fellowship plus 1 year post-doctoral fellowship)
 - c. Host 2 fellows/year: always have one in pre-doc year and one in post-doc year
2. Faculty Advocates to assist with faculty searches
 - a. Trained faculty members across campus who sit on search committees, provide advice and resources for diversity during search process
 - b. Metrics: search process outcomes; evaluation of search processes
 - c. Accountability: Academic Officer responsible for diversity and inclusion (see I-2)
3. Develop active outreach and recruiting practices
 - a. Resources for departments to invite colloquium speakers from predoctoral and/or postdoctoral fellowship programs for under-represented groups
 - b. Continuing outreach and communication with post-doctoral fellows after leave Dartmouth
4. (Increase) Faculty Diversity Recruitment Fund
 - a. Salary support (matched by school) for hiring that increases faculty from under-represented groups
 - b. Metrics: number of requests for funds, particularly by departments with low percentage of minority/women faculty according to IDE report; number of hires
 - c. Accountability: Deans/Vice Provost/Provost
5. Invest in existing graduate programs to recruit and train students from underrepresented groups [Note: may be covered in Student Working Group recommendations]
 - a. Develop partnerships with programs that encourage undergraduates to pursue the doctoral studies (e. g. McNair Scholars, Mellon-Mays, E. E. Just Program)
 - b. Develop relationships with minority pre-doctoral fellowship programs and training grants (e. g. Ford Foundation, Social Science Research Council, American Psychological Association, American Political Science Association, American Society for Microbiology, EPA, NSF, NASA,
6. Enhance support for spousal and partner employment for tenure-track faculty, especially those from underrepresented groups

III. Professional Development

1. Investment in mentoring
 - a. Require departments to have formal mentoring programs
 - b. Develop institution-wide mentoring opportunities and support informal and peer mentorship
 - c. Metrics: levels of participation; satisfaction with mentoring from surveys
 - d. Accountability: acknowledge and reward mentoring activities on annual Faculty review form; Chairs/Deans
2. Provide regular and voluntary professional development programming around diversity and inclusion for all members of the community, including faculty.
 - a. Training and toolkits on diversity in curricula and disrupting implicit bias in the classroom through DCAL
 - i. Rewards for departments in which all faculty participate
 - b. Metrics: levels of participation; demonstrated changes to syllabi and curricula
 - c. Accountability: Chairs/Deans/Provost
3. NCFDD workshops and training for faculty, especially assistant and associate professors

IV. Retention and Inclusive Community

1. Increase mentoring for Associate Professors (see III-1)
2. Increase funding to Employee Resource Networks
3. D-DART (see I-3) will utilize data from existing surveys on faculty (e.g., COACHE, COFHE, Dartmouth Community Study) to identify and target areas of faculty dissatisfaction and make recommendations to address
4. Metrics: monitor promotion and retention rates for specific groups (e.g., faculty of color, women, etc) within and across academic units; conduct exit interviews with all department faculty and staff (regardless of reason for departure); increased satisfaction for all groups of Dartmouth faculty
5. Accountability: Chairs/Deans/IDE/Provost

V. Research

1. Institute on Comparative Racial-Ethnic Inequalities
 - a. Explore possibility for a research/policy institute on racial and ethnic inequities, especially in the United States.
 - i. Complement existing interdisciplinary programs of AAAS, NAS, and LALACS
 - ii. Foster collaboration across departments, schools, and centers through shared interests in comparative racial and ethnic studies
 - iii. Provide an institutional base for incorporating scholarship on Asian American studies, which is a critical yet unmet intellectual need at Dartmouth.
2. Fund to support multi-disciplinary scholarship/programming (e.g., performances, workshops) related to equity, inclusion, and diversity. Funds awarded to schools on a matching basis.

Appendix A: IE Faculty Working Group Peer Diversity Plan initiatives by Topic areas: Faculty

Recruitment

BROWN

- Cluster hiring—Existing program for diversity cluster hiring in physical sciences; adding programs for social science and humanities
- Target of Opportunity hiring—Intended to fill approximately 25% of faculty openings
- Young Scholars Conference—Event for graduate and postgraduate fellows will help find and build connections with potential candidates for faculty positions
- Diversity Visiting Scholars Program—One-year renewable positions for senior scholars from historically underrepresented groups to teach and research issues of race, ethnicity, and identity.
- Postdoctoral fellowship program—supports development of “early career scholars who add intellectual diversity to campus, with a specific emphasis on recruiting scholars from historically underrepresented groups.” Recruits six scholars for a two-year position each year (a total of twelve each year).

UPENN

- Each school will create faculty diversification plan and commit significant resources. Central administration will offer incentives to help.
- Presidential Term Professorships—Up to ten term professors at any rank are supported through the Provost’s Office. Funding is shared with each school on a matching basis. When one professor leaves, the funding becomes available for a new term professor.
- Target of Opportunity—Faculty opportunity hire funding subsidies are extended to five years, to allow time for a retirement to open departmental funding.
- Dual-career program will be expanded by allowing greater flexibility in how schools will share funding for the two hires, and by promoting the program.
- Local recruitment pools—Penn maintains lists of post- and pre-doctoral fellows at their school to provide schools and departments with information on candidates for open positions.
- Partnerships with the Leadership Alliance and HBCU, Tribal Colleges, Hispanic Serving Institutions, and Women’s Colleges—Partnerships could include team-taught courses, occasional lectures, consultations, and short visits.
- Pre-doctoral fellowships will bring scholars whose work and presence will enhance diversity while they complete the thesis-writing process.
- Diversity search advisors will work with search committees to broaden applicant pools and ensure best practices. These advisors would be full or associate professors in the faculty, preferably in the department conducting the search.

PRINCETON

- Creating of “watch lists” in each discipline.
- Focus on visits for job candidates *and* their families
- Development of an online toolkit of best practices
- Peer-to-peer training on unconscious bias
- Promote using postdoctoral appointments to attract talented young scholars.
- Promote target of opportunity hiring

WASH-U

- Deans will review and assess hiring, promotion, and retention practices to promote greater diversity and inclusion
- Report mentions existing financial incentives for schools to diversify faculties.

YALE

- Provost’s Faculty Development Fund--\$25 million over five years
 - Target of Opportunity—Provides up to half salary for three years
 - Visiting professors—Provides up to half salary for as many as ten visiting professors.

Professional development

BROWN

- Investment in mentoring—Departments will be encouraged to lighten service obligations for faculty engaged in mentorship. Department chairs will address the additional mentoring burdens that often fall on faculty of color.
- Regular and voluntary professional development programming around diversity and inclusion for all members of the community, including faculty.
 - Implementation of professional development programs will be monitored by a Diversity and Inclusion Collective, consisting of administrators, staff, faculty, and student employees who will serve as trainers and consultants.

PRINCETON

- Improve childcare availability
- Enhanced mentoring opportunities, including training for mentors and mentees to maximize benefits of the relationship

UPENN

- Mentoring programs are bolstered for faculty of color and women in STEM, and extended to include mid-career faculty. Mentoring will be considered service and included in annual reviews.
- Resources for faculty development will be better communicated through promoting family-friendly policies and opportunities for leadership and development.

WASH-U

- Diversity training will be institutionalized across campuses

YALE

- University-wide teaching academy, with special attention to challenges and strategies for women in STEM and international and underrepresented faculty.
- Leadership program for mid-career faculty in partnership with Yale School of Management.
- Programming on varied topics, including implicit bias, faculty searches, and tenure processes.

Inclusive Community and Campus Climate

BROWN

- Faculty of Color Network—Provides social support and mentorship from faculty of color. Network will provide orientation for new faculty of color to introduce them to Brown's resources, which will be managed by the Dean of the Faculty and the Vice President for Academic Development, Diversity, and Inclusion.
- Medical school will work with affiliated hospitals and physician practices to increase representativeness of historically underrepresented groups.
- Broad efforts to diversify graduate student population:
 - Creating 25 graduate fellowships
 - Investing to provide enhanced research training, support, and mentoring for students from historically underrepresented groups.
- Resources will be directed to programs encouraging achievement by students from historically underrepresented groups.
- Curriculum will be examined for ways to expand education about inequalities, including new seminars, review by Curriculum Committee, and seed funding for curriculum development.
- Data collection will be improved, including a campus-wide study and providing clear definitions for who is included in historically underrepresented groups.

PRINCETON

NONE

UPENN

- Three graduate fellows will work with administration to create an inclusive community for graduate students and provide mentoring as graduate students enter the job market.
- The report called for the Faculty Senate to conduct a survey of job satisfaction and campus community.

WASH-U

- There is an existing Center for Diversity and Inclusion, which supports diversity programming and students from historically underrepresented backgrounds.

YALE

NONE

Research

BROWN

- Create more than 100 endowed professorships (as part of *Brown Together* campaign) to support faculty “researching issues of diversity, social justice, power, and privilege around the globe.”
- Expanding the Center for the Study of Race and Ethnicity in America (CSREA) and the Center for the Study of Slavery and Justice. Stated goal of raising \$10 million for each center. CSREA will be moved to larger, more central space.
- Coordinating scholarly resources in Native and Indigenous studies to become “the academic leader in this area.” Plan includes recruiting new faculty and postdocs who work on Native and Indigenous issues.

PRINCETON

NONE

UPENN

- Eminence and Innovation Fund—provides resources for interdisciplinary scholarship related to equity, inclusion, and diversity. Funds are awarded to schools on a matching basis.

WASH-U

- A faculty-led task force will explore the possibility of a race/identity/social justice institute.

YALE

NONE

Institutional Infrastructure

BROWN

- Every department to submit diversity and inclusion action plans to be approved by the Provost and Vice President of Academic Development, Diversity, and Inclusion. Action plans must be approved before any faculty hiring requests will be authorized.
- Members of the Tenure, Promotions, and Appointments Committee will undergo annual diversity and inclusion training, and training to avoid conscious and unconscious bias.
- The Office of Institutional Diversity and Inclusion will create a seed fund for programming and research on race and ethnicity, available to faculty, students, and departments.
- Oversight of diversity and inclusion efforts will be by a new Diversity and Inclusion Oversight Board, co-chaired by the Vice President for Academic Development, Diversity, and Inclusion and a faculty member. This board will review progress toward departmental diversity plans, prepare an annual report for the community on progress toward the university-wide Action Plan, and communicate with the community through written materials and forums.

PRINCETON

- Departmental diversification plans developed, with the offices of the Provost, Dean of the Faculty, and Graduate School. President, Provost, and deans will provide accountability, rewarding good effort and addressing lack of engagement.
- Record of promoting diversity should be considered in departmental chair selection.
- Strategic diversity plans to be monitored by a Standing Committee on Diversity, which will serve as a link between departments and central administration.
- Report recommends developing metrics benchmarks, and data processes to monitor the efficacy of diversity initiatives.

UPENN

- Family-friendly policies—Part-time clinician track will be explored at Health Schools, and the university will explore the provision of low-cost child care near the Penn campus.
- Penn will look for ways to improve exit interview process to gather information from departing faculty members.

WASH-U

- Each school and unit will create a plan for promoting diversity and inclusion
- Creation of a single location for integration and analysis of diversity-related data and resources.
- The university will issue and post annual diversity and inclusion scorecards (Content of scorecards to be determined by Commissions on Diversity and Inclusion.
- A Commission on Diversity and Inclusion, reporting to the president and provost, was created to implement recommendations over a two year period. The Commission will include administrators, staff, faculty and students.

YALE

- Provost will meet with each dean annually to discuss efforts at each school.
- Deputy Provost for Faculty Development and Diversity (Richard Bribiescas) appointed

Appendix B: IE Faculty Working Group Meeting Agendas

Meeting 1: February 23

- Introductions
- Working Group charge and scope
- Discussion of diversity and background reading

Meeting 2: March 8

- Deep dive on data: Dartmouth and national trends, peer comparisons
- Peer Diversity plans: break-out groups on specific components
 - Define key areas of focus

Meeting 3: March 29

- Brief research presentations: Yusaku, Stephanie
- Documenting Dartmouth activities, practices, metrics
 - Group by key areas of focus

Meeting 4: April 5

- Review of Best practices for key areas of focus
- Feedback from other working groups on categories
- Initial recommendations for Dartmouth activities, metrics/accountability, transparency/communication

Meeting 5: April 19

- Finalize recommendations from Faculty Working Group

Detailed agendas below

Inclusive Excellence
Faculty Working Group
Tuesday February 23, 2016, 8:30 – 10:00 am
Haldeman 031

AGENDA

1. Welcome and introductions
2. Discussion of Working Group charge
3. Discussion of scope and output of the Working Group
4. Discussion of materials on defining diversity (see following materials on Google Drive:
 - Damon Williams, Chapter 2: Toward a Twenty-First Century Definition of Diversity (particularly pp. 121-127)
 - Draft of Diversity Definitions for Dartmouth
 - Estela Mara Bensimon article “The Diversity Scorecard”
 - AAUP Affirmative Action Plan Recommendations

Inclusive Excellence
Faculty Working Group
Tuesday March 8, 2016, 8:30 – 10:00 am
Haldeman 031

AGENDA

5. Brief Recap of charge and overall goal, today's agenda [Denise, 5 mins]
6. Dartmouth data – overview [Denise 20 mins]
7. Presentation of recent research of Dartmouth students [Yusaku Horiuchi and John Carey, 15 mins]
8. Discussion of Peers' diversity plans [breakout groups 25 mins]
 - Brown
 - UPenn
 - Princeton
 - Yale
 - Washington University, St. Louis
9. Discussion of areas of focus [entire group 12 mins]
10. Looking to next meeting [3 mins]

We will have our next InclusiveEx working group meeting on Monday 3/28 8:30-10:00am – yes that is the first day of the spring term for the College.

At this meeting we have two goals:

1. Reports on how peer diversity plans address given Topic Areas (see below, and discussed in meeting #2)
2. Begin analysis of current Dartmouth activities and past recommendations from Dartmouth reports for each Topic Area
 - a. Our purpose in identifying what activities Dartmouth is already doing in each of the core Topics is to identify whether and how they are being tracked and held accountable. And where not, how we should be tracking and holding accountable. This will be the primary topic of our two meetings in April. [Of course, we will also recommend actions we should be doing but aren't.]

For #1, each of the small break-out groups formed at the last meeting will report to the larger group an overview of how peer's diversity plans address the specific Topic Area – specifically noting what are consistent across all/many, and what you see as the best ideas/actions (10 minutes each for both presentation and discussion). Below are the list of topics and the people on each of the groups. Please correct if I have you listed incorrectly, or if you are not currently on a group, please identify which one you would like to join.

Topic Areas: Faculty Diversity & Inclusion

Professional Development – Rob McClung and Annelise Sauter-Ortiz – thanks Rob and Annelise, they already sent the document (posted)!

Faculty Recruitment (and pipeline) – Yusaku Horiuchi, Kimonee Burke, Jonathan Diakanwa

Inclusive campus environment (including faculty retention) – Leslie Henderson, Stephanie White, Adrienne Mehalow

Research on diversity-related issues (e.g., centers, etc) – Deborah King, Richard Sansing

Institutional infrastructure (e.g., surveys, other data-gathering, staffing) – Jane Siebel, Sean Nolon

For #2, we will look at Dartmouth reports and activities (materials in the Dartmouth Diversity Activities folder).

Google drive: <https://drive.google.com/folderview?id=0BxKjBu2uk49oWUh0SnE4d1l4N0k&usp=sharing>

Thanks everyone!

Denise

Inclusive Excellence
Faculty Working Group
Tuesday April 5, 2016, 8:30 – 10:00 am
NEW LOCATION: 152 Baker

AGENDA

1. Brief Recap, today's agenda [Denise, 5 mins]
2. Analysis of current Dartmouth activities and past recommendations from Dartmouth reports for each Topic Area [break-out groups, 45 mins]
 - a. Our purpose in identifying current Dartmouth activities is to note whether and how they are being tracked and held accountable. And where not, how we should be tracking and holding accountable. Dartmouth reports and activities (materials in the Dartmouth Diversity Activities folder).Google drive:
<https://drive.google.com/folderview?id=0BxKjBu2uk49oWUh0SnE4d1I4N0k&usp=sharing>
 - b. Group discussion of Topics [full group, 35 mins]
3. Looking to next meeting [5 mins]

- **Metrics:** Please prepare a list of up to 5 metrics/issues/areas for Dartmouth to report on regularly in each of the core areas: **Professional Development** (resources, support, mentoring); **Faculty Recruitment** (and pipeline development); **Inclusive campus environment** (including faculty retention, community building); **Research on diversity-related issues** (e.g., centers, etc); **Institutional infrastructure** (e.g., offices, administrative roles, surveys). (If a rolling ticker existed on a website, for example, what are the most important metrics we should be tracking?) Some examples include:
 - Survey data (e.g., COFHE, Campus Climate/Community Study, etc.)
 - Peer comparisons
 - Diversity metrics on applications, offers, hires, and exits

- **Accountability:** Where should accountability be located for each of these 5 core areas (including identifying multiple positions to be accountable and/or nested accountability)? What does accountability for senior administrators look like?

- **Communication and transparency:** Please prepare a list of up to 5 concrete ideas for how the institution should track and communicate its ongoing initiatives and commitments regarding diversity and inclusion. Some possible ideas that have been posed before (also look at previous recommendations and/or peer best practices for ideas):
 - Campus open forum/town hall meeting—twice a year?
 - Published online report with commitments—update a few times/year
 - Faculty and student meetings to report on progress to more specific groups
 - Regular reports that acknowledge what has not been done.
 - A graphic or interactive display with data
 - A physical or digital resource center with information about all Dartmouth’s efforts
 - Post point people for each commitment publically, so people know who to contact about their interest.
 - Post online clearly defined goals for what it means to be diverse
 - Create an annual report with specific data, in model of the Clery Report.
 - Directory for ways to connect and contact students and student groups.
 - Website from homepage with each initiative listed, the point person, and a contact person. The site would also include an interactive way to look at diversity data.
 - President should annually address College in public forum with updates on diversity, and take questions. Annual report should also be presented to BoT
 - An external advisory board should exist, that is not chosen by the president.
 - Events and activities from diversity-related offices should be advertised more prominently and frequently.

Appendix C. Recommendations from IE Faculty Working Group Members

Eric Hansen, Associate Professor of Engineering

Here is my list of measures that I think are important for the college to pursue.

--- Eric

1. Pipeline development, to identify and cultivate relationships with potential faculty candidates while they are in grad school or postdoc positions. Continuous recruiting, even when we aren't hiring.
2. Doing our part to feed the pipeline by identifying promising undergrads and encouraging them toward graduate school, and, likewise, encouraging and equipping particularly promising graduate students to take the next steps toward postdocs and academic positions.
3. Faculty development here, all the way past tenure through the associate professor years to full professor --- DCAL, National Center for Faculty Development and Diversity, and similar resources.
4. Find out if there are fields, subfields, or specialties where potential URM faculty are more likely to be found and factoring this knowledge into search planning (e.g., NSF statistics on PhD diversity).
5. Likewise, finding out how best to reach potential URM faculty candidates, perhaps not through the usual professional organizations and publications.
6. Develop institutional memory about these findings so that every new search committee doesn't have to reinvent the wheel.
7. Re: metrics and accountability. Certainly, deans / department chairs / search committee chairs / faculty members share responsibility, at appropriate levels, for bringing the best faculty to Dartmouth and keeping them here. How to achieve this widespread participation is as much, if not more, about institutional culture and awareness as it is about management processes.
8. For example, normalize the conversation about diversity in faculty recruiting and retention by keeping our aspirations and goals visible in regular forums with high faculty participation, like faculty retreats. Keep the goals front and center at the start of every recruiting season.

Yusaku Horiuchi, Professor of Government and Mitsui Professor of Japanese Studies

I would like to suggest a list of actions that could be added to Dartmouth's Diversity Plan. This is definitely not a comprehensive list of items. Rather, it is my wish list.

Contributions to Diversity Statement

* None of them requires million dollars, but would give incentives to *everyone*. It is fundamentally important, I believe, that everyone thinks about this issue and takes some actions.

1. *The faculty record supplement includes a new section, "Contributions to Diversity and Inclusivity," and every faculty member reports his/her contributions in the past year and future plans for continuing this effort. (*This would give an incentive for each faculty member to, at least, think about diversity and inclusivity, and encourage them to take some actions.)*
2. *Each department/program chair writes a short report on the department/program's contributions to diversity and inclusivity in the past year future plans for continuing this effort. And these reports will be made publicly available. (*This is similar to Wash U's diversity scorecards, but a one-page description would be better.)*
3. *Faculty candidates submit a statement on their past contributions to diversity and inclusivity and future plans for continuing this effort as part of their application for an academic appointment. (*This is a policy at University of California system.)*
4. *Similarly, faculty members applying for promotion submit a statement on their past contributions to diversity and inclusivity and future plans for continuing this effort.*

Support for Diversity-Related Networks and Events

* Employee Resource Networks (ERNs) are critically important to support and retain under-represented faculty members.

5. *At least one part-time student assistant is assigned to each employee resource network (ERN), if an ERN requests for it.*
6. *To recognize ERNs' efforts to advance diversity and inclusivity, the president and/or the provost make/s efforts to attend events organized by all ERNs (e.g., a cross-ERN, annual softball and BBQ event)*
7. *The president and the provost write a campus-wide email at the beginning of each "Heritage Month" – Black History Month (February), Women's History Month (March), and Asian Pacific American Heritage Month (May), Caribbean American Heritage Month and LGBT Pride Month (June), National Hispanic Heritage Month (Sep 15 – Oct 15), and Native American Heritage Month (November). (*There are some other commemorative months, such as LGBTQ History Month in October.)*

Deborah King, Associate Professor of Sociology

RESEARCH

Institute on Comparative Racial-Ethnic Inequalities

Establishment of task force to investigate a research/policy institute on racial and ethnic inequities, especially in the United States. While the institute would complement the existing interdisciplinary programs of AAAS, NAS, and LALACS, it would foster collaboration across all departments, schools, and centers through shared interests in comparative racial and ethnic studies. The institute would also provide an institutional base for incorporating scholarship on Asian American studies, which is a critical yet unmet intellectual need at Dartmouth.

Possible structure:

- Steering committee
- Director
- Program manager
- 2 post-doctoral fellowships
- post-graduate fellow
- a senior scholar-in-residence program (1, 2 or 3 terms)

Possible support activities

- Funding for faculty research projects examining equity related issues
- Grants for graduate & professional student research
- Funding for related conferences, workshops, and curriculum development
- Funding for research-based community outreach initiatives such as curriculum development for elementary & secondary schools, infographics for local social service organizations, etc.
- Off-campus study program

Possible institute foci

The institute would identify several areas build upon and strengthen existing faculty expertise and complement current initiatives at Dartmouth. Three possibilities might include:

Law, the U. S. State and Social Justice

Potential faculty affiliates: Bruce Duthu, Aimee Bahng, Sonu Bedi, Susan Brison, Laura Edmondson, Treva Ellison, Angela Hernandez, Deborah King, Bethany Ellen Moreton, Ivy Schweitzer, Dale Turner, Emily Walton, Richard Wright

Race-Ethnicity in Urban & Rural America

Potential faculty affiliates: Mona Domash, Rashauna Johnson, Deborah King, Bethany Ellen Moreton, Annelise Orleck, Nicholas Reo, Emily Walton, Richard Wright

Urban-Rural U. S. Health

The institute would build upon existing faculty expertise in health as well as complement selected components of Geisel School of Medicine's current Global Health initiatives: [Urban Health Scholars](#), [Indian Health Service Trip](#) and [Indian Health Research Internship Program](#), [Migrant Health Project](#), and [Rural Health Project](#)

RESEARCH & INFRASTRUCTURE

An office-seminar-residential complex near the Berry-Baker for visiting scholars and fellows (e. g. departmental post-docs, Society of Fellows, dissertation fellows).

Dartmouth needs a more systematic approach to building the infrastructure required to achieve an intellectually vibrant and supportive environment for the increasing number of post-docs, visiting scholars, and dissertation fellows. There is no designated office and seminar spaces, residential learning communities, or social spaces for these groups. Current Ph. D. programs are concentrated in the sciences, where labs and sponsored research may meet some of those needs. The existing academic departments and programs already scrambling for space, and often cannot accommodate their own post-docs in proximity to their faculty members or even one another. Such a complex would greatly facilitate the scholarly engagement, productivity, professional mentoring, and climate for visiting fellows and scholars, post-docs, and other fellows – especially those historically underrepresented minorities whom we wish to recruit and retain.

RECRUITMENT

REVISIONS - EEO Form		Associate deans IDE
Addition of item requesting the identification & contact information for disciplinary		Search Committee & Department Chair Associate deans IDE
Links to/provision of NSF data on Ph.D. availability	Updated bi-annually	Department Chair Associate deans IDE
Information on distribution of URM across disciplinary subfields	Updated bi-annually	Department Chair Associate deans IDE
REVISIONS – data collection on Interfolio		

RECRUITMENT & PIPELINE

Strategies for Enhancing Dartmouth's Visibility to URM Scholars

Within major national and regional professional associations

- committees on the status of minorities
- caucuses of URM
- academic subfields/specialties/divisions related to scholarship on racial/ethnic minorities, women, etc.
- graduate fellowships, dissertation grants or post-docs for minority scholars

Independent or affiliated professional associations for URM

Monitoring the Pipeline & the Field

- review reports & statistics on the representations and status of minorities within the discipline
- maintain a list of URM scholars who are recipients of fellowships, post-docs, disciplinary awards (best dissertation, best article, best book)
- maintain a list of recipients of minority graduate fellowships, dissertation grants or post-docs
- maintain a list of URM scholars who are elected officers, journal and series editors, members of editorial boards, etc.
- academic subfields/specialties/divisions related to scholarship on racial and ethnic minorities, women, etc.

Building appropriate professional networks

- attending & participating in related sessions and activities
- co-sponsoring receptions, joint sessions or workshops
- inviting URM scholars participate in conferences at Dartmouth (that include other researchers with similar interests) or to present their work
- developing a mailing list to keep URM individuals, groups & organizations informed of opportunities at Dartmouth such as conferences, fellowships, etc.

COMMUNICATIONS

President/Provost

While emails for the various heritages months are fine, most come late in the academic year.

It might be effective to solicit and choose an annual diversity/inclusiveness theme that, with sufficient lead time (2 years), could be interwoven and embedded throughout the routine College activities (e. g. book for first year class, Film Society, endowed lectures, courses, Hood & Baker exhibits, alternative spring breaks). The objective is more seamlessly to synthesize inclusiveness and diversity into the practices, organization and culture of Dartmouth. The institutionalization of these values must be explicit as well as covert. The precise mechanism and process needs to be developed.

Clarification of Terms

- The terms – diversity, inclusiveness, and equity – as they will be defined and used at Dartmouth should be widely, routinely, repeatedly, and consistently communicated. In as many places as possible,

Availability of Annual Reports

Using the online portal to widely distribute the annual affirmative action reports, EEO reports submitted to the federal government, and other internal reports on metrics.

INFRASTRUCTURE

- Diversity Action Research Team
- Consider the multi-focused, multi-level structure of diversity/equity/ inclusiveness committee that might be similar to that of the previous affirmative action review committees that had one for staff, administrators, faculty that reports to an umbrella, institution-wide committee with representation from each area. A student committee might address diversity and inclusiveness issues.

Sean Nolon, Ombudsperson

I have prepared this overview to serve as a starting point for discussions about a group that could serve to build Dartmouth's "Institutional Infrastructure" that supports inclusive excellence. What follows is a collection of ideas from our conversations and information in some of the peer reports that could form the basis of a recommendation from our group. The outline below does not represent any consensus of the group and is presented as point of discussion for our next meeting. I look forward to future discussions and would welcome any comments or suggestions.

Overview of Group

The principal purpose of this group would be to monitor progress on diversifying the faculty and to set annual benchmarks for action.

This memorandum provides discussion points on three components of this group: (1) Charge; (2) Membership, and; (3) Support.

1. Charge

During our last meeting, we discussed the importance of accountability going forward. Some schools have created groups to perform similar functions. Reflecting a desire to communicate the action-oriented nature of the group we are suggesting, labeling the group something along the lines of "Diversity Action Research Team" made sense. This is a title that at least one other school has used.

As stated above, the dual purposes of this group would be to monitor and advise on faculty diversity efforts. (Note: we discussed the importance of this group focusing ONLY on faculty efforts and not on staff or students since 1. those areas seemed to have existing capacity and 2. those areas are not part of our charge.)

The monitoring function could be satisfied through many options, including but not limited to:

- assimilating annual diversity reports from schools and departments;
- reviewing surveys;
- conducting reviews of the different efforts to promote and support faculty inclusiveness

Similarly, the advising function could be performed by:

- publishing periodic reports that set benchmarks for inclusion
- set a specific date for publication of the report – May?
- offer suggestions for improving the institutional infrastructure supporting inclusivity

Other functions discussed in our last meeting related to charge include:

- meeting monthly
- grant this group some oversight function

2. Membership

Since we did not have time to discuss possible membership structures in our last meeting, here are some suggestions to consider. The structure suggested below can serve as a starting point:

- 9 voting members and a chair with limited voting.
- 3 faculty, 3 staff, 3 students.
- Of the three two could be elected and one appointed by the President or Provost.
- The chair could be an existing administrative position or a newly created one.

- Decision-making could be supermajority (e.g. 7 out of 9) so that one “block” of members could not be out-voted by the other two blocks.

3. Support

We discussed the importance of this group being supported for these efforts. A suggestion was made that the group should have a budget to conduct activities, like possibly hiring consultants to assist in executing the charge. Also, staff, faculty and student members should be “compensated” for their time put into the group. Faculty could receive stipends or course relief. Staff could receive stipends or have this work included as part of their job duties. Student could receive stipends or even be granted credit for their involvement as part of an experiential learning opportunity.

Richard Sansing, Associate Dean for the Faculty and Benjamin Ames Kimball Professor of the Science of Administration, Tuck School of Business

Suggested recommendations & accountability (plus thoughts about “metrics”)

1. Faculty recruitment: Start using the approval process for faculty searches as a mechanism by which academic units are explicitly required to take steps that can lead to a more diverse faculty. For example, we should require as a condition for initiating a search a plan for contacting minority organizations within academic organizations to increase the pool of URM applicants. Search committee chairs should be held accountable by whoever approves faculty searches to make sure this takes place.
2. Faculty recruitment: Lack of ethnic diversity among Dartmouth faculty is a society-wide problem that will not be fixed by having top schools chase after a fixed supply of URM faculty candidates. Dartmouth faculty should encourage top minority undergraduate students to pursue academic careers. It is possible that these efforts will someday lead to a more diverse faculty at Dartmouth; after all, these students have already self-selected to live in the Upper Valley for four years. But the real motive is to try to solve the problem of lack of diversity on college campuses by boosting supply. Individual faculty should be held accountable by department chairs by making it clear that placing Dartmouth students in doctoral programs is a type of service that the institution values.
3. Research on diversity: Adopt the GRID model for ethnic diversity research. Use this institute as a vehicle for organizing academic conferences on diversity issues. (Note that this can help our faculty recruiting efforts as well.)
4. Institutional infrastructure: The internal data that Dartmouth’s Office of Institutional Diversity and Equity (IDE) tracks, which reflect government reporting requirements, is far too coarse to capture all the aspects of diversity that Dartmouth should care about. Each academic unit should be held responsible for tracking diversity data so that we can distinguish U.S. under-represented minorities (URM) from non-U.S. minorities and so we can do better than “international” or “Asian” when thinking about faculty diversity. The table that I prepared for the Tuck Faculty Diversity report, (reproduced below) is an example of what all academic units at Dartmouth should be doing. The table should be *consistent* with IDE data, but should be more detailed. Gender, ethnicity, and country of origin (as opposed to citizenship status) should all be tracked. Accountability should be assigned to someone in the academic unit who knows all of the faculty members being classified.

**Composition of Tuck Faculty as of February 15, 2016
by Country or Region of Origin, Ethnicity, and Gender**

Country or region of origin and/or ethnic self-identification	Male	Female	Total
U.S., White	26	4	30
U.S., Black (not Hispanic)	1	1	2
U.S., Asian	1	1	2
Canada, White	1	0	1
South America, Hispanic	3	0	3
European, White	5	1	6
South African, White	1	0	1
India	3	3	6
Australia, White	0	1	1
Total	41	11	52

Table 1

Some thoughts about metrics: Performance measures should be consistent with the way an organization delegates decision rights. Many of the ideas that we have discussed over the past couple of months involve top-down mandates, e.g., each academic unit should come up with a plan for publicizing a faculty search to minority sub-organizations within academic organizations. Top-down mandates should be monitored directly for compliance, rather than tracking some output measure that we hope might be correlated with compliance.

Jane Seibel, Assistant Dean for Graduate Recruiting & Diversity, Graduate Studies Office

I thought I would send you a few of my thoughts about today's meeting in regards to metrics, accountability and communications. I have not included a lot of the information that I had because we seemed to cover most of it.

My thoughts while looking at this assignment, as I mentioned today, really focused on the accountability and the structure that could be put in place to make the diversity initiatives across campus successful.

My overall suggestions are general and I hope this is helpful. My suggestions are also how I might see this rolling out from the Institutional Perspective.

- Associate Deans/Assistant Dean of Diversity or other staff level positions created for Faculty, Students and Staff to address Diversity. One person identified in each area. These three positions would work together and then with their specific area within Dartmouth. Their role would be to manage and support recruitment, professional development, campus community, and research at an Institutional level. They would design and implement programs but would also be collaborators with the areas of campus already doing work within these areas. For lack of a better term they would be the "diversity experts."
- They would report to Senior Leadership. The Assistant Deans would be accountable for diversity initiatives within their area.
- Then once these positions are in place a committee/commission/working group could be formed to work with these staff members to look at the work currently being done, our peer institutions and research on diversity on campus. This group would then work with the staff member to create benchmarks and initiatives on a yearly basis that would report to Senior Leadership.
- Communications is a crucial piece in making this work. A communication plan should be developed that would include the President and Provost on a yearly basis.
- A diversity tab on website should be created. All our diversity data will be visible and searchable for complete transparency.
- The President would annually address College in public forum along with the Provost about the progress and future plans.
- The Communications office should dedicate a staff member to cover and highlight all of the work being done on campus which helps highlight our diversity.
- Included in this communication is a "branding" effort if you will to highlight who we are at Dartmouth. What is our message? What are really good at? Our example in our discussion today about Dartmouth being the Native American College. We need to find our diversity voice. I really liked the discussion about rural Dartmouth. This does not appeal to all people but it is who we are and great things are happening in our rural setting. Lets tell that story.

Stephanie LR White, Assistant Professor of Pediatrics, Geisel School of Medicine

- **Metrics:** Please prepare a list of up to 5 metrics/issues/areas for Dartmouth to report on regularly in each of the core areas: **Professional Development** (resources, support, mentoring); **Faculty Recruitment** (and pipeline development); **Inclusive campus environment** (including faculty retention, community building); **Research on diversity-related issues** (e.g., centers, etc); **Institutional infrastructure** (e.g., offices, administrative roles, surveys). (If a rolling ticker existed on a website, for example, what are the most important metrics we should be tracking?) Some examples include:
 - Professional Development
 - Department chairs will address the additional mentoring burdens that often fall on faculty of color.
 - Mentoring will be considered service and included in annual reviews.
 - Funding of participation in conferences related to URM research or professional development
 - Incorporating a similar concept to Brown’s Faculty of Color Network— Provides social support and mentorship from faculty of color. Network will provide orientation for new faculty of color to introduce them to Brown’s resources, which will be managed by the Dean of the Faculty and the Office of Institutional Diversity and Equity (thinking because this houses the ERNs)
 - Faculty Recruitment
 - creative use of postdoctoral positions to help URM prior to starting the tenure clock.
 - training to improve the tenure process and address areas of implicit bias.
 - Diversity Visiting Scholars Program—One-year renewable positions for senior scholars from historically underrepresented groups to teach and research issues of race, ethnicity, and identity.
 - Develop Local recruitment database—maintain a lists of post- and pre-doctoral fellows to provide departments with information on candidates for open positions.
 - Departmental diversity plans should also include a “watch lists” of scholars in each discipline.
 - Inclusive campus environment
 - Utilizing the Marshall, Chavez, etc fellows to help work with administration to create an inclusive community for graduate students and provide mentoring as graduate students enter the job market. By creating a positive environment for fellows on campus we can improve the public discourse about the work environment at Dartmouth and perhaps increase the chance that these fellows will apply for future positions.

- Research on diversity-related issues
 - task force to explore the possibility of a race/identity/social justice institute.
- Institutional infrastructure
 - Members of the Tenure, Promotions, and Appointments Committee will undergo annual diversity and inclusion training, and training to avoid conscious and unconscious bias.
 - Every department to **submit diversity and inclusion action plans** to be approved by the Provost and Vice President of Academic Development, Diversity, and Inclusion. Action plans must be approved before any faculty hiring requests will be authorized.
 - Record of promoting diversity should be considered in departmental chair selection.
 - Committee on Diversity – will monitor strategic diversity plans at the college and departmental levels, serve as a link between departments and administration. Will include faculty, staff, administrators and students
- **Accountability:** Where should accountability be located for each of these 5 core areas (including identifying multiple positions to be accountable and/or nested accountability)? What does accountability for senior administrators look like?
- **Communication and transparency:** Please prepare a list of up to 5 concrete ideas for how the institution should track and communicate its ongoing initiatives and commitments regarding diversity and inclusion. Some possible ideas that have been posed before (also look at previous recommendations and/or peer best practices for ideas):
 - **Fall:** President should annually address College in public forum with updates on diversity, and take questions.
 - Also unveil: A digital resource center with each initiative listed, the point person, and a contact person. The site would also include an interactive way to look at diversity data.
 - Faculty features – each department can identify a faculty member who is making significant contributions to diversity on campus.
 - Department features – for departments who have implemented successful diversity plans for the year
 - **Winter:**
 - Campus open forum/town hall meeting
 - Faculty and student meetings to report on progress to more specific groups
 - **Spring**
 - External Advisory Board (whatever longitudinal committee is formed) meets to discuss progress and areas for continued improvement

- **Annual reports from departments, IDE and faculty diversity report that is submitted to DART. Then a cohesive report could be generated that is linked to benchmarks for the upcoming year.**