

Dartmouth College
Annual Report on Faculty Diversity

Office of Vice Provost for Academic Initiatives

January 2016

Annual Report on Faculty Diversity

Introduction: Strengthening and Diversifying the Dartmouth Faculty

Higher education today requires a thriving faculty in order to educate an increasingly diverse and global student body while also producing the innovative scholarship necessary to address 21st century questions and challenges. This effort is one of the core values of Dartmouth's mission and requires active involvement of faculty, staff, and students.

At the heart of our academic model are Dartmouth faculty as the consummate scholar-teachers, just as fully engaged in the teaching mission as in the commitment to scholarly impact. In October 2014, President Hanlon and Provost Dever expressed their commitment to create a more inclusive campus, including the need to strengthen our faculty through diversity to ensure our academic excellence. Provost Dever announced the creation of a new position, Vice Provost for Academic Initiatives, responsible for supporting diversity efforts across the academic enterprise. Denise Anthony, professor of Sociology, was appointed as the first vice provost to help advance efforts already underway and develop new initiatives across the institution.

The College brings a great deal to the table as we intensify our efforts in this arena: a charter commitment to diversity; dedicated resources; success in both the recruitment of underrepresented students and in their development; first-rate academic facilities; excellent quality of life, especially for faculty with young families. Dartmouth, however, also faces challenges because of a lack of sustained efforts for supportive and inclusive faculty recruitment and development. Our efforts to create change in these areas seek to enable *all* to thrive, including faculty from underrepresented groups, where the stakes are higher and the competition is fiercest.

The Vice Provost's work over the last year and for the foreseeable future can be grouped into three areas related to faculty diversity and development:

- 1) Strengthening the pipeline, recruitment, and retention;
- 2) Fostering an inclusive community; and
- 3) Building careers and promoting success

It is important to note that our overarching success is dependent on meaningful progress in all three areas by creating an institutional culture that promotes the positive development and full participation of all members. This requires a long-term strategy and focused commitment by leaders across the institution.

In 2014 and 2015 the Vice Provost's Office focused its efforts in two ways. First, on reviewing, and increasing the awareness and use of, existing resources and practices already established at Dartmouth. Second, by launching a number of new efforts in each of the three areas identified above, some as pilot projects, to identify effective efforts and areas of need for a long-term strategy for diversity and inclusivity on campus.

Changing institutional culture and practices is not the work of any single office. The Vice Provost relies on the expertise and engagement of leadership from across the institution to advance the strategy for faculty development and diversity. As we develop new initiatives and assess existing programs, the

Vice Provost's Office is committed to regularly communicating with the campus about our progress and how we are holding ourselves accountable for achieving our stated goals.

Each year in January, the office of the Vice Provost will share an annual report on the office's activities, progress and challenges related to these efforts for strengthening and diversifying the Dartmouth faculty. The Vice Provost will also share periodic updates with key stakeholders, including faculty leaders, institutional leaders, and the Board of Trustees. Because community engagement is critical to our success, we invite you to share your perspectives, questions, and suggestions by emailing VP.for.Academic.Initiatives@Dartmouth.edu.

I. STRENGTHENING THE PIPELINE, RECRUITMENT, AND RETENTION

National Picture. Diversity and inclusion are among the most important challenges for higher education in the twenty-first century. In 2014, the Survey of Earned Doctorates in the United States reported that 27% of all doctorates in the U.S. were awarded to minorities, with sharp increases over the previous decade in doctorates awarded to Hispanics (up 60%) and Blacks (up 47%).

However, given that undergraduate population demographics have shifted even more dramatically (with 36% of all bachelor's degrees in the U.S. awarded to racial and ethnic minorities in 2012, according to the National Center for Education Statistics), faculty of color remain woefully underrepresented at all levels of the professoriate. Among full-time instructional faculty whose race/ethnicity was known in 2011, the breakdown was only 6% Black, 6% Hispanic, and less than 1% American Indian/Alaska Native.

Despite some relative success nationally in *hiring* underrepresented minority (URM)¹ faculty, the lack of significant retention efforts or changes to campus institutional cultures means high levels of URM faculty turnover and exit from academia, so there has been little shift in the demographic profile of the national professoriate.

Dartmouth Trends. Unfortunately, patterns at Dartmouth reflect these national trends. Today at Dartmouth, more than 35% of undergraduates are students of color, and 9% are international students. However, only about 16% of our faculty are URM. Dartmouth's current faculty demographics (as of November 2014) are profiled in Table 1, as reported by the Office of Institutional Diversity and Equity.

In the last decade Dartmouth has had mixed results in its recruitment, development and retention of URM faculty. For example, as shown in Figure 1, in 2007 we led our Ivy and non-Ivy

¹ In thinking about strengthening and diversifying our faculty, we want to be thoughtful in recognizing underrepresented minority (URM) and other underrepresented groups. According to The Higher Education Act, the term "minority" applies to American Indian, Alaskan Native, Black (not of Hispanic origin), Hispanic (including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin), Pacific Islander, or other nationally underrepresented racial and ethnic groups. Additional groups are underrepresented across academic fields, so the identification of a particular group as underrepresented may vary by discipline (e.g., women are underrepresented in many STEM and other fields; Asian Americans are underrepresented in the social science and humanities fields.).

peers in percentage of URM Full professors, but we now trail our peers, with no URM Full professors in the social sciences, English, or Engineering (data not shown). As of 2013, we had higher overall percentages of URM Assistant and Associate professors compared to our peers, but no URM Assistant professors in the sciences. (See Figure 1.)

When overall numbers of URM faculty are low, all departures, for any reason, are felt significantly across the campus and fuel the perception of unfairness. Many are skeptical of Dartmouth's commitment to diversity and inclusion, noting long-standing concerns about the campus climate for URM faculty. For example, a 1988 report noted that minority faculty experienced racism or insensitivity and felt they had a token presence on campus. Similarly, a 2005 survey of junior faculty found that Dartmouth's faculty of color were less satisfied than those at peer institutions with: "fit within their department," "interest senior faculty take in their professional development," and "sense of unity and cohesion" among the faculty in their department and school. They also identified the lack of a formal mentoring program as problematic.

Regrettably, these patterns of dissatisfaction particularly for faculty of color and other underrepresented groups continue at Dartmouth, and indeed became more evident in the fall of 2015 as students at Dartmouth and across the country raised the alarm about the lack of faculty of color in higher education. Our own evidence makes it clear that we are not doing enough to systematically address the challenge of making our community an inclusive one that recruits, promotes, and values the excellence that comes from a robust diversity of people and perspectives.

GOAL

- Increase URM faculty to 25% of tenure track faculty by 2020 (goal set by Provost Dever in her inaugural address to faculty in November 2014)

A. Activities December 2014 – December 2015

Dartmouth has made a number of investments and undertaken several activities to strengthen our recruitment of URM faculty:

- A Diversity Recruitment Fund from a pool of \$22.5 million of endowment dollars (\$1 million annually allocated) to assist with the recruitment of faculty from underrepresented groups and those who enhance diversity on campus.
- The Vice Provost for Academic Initiatives partnered with academic deans and faculty search committees to offer best practices and strategies for increasing diversity within search pools.
- Dartmouth applied for and received a one-year planning grant (2015-2016) from the Andrew W. Mellon Foundation to pilot activities in three areas: building a diverse pipeline, recruiting talented scholars, and developing faculty to thrive. Activities include:
 - Active recruitment of talent, including outreach to URM scholars and study of a pilot program to offer enhanced resources to search committees.

- Developing a formal mentorship program for assistant professors
- Providing faculty training on disrupting implicit bias in the classroom
- Established funds to increase the presence of URM speakers on campus, and contribute to developing the pipeline of URM faculty:
 - Dartmouth re-established a faculty exchange program with Morehouse and Spelman Colleges (Historically Black Colleges) to provide funds to support bringing Morehouse or Spelman faculty for short visits to Dartmouth to participate in a range of activities, from public talks to classroom visits.
 - Funds for departments to invite speakers from minority fellowship programs (PhD and postdoctoral) for regular departmental colloquia.
- Participated in the Collaborative on Academic Careers in Higher Education (COACHE) survey of full-time, pre-tenure, tenure-track faculty. The survey was last conducted in 2005, and was conducted again in 2015. Deans and academic leaders will use these data to evaluate ongoing and new efforts to strengthen and diversify the faculty.
- Data on the racial and gender composition of the faculty are also gathered and monitored by the Office of Institutional Diversity & Equity (see Table 1, attached). This important office provides data to leadership across the institution, including the Board of Trustees, in order to evaluate ongoing efforts and progress related to faculty diversity. The Vice Provost is also committed to sharing these data regularly with the community via this Annual Report, as well as throughout the year in meetings with faculty leadership and committees, with student leaders and groups, with staff, and with alumni groups.

ASSESSMENT TO DATE

- From December 2014 through December 2015, the Provost's Office received 15 requests for funding from the Diversity Recruitment Fund to support new hires in Arts & Sciences, Thayer and Geisel, resulting in 6 successful appointments so far (with 6 still pending).
- The Diversity Recruitment Fund is also being used to fund fellowship, research and professional development support for a number of new and existing faculty members across the institution.
- The Vice Provost presented faculty composition data and discussed ongoing faculty diversity efforts with student groups, faculty leadership (deans and department chairs) and committees, staff groups, alumni groups, and the Board of Trustees.

B. Ongoing and New Activities for 2016

- Deans of each school will identify plans for increasing faculty diversity within their school, consistent with the Faculty Handbook (pages 30-32), with particular attention to departments/units with significant underrepresentation of women and/or minority faculty members.

- Establishing relationships with top-minority producing programs and young scholars of color to diversify search pools.
- Sharing results of the 2015 COACHE survey with academic leaders and identify how it can be useful for supporting faculty.
- Piloting a 2-year postdoctoral Chavez fellowship for a scholar whose research is focused on Latino and Latin American Studies.
- Studying the outcomes from the last decade of Chavez, Marshall, and Eastman Dissertation Fellowships to better understand the professional paths of participants and the effect of the fellowship on their careers.
- The Vice Provost will continue to meet with students, faculty, staff, and alumni to discuss ongoing efforts related to faculty diversity.

II. FOSTERING AN INCLUSIVE COMMUNITY

One of the hallmarks of Dartmouth is its intimate size and scale and the ability for faculty, students, and staff to collaborate across divisions and schools. We need to identify ways to create and sustain a campus environment where everyone is able to thrive and fully contribute to our academic mission.

GOALS

- Gather and analyze new and existing data to better understand the current challenges for different campus constituencies.
- Promote a campus culture that is respectful of all community members and values diversity across the institution by making diversity and inclusion a topic of discussion in a variety of settings.

A. Activities December 2014 – December 2015

Some of the key activities undertaken this past year towards this aim, include:

- Providing increased support to the Employee Resource Networks (ERNs) through Institutional Diversity & Equity. The ERNs are affinity groups comprising faculty, staff, families and Upper Valley community members focused on providing personal development and social engagement activities for members.
- Engaging alumni, students, faculty, and staff in conversations about the institutional culture, opportunities and challenges, and the role of the vice provost.
- In spring 2015 the Dartmouth Community Study launched to examine our campus climate across all groups (faculty, students, staff) in all schools. The study seeks to learn how faculty, students, and staff experience and perceive the climate for living, learning, and working at the College.

- A working group composed of faculty, staff, and students partnered with national experts, Rankin & Associates, to develop the campus survey.
- Survey of Dartmouth community was conducted in Fall 2015.
- Study results will be shared with the campus in Spring 2016 along with the working group's recommendations to the President and Provost.
- Leading Voices in Higher Education speaker series focused on building and sustaining inclusive environments for teaching and learning.
 - In October 2015, the Offices of the Provost and Institutional Diversity & Equity sponsored a visit by Susan Sturm, professor of Law and Social Responsibility and founding director of the Center for Institutional and Social Change at Columbia Law School. During her visit, Professor Sturm met with academic and administrative leaders to discuss strategies for promoting campus inclusivity.

ASSESSMENT TO DATE

- Students, faculty, and staff were eager to hear about concrete actions being taken by the institution, and to offer suggestions and ideas for improving our efforts. Establishing regular points of communication with the community will be important for consistent feedback and to encourage open dialogue on campus.
- The Dartmouth Community Study was the first comprehensive survey of its kind undertaken at Dartmouth and represents a tangible commitment to improving the campus climate. The Study offers multiple opportunities to raise awareness of the challenges faced by some members of the community and to engage the campus in a discussion about how to effectively address these challenges.

B. Ongoing and New Activities for 2016

- The Dartmouth Center for the Advancement of Learning will develop and implement a workshop to help faculty learn how to disrupt implicit bias in the classroom.
- The Dartmouth Community Study final report and Working Group recommendations will be shared with the campus community in spring 2016.
- Increase and augment opportunities for feedback on current activities as well as suggestions for additional ideas and strategies with Dartmouth leadership.
- Continue the Leading Voices in Higher Education speaker series during the Winter and Spring terms. Each speaker will spend time with faculty and administrative leaders in addition to giving a public talk.

III. BUILDING CAREERS AND PROMOTING SUCCESS

It is critical that Dartmouth provide faculty with the guidance and resources they need to be successful at each stage of their careers and across all schools and disciplines.

GOAL

- Expand professional development, networking, and mentoring opportunities for all faculty.

A. Activities December 2014 – December 2015

In the last year we inventoried existing professional development and training activities across the institution to better understand areas of need and interest. We identified several ways to expand our offerings:

- Dartmouth became an institutional member of the National Center for Faculty Development & Diversity (NCFDD). The Center offers all Dartmouth faculty, graduate students, and post-doctorates access to free mentoring, training, and development resources.
 - On-campus workshops for assistant and associate professors offered in December 2014 and again in December 2015.
 - On-campus workshop on mentoring for deans, department chairs, and other campus leaders offered in December 2015.
 - In partnership with the deans, the Office of the Provost supported several assistant professors to participate in a professional development “bootcamp” for assistant professors offered through NCFDD.
- Through grant funding from the Mellon Foundation, the Office of the Provost supported several assistant professors engaged in peer mentoring activities (e.g., writing groups, peer review groups, conferences).
- A new website was developed to help faculty identify professional development offerings and funding support available through the Office of the Provost: http://www.dartmouth.edu/~provost/faculty_development_diversity/.

ASSESSMENT TO DATE

- Faculty, deans, and chairs expressed interest and satisfaction in the sessions offered in 2015. More work needs to be done to communicate earlier with faculty at all levels about development opportunities. It’s also challenging to identify a time during the year that’s best for faculty participation.
- #### B. Ongoing and New Activities for 2016
- The Office of the Provost will sponsor three National Center for Faculty Development and Diversity on-campus workshops for junior, associate-level faculty and department chairs and deans in Spring 2016, and future terms. Workshops will address tenure and time management, mid-career productivity, and developing effective mentoring practices.

- In collaboration with the Dean of Faculty of Arts and Sciences, the Office of the Provost will launch a mentoring program for assistant professors with support from a grant by the Mellon Foundation.

Table 1: Dartmouth College Faculty† Composition by Gender and Minority status, compared to Availability*, in November 2014

Faculty	Total	Women			Minority		
	N	N	%	% Availability	N	%	% Availability
Arts & Sciences	391	149	38	NA	69	17.6	NA
Arts & Humanities	147	75	51	46	33	22	17
Interdisciplinary Programs	27	12	44	42	9	33	35
Sciences	99	24	24	21	13	13	17
Social Sciences	118	38	32	33	14	12	17
Geisel School of Medicine (D)	199	75	38	NA	21	11	NA
Basic Science	75	19	25	29	9	12	21
Clinical	124	56	45	45	12	10	21
Thayer School of Engineering	35	6	17	15	7	20	25
Tuck School of Business	53	12	23	22	13	25	18
TOTAL	678	242	36	NA	110	16	NA

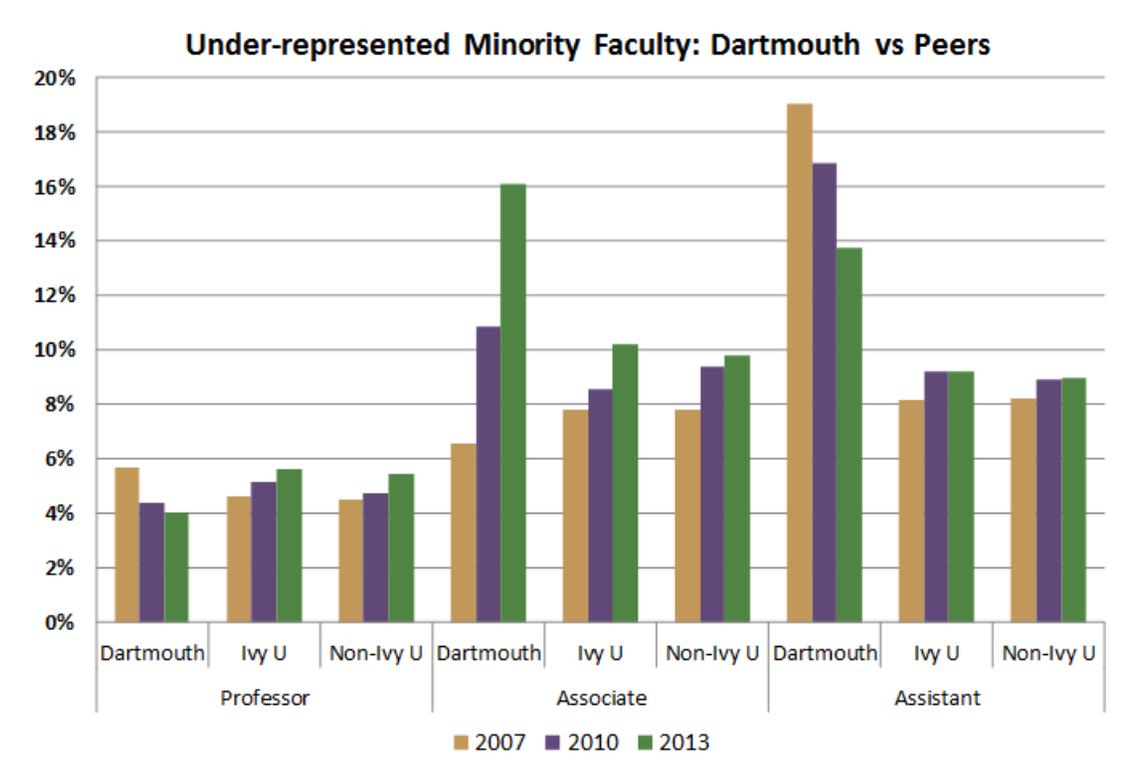
Notes: N = number; NA = not available

† Includes all voting faculty members who are funded and paid by Dartmouth paymaster. Does not include Geisel faculty paid by DHMC, MHMH, or other entities.

* Availability is based on comparison to available 2013 data from IvyPlus schools: Brown, CalTech, Chicago, Columbia, Cornell, Duke, Emory, Harvard, Michigan, MIT, North Carolina, Northwest, Penn, Princeton, Stanford, Texas, UC-Berkeley, UCLA, Virginia, Washington-St. Louis, Wisconsin, Yale.

Source: Dartmouth Office of Institutional Diversity & Equity Faculty Profile Report, November 2014.

Figure 1. Percentage of Underrepresented Faculty by Rank and Over Time, comparing Dartmouth to Ivy and Non-Ivy Peers



Source: Consortium on Financing Higher Education.