

Appendix A

Dartmouth College Fact Book

Total Faculty Fall 2012

	Numbers					Percentages				
	Total	Arts & Sciences	Geisel	Thayer	Tuck	Total	Arts & Sciences	Geisel	Thayer	Tuck
Total Tenure-track *	589	391	120	29	49					
Tenured	425	297	75	19	34	72	76	63	66	69
Non-tenured	164	94	45	10	15	28	24	38	34	31
Total Tenure-track	589	391	120	29	49	56	68	34	58	72
Non-tenure-track	456	188	228	21	19	44	32	66	42	28
Total	1,045	579	348	50	68					
Gender										
Male	638	334	211	42	51	61	58	61	84	75
Female	407	245	137	8	17	39	42	39	16	25
Race/Ethnicity **										
International	43	33	8	1	1	4	6	2	2	1
Hispanic/Latino	35	27	6	-	2	3	5	2	-	3
American Indian/Alaska Native	5	5	-	-	-	0	1	-	-	-
Asian	64	27	24	6	7	6	5	7	12	10
Black or African American	19	16	-	1	2	2	3	-	2	3
Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-
White	862	456	308	42	56	82	79	89	84	82
Two or More Races	17	15	2	-	-	2	3	1	-	-
Race/Ethnicity Unknown	-	-	-	-	-	-	-	-	-	-
Academic Rank										
Professor	381	201	116	23	41	36	35	33	46	60
Assoc. Professor	227	138	67	10	12	22	24	19	20	18
Asst. Professor	234	107	99	16	12	22	18	28	32	18
Instructor***	203	133	66	1	3	19	23	19	2	4
Appointment Status										
Full-Time	832	459	272	42	59	80	79	78	84	87
Part-Time	213	120	76	8	9	20	21	22	16	13

Note: *Tenure-track are voting in all schools; count excludes administrators with voting privileges and faculty whose primary assignment is administrative. **Based on IPEDS Race/Ethnicity categories mandated by the US Department of Education starting in Fall 2009. ***Includes ranks of lecturers, fellows, scientists/scholars, and clinical/research associates. Count includes faculty on Dartmouth payroll as of November 1 (IPEDS convention). See Appendix for details. Percentages reflect rounding.

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Total Tenured Faculty Fall 2012

	Numbers					Percentages				
	Total	Arts & Sciences	Geisel	Thayer	Tuck	Total	Arts & Sciences	Geisel	Thayer	Tuck
Total	425	297	75	19	34					
Gender										
Men	301	191	63	17	30	71	64	84	89	88
Women	124	106	12	2	4	29	36	16	11	12
Race/Ethnicity *										
International	2	2	-	-	-	0	1	-	-	-
Hispanic/Latino	15	14	-	-	1	4	5	-	-	3
American Indian/Alaska Native	3	3	-	-	-	1	1	-	-	-
Asian	22	12	4	2	4	5	4	5	11	12
Black or African American	9	8	-	-	1	2	3	-	-	3
Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-
White	366	250	71	17	28	86	84	95	89	82
Two or More Races	8	8	-	-	-	2	3	-	-	-
Race/Ethnicity Unknown	-	-	-	-	-	-	-	-	-	-
Academic Rank										
Professor	299	179	75	14	31	70	60	100	74	91
Assoc. Professor	126	118	-	5	3	30	40	-	26	9
Asst. Professor	-	-	-	-	-	-	-	-	-	-
Appointment Status										
Full-Time	405	288	66	17	34	95	97	88	89	100
Part-Time	20	9	9	2	-	5	3	12	11	-
Number of Voting Faculty	423	295	75	19	34	100	99	100	100	100
Flexible Retirement Option (FRO)**										
	14	10	4	-	-	3	3	5	-	-

Note: Count includes faculty on Dartmouth payroll as of November 1 (IPEDS convention). See Appendix for details. Thayer faculty teach Engineering courses in undergraduate program and Geisel School faculty teach graduate courses in Arts & Sciences programs (TDI, Biochemistry, Genetics, Microbiology, Pharmacology, and Physiology). *Based on IPEDS Race/Ethnicity categories mandated by the US Department of Education starting in Fall 2009. ** Faculty on FRO may work part-time. Percentages reflect rounding.

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Total Tenure-Track, Non-Tenured Faculty Fall 2012

	Numbers					Percentages				
	Total	Arts & Sciences	Geisel	Thayer	Tuck	Total	Arts & Sciences	Geisel	Thayer	Tuck
Total	164	94	45	10	15					
Gender										
Men	97	50	32	8	7	59	53	71	80	47
Women	67	44	13	2	8	41	47	29	20	53
Race/Ethnicity*										
International	16	13	2	-	1	10	14	4	-	7
Hispanic/Latino	10	7	3	-	-	6	7	7	-	-
American Indian/Alaska Native	1	1	-	-	-	1	1	-	-	-
Asian	15	8	5	1	1	9	9	11	10	7
Black or African American	10	8	-	1	1	6	9	-	10	7
Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-
White	109	54	35	8	12	66	57	78	80	80
Two or More Races	3	3	-	-	-	2	3	-	-	-
Race/Ethnicity Unknown	-	-	-	-	-	-	-	-	-	-
Academic Rank										
Professor	3	-	1	-	2	2	-	2	-	13
Assoc. Professor	38	5	26	1	6	23	5	58	10	40
Asst. Professor	121	87	18	9	7	74	93	40	90	47
Instructor	2	2	-	-	-	1	2	-	-	-
Appointment Status										
Full-Time	161	93	43	10	15	98	99	96	100	100
Part-Time	3	1	2	-	-	2	1	4	-	-
Number of Voting Faculty	164	94	45	10	15	100	100	100	100	100

Note: Count includes faculty on Dartmouth payroll as of November 1 (IPEDS convention). See Appendix for details. Thayer faculty teach Engineering courses in undergraduate program and Geisel School faculty teach graduate courses in the following Arts & Sciences programs (TDI, Biochemistry, Genetics, Microbiology, Pharmacology, and Physiology). Percentages reflect rounding. * Based on IPEDS Race/Ethnicity categories mandated by the US Department of Education starting in Fall 2009.

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Total Non-Tenure Track Faculty Fall 2012

	Numbers					Percentages				
	Total	Arts & Sciences	Geisel	Thayer	Tuck	Total	Arts & Sciences	Geisel	Thayer	Tuck
Total	456	188	228	21	19					
Gender										
Men	240	93	116	17	14	53	49	51	81	74
Women	216	95	112	4	5	47	51	49	19	26
Race/Ethnicity*										
International	25	18	6	1	-	5	10	3	5	-
Hispanic/Latino	10	6	3	-	1	2	3	1	-	5
American Indian/Alaska Native	1	1	-	-	-	0	1	-	-	-
Asian	27	7	15	3	2	6	4	7	14	11
Black or African American	-	-	-	-	-	-	-	-	-	-
Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-
White	387	152	202	17	16	85	81	89	81	84
Two or More Races	6	4	2	-	-	1	2	1	-	-
Race/Ethnicity Unknown	-	-	-	-	-	-	-	-	-	-
Academic Rank										
Professor	34	-	34	-	-	7	-	15	-	-
Assoc. Professor	30	-	30	-	-	7	-	13	-	-
Asst. Professor	51	-	51	-	-	11	-	22	-	-
Research Professor	14	5	3	6	-	3	3	1	29	-
Research Assoc. Prof.	16	5	9	2	-	4	3	4	10	-
Research Asst. Prof.	46	10	29	7	-	10	5	13	33	-
Research Instructor	8	8	-	-	-	2	4	-	-	-
Research Fellow	4	-	4	-	-	1	-	2	-	-
Visiting Professor	23	15	2	-	6	5	8	1	-	32
Visiting Assoc. Prof.	11	8	1	-	2	2	4	0	-	11
Visiting Asst. Prof.	10	7	-	-	3	2	4	-	-	16
Visiting Instructor/Scientist	4	3	1	-	-	1	2	0	-	-
Visiting Lecturer	1	1	-	-	-	0	1	-	-	-
Adj. Professor	7	2	1	2	2	2	1	0	10	11
Adj. Assoc. Professor	4	2	1	-	1	1	1	0	-	5
Adj. Asst. Professor/Instructor	8	3	1	-	4	2	2	0	-	21
Instructor	55	-	55	-	-	12	-	24	-	-
Instructional Prof/Assoc Prof.	3	-	-	3	-	1	-	-	14	-
Senior Lecturer	56	56	-	-	-	12	30	-	-	-
Lecturer	58	55	1	1	1	13	29	0	5	5
Administrative Assoc/ Interns/Design/Other	8	8	-	-	-	2	4	-	-	-
Research/Clinical Associate	5	-	5	-	-	1	-	2	-	-
Total	456	188	228	21	19					
Appointment Status										
Full-Time	266	78	163	15	10	58	41	71	71	53
Part-Time	190	110	65	6	9	42	59	29	29	47
Number of Voting Faculty	150	8	142	-	-	33	4	62	-	-

Note: Count includes faculty on Dartmouth payroll as of November 1 (IPEDS convention). See Appendix for details. * Based on IPEDS Race/Ethnicity categories mandated by the US Department of Education starting in Fall 2009. Percentages reflect rounding.

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Total Non-Tenure Track Faculty Fall 2012

Full-time						Percentages				
	Numbers									
	Total	Arts & Sciences	Geisel	Thayer	Tuck	Total	Arts & Sciences	Geisel	Thayer	Tuck
Total	266	78	163	15	10					
Gender										
Men	138	36	82	11	9	52	46	50	73	90
Women	128	42	81	4	1	48	54	50	27	10
Race/Ethnicity*										
International	18	11	6	1	-	7	14	4	7	-
Hispanic/Latino	5	3	1	-	1	2	4	1	-	10
American Indian/Alaska Native	1	1	-	-	-	0	1	-	-	-
Asian	22	6	11	3	2	8	8	7	20	20
Black or African American	-	-	-	-	-	-	-	-	-	-
Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-
White	216	54	144	11	7	81	69	88	73	70
Two or More Races	4	3	1	-	-	2	4	1	-	-
Race/Ethnicity Unknown	-	-	-	-	-	-	-	-	-	-
Number of Voting Faculty	120	7	113	-	-	45	9	69	-	-

Note: Count includes faculty on Dartmouth payroll as of November 1 (IPEDS convention). See Appendix for details. * Based on IPEDS Race/Ethnicity Categories starting in Fall 2009. Percentages reflect rounding.

Part-time						Percentages				
	Numbers									
	Total	Arts & Sciences	Geisel	Thayer	Tuck	Total	Arts & Sciences	Geisel	Thayer	Tuck
Total	190	110	65	6	9					
Gender										
Men	102	57	34	6	5	54	52	52	100	56
Women	88	53	31	-	4	46	48	48	-	44
Race/Ethnicity*										
International	7	7	-	-	-	4	6	-	-	-
Hispanic/Latino	5	3	2	-	-	3	3	3	-	-
American Indian/Alaska Native	-	-	-	-	-	-	-	-	-	-
Asian	5	1	4	-	-	3	1	6	-	-
Black or African American	-	-	-	-	-	-	-	-	-	-
Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-
White	171	98	58	6	9	90	89	89	100	100
Two or More Races	2	1	1	-	-	1	1	2	-	-
Race/Ethnicity Unknown	-	-	-	-	-	-	-	-	-	-
Number of Voting Faculty	30	1	29	-	-	16	1	45	-	-

Note: Count includes faculty on Dartmouth payroll as of November 1 (IPEDS convention). See Appendix for details. * Based on IPEDS Race/Ethnicity categories mandated by the US Department of Education starting in Fall 2009. Percentages reflect rounding.

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Total Faculty Fall 2012

	Numbers					Percentages				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Arts and Sciences										
Total Tenure-Track	381	379	380	386	391					
Tenured	283	285	286	294	297	51	51	51	51	51
Tenure-track Non-tenured	98	94	94	92	94	18	17	17	16	16
Non-tenure-Track	179	184	180	190	188	32	33	32	33	32
Full-time	79	83	82	83	78					
Part-time	100	101	98	107	110					
Total Faculty	560	563	560	576	579					
Geisel School										
Total Tenure-Track	158	157	156	108	120					
Tenured	78	76	80	72	75	25	23	24	22	22
Tenure-track Non-tenured **	80	81	76	36	45	25	25	23	11	13
Non-tenure-Track	158	167	175	220	228	50	52	53	67	66
Full-time	110	113	119	158	163					
Part-time	48	54	56	62	65					
Total Faculty	316	324	331	328	348					
Thayer School										
Total Tenure-Track	29	27	27	30	29					
Tenured	23	21	21	21	19	48	44	40	41	38
Tenure-track Non-tenured	6	6	6	9	10	13	13	12	18	20
Non-tenure-Track	19	21	25	21	21	40	44	48	41	42
Full-time	17	18	21	16	15					
Part-time	2	3	4	5	6					
Total Faculty	48	48	52	51	50					
Tuck School										
Total Tenure-Track	43	44	45	47	49					
Tenured	32	33	33	33	34	55	55	54	54	50
Tenure-track Non-tenured	11	11	12	14	15	19	18	20	23	22
Non-tenure-Track	15	16	16	14	19	26	27	26	23	28
Full-time	8	7	8	7	10					
Part-time	7	9	8	7	9					
Total Faculty	58	60	61	61	68					
Totals										
Tenure-track	611	607	608	571	589					
Tenured	416	415	420	420	425	42	42	42	41	41
Non-tenured	195	192	188	151	164	20	19	19	15	16
Non-tenure-Track	371	388	396	445	456	38	39	39	44	44
Total Faculty	982	995	1,004	1,016	1,045					

Note: Count includes faculty on Dartmouth payroll as of November 1 (IPEDS convention). See Appendix for details. Percentages reflect rounding. ** In Fall 2011, 39 Medical school faculty that were misclassified as tenure-track were emended.

Source: Office of the Dean - Thayer; Office of the Dean - Tuck;
Office of the Dean - DMS; Office of Human Resources.

Office of Institutional Research

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Appendix

Department Source:	Document/Data Source:
Information retrieved by IR from data maintained by the Office of Human Resources, Common Data Reporting View	<p data-bbox="636 239 1433 321">Based on Fall IPEDS Count as of 11/1 in given year. Includes faculty under contract in Fall, (permanent, visiting, or adjunct), and faculty on sabbatical or other leave who are on payroll.</p> <p data-bbox="636 354 911 378">PRIMARY ASSIGNMENT</p> <p data-bbox="636 386 1433 531">Primary assignment is determined by various assignment attributes in the following order of precedence: highest FTE, assignment status, DND flag, and greatest assignment end date. The assignment statuses considered, in order of precedence, are: Positional, Sabbatical, FRO, Military Leave and Short Term Disability.</p> <p data-bbox="636 564 906 588">TEMPORARY FACULTY</p> <p data-bbox="636 596 1390 678">Temporary faculty are assignments in the Faculty people group, with employment category classified as temporary (i.e. Temporary Full-time, Temporary Part-time).</p> <p data-bbox="636 711 1235 735">APPOINTMENT STATUS (FULL-TIME VS PART-TIME)</p> <p data-bbox="636 743 1414 825">An employee is classified as full-time if the total FTE across all active assignments is greater than or equal to one. If total FTE is less than one, the employee is considered part-time.</p> <p data-bbox="636 858 971 882">New Race/Ethnicity Changes:</p> <p data-bbox="636 890 1433 1125">In 2007, the Federal government issued new requirements on collecting and reporting racial and ethnic data. The change in reporting is effective as of Fall 2009. The new guidelines require that the data are collected in a 2 question format. The first question is whether the respondent is Hispanic/Latino. The second question asks the respondent to select one or more races from the following federally defined races: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White.</p> <p data-bbox="636 1159 1433 1394">The guidelines also cover reporting of aggregate data to the US Department of Education. Nine race reporting categories are now required. Hispanics of any race are reported as Hispanic. For non-Hispanics, single responses to the race categories are reported as the selected category. Selection of any two or more races is reported as a separate category, "two or more races". The categories of Nonresident aliens (International) and Unknown Race/Ethnicity were retained from previous reporting requirements .</p> <p data-bbox="636 1478 839 1501">ACADEMIC RANK</p> <p data-bbox="636 1509 1433 1591">For faculty staff, faculty status comes from the faculty SIT. For employees with multiple records, the record with the highest tenure status, followed by rank is used.</p> <p data-bbox="636 1600 940 1623">Tenure status = T -> tenured</p> <p data-bbox="636 1631 1002 1654">Tenure status = TT -> tenure-track</p> <p data-bbox="636 1663 1050 1686">Other tenure status -> non tenure-track</p> <p data-bbox="636 1694 1154 1717">All other employees are classified as non-faculty.</p> <p data-bbox="636 1751 964 1774">FACULTY VS NON-FACULTY</p> <p data-bbox="636 1782 1414 2007">If the EEO category on the primary assignment is 02, the employee is counted as faculty. Faculty members are further divided into the following groups – those with titles of Research Faculty are classified as ‘primarily research’, all others are classified as ‘instruction combined with research and/or public service’. The exception to this rule is temporary faculty who have no job record. If an employee’s primary assignment is a temporary faculty assignment, then the employee is counted under ‘instruction combined with research and/or public service.</p>

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Arts and Sciences Tenured Faculty Fall

	Numbers					Percentages				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Total	283	285	286	294	297					
Gender										
Men	182	180	180	185	191	64	63	63	63	64
Women	101	105	106	109	106	36	37	37	37	36
Race/Ethnicity*										
Black	9	-	-	-	-	3	-	-	-	-
Asian	10	-	-	-	-	4	-	-	-	-
Hispanic	8	-	-	-	-	3	-	-	-	-
Native American	3	-	-	-	-	1	-	-	-	-
White	253	-	-	-	-	89	-	-	-	-
New Race/Ethnicity **										
Nonresident Alien (International)	-	2	2	2	2	-	1	1	1	1
Hispanic/Latino	-	13	12	14	14	-	5	4	5	5
American Indian or Alaska Native	-	2	2	2	3	-	1	1	1	1
Asian	-	10	10	11	12	-	4	3	4	4
Black or African American	-	7	7	8	8	-	2	2	3	3
Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-	-	-
White	-	244	245	249	250	-	86	86	85	84
Two or More Races	-	7	8	8	8	-	2	3	3	3
Race/Ethnicity Unknown	-	-	-	-	-	-	-	-	-	-
Academic Rank										
Professor	167	170	168	171	179	59	60	59	58	60
Assoc. Professor	116	115	118	123	118	41	40	41	42	40
Asst. Professor	-	-	-	-	-	-	-	-	-	-
Appointment Status										
Full-Time	278	278	279	286	288	98	98	98	97	97
Part-Time	5	7	7	8	9	2	2	2	3	3
Number of Voting Faculty	282	284	286	292	295	100	100	100	99	99
Flexible Retirement Option (FRO)†	13	12	12	10	10	5	4	4	3	3

Note: Count includes faculty on Dartmouth payroll as of November 1 (IPEDS convention). See Appendix for details on counting convention. *Includes International faculty. ** Based on IPEDS Race/Ethnicity categories mandated by the US Department of Education in Fall 2009. Percentages reflect rounding.

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Arts and Sciences Tenure-Track, Non-Tenured Faculty Fall

	Numbers					Percentages				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Total	98	94	94	92	94					
Gender										
Men	54	49	54	51	50	55	52	57	55	53
Women	44	45	40	41	44	45	48	43	45	47
Race/Ethnicity*										
Black	9	-	-	-	-	9	-	-	-	-
Asian	10	-	-	-	-	10	-	-	-	-
Hispanic	7	-	-	-	-	7	-	-	-	-
Native American	2	-	-	-	-	2	-	-	-	-
White	70	-	-	-	-	71	-	-	-	-
New Race/Ethnicity **										
Nonresident Alien (International)	-	7	8	12	13	-	7	9	13	14
Hispanic/Latino	-	5	8	7	7	-	5	9	8	7
American Indian or Alaska Native	-	1	1	2	1	-	1	1	2	1
Asian	-	7	9	8	8	-	7	10	9	9
Black or African American	-	8	8	9	8	-	9	9	10	9
Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-	-	-
White	-	64	59	54	54	-	68	63	59	57
Two or More Races	-	2	1	-	3	-	2	1	-	3
Race/Ethnicity Unknown	-	-	-	-	-	-	-	-	-	-
Academic Rank										
Professor	-	-	-	-	-	-	-	-	-	-
Assoc. Professor	7	4	6	4	5	7	4	6	4	5
Asst. Professor	91	90	87	84	87	93	96	93	91	93
Instructors	-	-	1	4	2	-	-	1	4	2
Appointment Status										
Full-Time	96	91	90	91	93	98	97	96	99	99
Part-Time	2	3	4	1	1	2	3	4	1	1
Number of Voting Faculty	98	94	94	92	94	100	100	100	100	100

Note: Count includes faculty on Dartmouth payroll as of November 1 (IPEDS convention). See Appendix for details on counting convention. *Includes International faculty. ** Based on IPEDS Race/Ethnicity categories mandated by the US Department of Education in Fall 2009. Percentages reflect rounding.

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Arts and Sciences Non-Tenure Track Faculty Fall

Full-time	Numbers					Percentages				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Total	79	83	82	83	78					
Gender										
Men	45	40	44	37	36	57	48	54	45	46
Women	34	43	38	46	42	43	52	46	55	54
Race/Ethnicity*										
Black	2	-	-	-	-	3	-	-	-	-
Asian	10	-	-	-	-	13	-	-	-	-
Hispanic	5	-	-	-	-	6	-	-	-	-
Native American	2	-	-	-	-	3	-	-	-	-
White	60	-	-	-	-	76	-	-	-	-
New Race/Ethnicity **										
Nonresident Alien (International)	-	11	10	9	11	-	13	12	11	14
Hispanic/Latino	-	6	5	3	3	-	7	6	4	4
American Indian or Alaska Native	-	1	1	1	1	-	1	1	1	1
Asian	-	6	6	5	6	-	7	7	6	8
Black or African American	-	1	1	-	-	-	1	1	-	-
Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-	-	-
White	-	56	57	63	54	-	67	70	76	69
Two or More Races	-	2	2	2	3	-	2	2	2	4
Race/Ethnicity Unknown	-	-	-	-	-	-	-	-	-	-
Number of Voting Faculty	8	7	8	9	7	10	8	10	11	9

Note: Count includes faculty on Dartmouth payroll as of November 1 (IPEDS convention). * Includes International faculty. ** Based on IPEDS Race/Ethnicity categories mandated by the US Department of Education in Fall 2009. Percentages reflect rounding.

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Arts and Sciences Non-Tenure Track Faculty Fall

Part-time	Numbers					Percentages				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Total	100	101	98	107	110					
Gender										
Men	52	56	50	54	57	52	55	51	50	52
Women	48	45	48	53	53	48	45	49	50	48
Race/Ethnicity*										
Black	1	-	-	-	-	1	-	-	-	-
Asian	3	-	-	-	-	3	-	-	-	-
Hispanic	4	-	-	-	-	4	-	-	-	-
Native American	1	-	-	-	-	1	-	-	-	-
White	91	-	-	-	-	91	-	-	-	-
New Race/Ethnicity **										
Nonresident Alien (International)	-	8	8	13	7	-	8	8	12	6
Hispanic/Latino	-	3	4	5	3	-	3	4	5	3
American Indian or Alaska Native	-	-	-	-	-	-	-	-	-	-
Asian	-	2	1	2	1	-	2	1	2	1
Black or African American	-	-	-	-	-	-	-	-	-	-
Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-	-	-
White	-	88	85	87	98	-	87	87	81	89
Two or More Races	-	-	-	-	1	-	-	-	-	1
Race/Ethnicity Unknown	-	-	-	-	-	-	-	-	-	-
Number of Voting Faculty	-	1	2	-	1	-	1	2	-	1

Note: Count includes faculty on Dartmouth payroll as of November 1 (IPEDS convention). * Includes International faculty. ** Based on new IPEDS Race/Ethnicity categories mandated by the US Department of Education starting in Fall 2009. Percentages reflect rounding.

Dartmouth College Fact Book

Arts and Sciences Faculty FTE by Division Academic Year

	2008 -2009	2009 -2010	2010 -2011	2011 -2012	2012 -2013
Academic Programs					
FTE*	36.8	40.4	43.7	53.9	57.3
Humanities					
FTE*	189.1	183.9	182.0	178.6	182.2
Science					
FTE*	104.0	96.9	104.1	100.8	101.4
Social Science					
FTE*	122.5	123.8	122.6	133.1	132.5
Arts & Sciences Total**					
FTE*	452.5	445.0	452.4	466.4	473.4

Note: *Full-time Equivalence. FTE reflects rounding. FTE is calculated using Arts & Sciences counting convention. See Appendix for details. **Total is for entire academic year. Includes all tenure, tenure-track, and non-tenure-track faculty (Adjunct, Research, Visiting) with instructional responsibilities.

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Appendix

Department Source:	Document/Data Source:
Office Human Resources	<p>Information retrieved by IR from data maintained by the Office of Human Resources, Common Data Reporting View. See definitions in "Faculty-Total Institution" section.</p> <p>New Race/Ethnicity Changes: In 2007, the Federal government issued new requirements on collecting and reporting racial and ethnic data. The change in reporting is effective as of Fall 2009. The new guidelines require that the data are collected in a 2 question format. The first question is whether the respondent is Hispanic/Latino. The second question asks the respondent to select one or more races from the following federally defined races: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White.</p> <p>The guidelines also cover reporting of aggregate data to the US Department of Education. Nine race reporting categories are now required. Hispanics of any race are reported as Hispanic. For non-Hispanics, single responses to the race categories are reported as the selected category. Selection of any two or more races is reported as a separate category, "two or more races". The categories of Nonresident aliens (International) and Unknown Race/Ethnicity were retained from previous reporting requirements.</p>
Office of the Dean of Faculty.	<p>FTE for visitors/part-time faculty except in the sciences 1 course = 0.167. For visitors in the sciences, the department chair and associate dean determine the FTE for a particular assignment. For full-time faculty, FTE is 0.33 per term in residence (teaching or research terms) or on LSA/FSP.</p> <p>Departments are divided into Divisions as follows:</p> <p>Humanities: Art History, Asian & Middle Eastern Languages & Literature, Classics, Drama, English, Film & Television Studies, French & Italian, German, Music, Philosophy, Religion, Russian, Spanish & Portuguese, Studio Art.</p> <p>Sciences: Biological Sciences, Chemistry, Computer Science, Earth Sciences, Engineering Sciences, Mathematics, Physics, Astronomy.</p> <p>Social Sciences: Anthropology, Economics, Education, Geography, Government, History, Psychological & Brain Sciences, Sociology.</p> <p>Academic Programs: Africa and African American Studies, Asian and Middle Eastern Studies, Comparative Literature, Environmental Sciences, Jewish Studies, Latin American, Latino and Caribbean Studies, Linguistics and Cognitive Sciences, Mathematics and Social Sciences, Native American Studies, Gender and Women's Studies.</p>

Dartmouth College Fact Book

Geisel School of Medicine Tenured Faculty Fall

	Numbers					Percentages				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Total	78	76	80	72	75					
Gender										
Men	64	63	66	61	63	82	83	83	85	84
Women	14	13	14	11	12	18	17	18	15	16
Race/Ethnicity*										
Black	-	-	-	-	-	-	-	-	-	-
Asian	3	-	-	-	-	4	-	-	-	-
Hispanic	1	-	-	-	-	1	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-
White	74	-	-	-	-	95	-	-	-	-
New Race/Ethnicity **										
International	-	-	-	-	-	-	-	-	-	-
Hispanic/Latino	-	-	-	-	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-	-	-	-	-
Asian	-	3	4	4	4	-	4	5	6	5
Black or African American	-	-	-	-	-	-	-	-	-	-
Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-	-	-
White	-	73	76	68	71	-	96	95	94	95
Two or More Races	-	-	-	-	-	-	-	-	-	-
Race/Ethnicity Unknown	-	-	-	-	-	-	-	-	-	-
Academic Rank										
Professor	78	76	80	72	75	100	100	100	100	100
Assoc. Professor	-	-	-	-	-	-	-	-	-	-
Asst. Professor	-	-	-	-	-	-	-	-	-	-
Appointment Status										
Full-Time	72	70	75	65	66	92	92	94	90	88
Part-Time	6	6	5	7	9	8	8	6	10	12
Number of Voting Faculty	-	76	80	72	75	-	100	100	100	100
Flexible Retirement Option (FRO)	6	6	5	5	4	8	8	7	7	5

Note: Count includes faculty on Dartmouth payroll as of November 1 (IPEDS convention). See Appendix for details on counting convention. Geisel School faculty teach graduate courses in the following Arts & Sciences programs: TDI, Biochemistry, Genetics, Microbiology, Pharmacology, and Physiology. *Includes International faculty. ** Based on IPEDS Race/Ethnicity categories mandated by the US Department of Education in Fall 2009. Percentages reflect rounding.

Dartmouth College Fact Book

Geisel School of Medicine Tenure-Track, Non-Tenured Faculty Fall

	Numbers					Percentages				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Total	80	81	76	36	45					
Gender										
Men	59	58	52	23	32	74	72	68	64	71
Women	21	23	24	13	13	26	28	32	36	29
Race/Ethnicity*										
Black	-	-	-	-	-	-	-	-	-	-
Asian	8	-	-	-	-	10	-	-	-	-
Hispanic	2	-	-	-	-	3	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-
White	70	-	-	-	-	88	-	-	-	-
New Race/Ethnicity **										
International	-	3	3	3	2	-	4	4	8	4
Hispanic/Latino	-	2	2	2	3	-	2	3	6	7
American Indian or Alaska Native	-	-	-	-	-	-	-	-	-	-
Asian	-	7	6	3	5	-	9	8	8	11
Black or African American	-	-	-	-	-	-	-	-	-	-
Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-	-	-
White	-	69	65	28	35	-	85	86	78	78
Two or More Races	-	-	-	-	-	-	-	-	-	-
Race/Ethnicity Unknown	-	-	-	-	-	-	-	-	-	-
Academic Rank										
Professor	12	10	12	1	1	15	12	16	3	2
Assoc. Professor	40	42	41	21	26	50	52	54	58	58
Asst. Professor	28	29	23	14	18	35	36	30	39	40
Appointment Status										
Full-Time	70	70	63	33	43	88	86	83	92	96
Part-Time	10	11	13	3	2	13	14	17	8	4
Number of Voting Faculty	79	80	74	36	45	99	99	97	100	100

Note: Count includes faculty on Dartmouth payroll as of November 1 (IPEDS convention). See Appendix for details on counting convention. Geisel School faculty teach graduate courses in the following Arts & Sciences programs: TDI, Biochemistry, Genetics, Microbiology, Pharmacology, and Physiology.

*Includes international faculty. ** Based on IPEDS Race/Ethnicity categories mandated by the US Department of Education in Fall 2009. In Fall 2011, 39 Geisel School faculty that were misclassified as tenure-track were emended.

Dartmouth College Fact Book

Geisel School of Medicine Non-Tenure Track Faculty Fall

Full-time	Numbers					Percentages				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Total	110	113	119	158	163					
Gender										
Men	59	57	60	82	82	54	50	50	52	50
Women	51	56	59	76	81	46	50	50	48	50
Race/Ethnicity*										
Black	-	-	-	-	-	-	-	-	-	-
Asian	15	-	-	-	-	14	-	-	-	-
Hispanic	4	-	-	-	-	4	-	-	-	-
Native American	1	-	-	-	-	1	-	-	-	-
White	90	-	-	-	-	82	-	-	-	-
New Race/Ethnicity **										
International	-	4	1	4	6	-	4	1	3	4
Hispanic/Latino	-	4	4	4	1	-	4	3	3	1
American Indian or Alaska Native	-	-	-	-	-	-	-	-	-	-
Asian	-	11	10	12	11	-	10	8	8	7
Black or African American	-	-	-	-	-	-	-	-	-	-
Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-	-	-
White	-	93	103	137	144	-	82	87	87	88
Two or More Races	-	1	1	1	1	-	1	1	1	1
Race/Ethnicity Unknown	-	-	-	-	-	-	-	-	-	-
Number of Voting Faculty	79	71	79	127	113	66	63	66	80	69

Note: Count includes faculty on Dartmouth payroll as of November 1 (IPEDS convention). See Appendix for details on counting convention. *Includes International faculty. ** Based on IPEDS Race/Ethnicity categories mandated by the US Department of Education in Fall 2009. Percentages reflect rounding. In Fall 2011, 39 Geisel School faculty that were misclassified as tenure-track were emended.

Dartmouth College Fact Book

Geisel School of Medicine Non-Tenure Track Faculty Fall

Part-time	Numbers					Percentages				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Total	48	54	56	62	65					
Gender										
Men	20	21	24	32	34	42	39	43	52	52
Women	28	33	32	30	31	58	61	57	48	48
Race/Ethnicity*										
Black	1	-	-	-	-	2	-	-	-	-
Asian	1	-	-	-	-	2	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-
White	46	-	-	-	-	96	-	-	-	-
New Race/Ethnicity **										
Nonresident Alien (International)	-	1	-	-	-	-	1	-	-	-
Hispanic/Latino	-	1	1	1	2	-	1	1	1	3
American Indian or Alaska Native	-	-	-	-	-	-	-	-	-	-
Asian	-	2	1	3	4	-	2	1	2	6
Black or African American	-	1	-	-	-	-	1	-	-	-
Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-	-	-
White	-	49	54	58	58	-	43	45	37	89
Two or More Races	-	-	-	-	1	-	-	-	-	2
Race/Ethnicity Unknown	-	-	-	-	-	-	-	-	-	-
Vote	24	24	23	28	29	43	44	41	45	45

Note: Count includes faculty on Dartmouth payroll as of November 1 (IPEDS convention). See Appendix for details on counting convention. *Includes International faculty. ** Based on IPEDS Race/Ethnicity categories mandated by the US Department of Education in Fall 2009. Percentages reflect rounding. In Fall 2011, 39 Geisel School faculty that were misclassified as tenure-track were emended.

Dartmouth College Fact Book

Thayer School of Engineering Tenured Faculty Fall

	Numbers					Percentages				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Total	23	21	21	21	19					
Gender										
Men	20	18	19	19	17	87	86	90	90	89
Women	3	3	2	2	2	13	14	10	10	11
Race/Ethnicity*										
Black	-	-	-	-	-	-	-	-	-	-
Asian	2	-	-	-	-	9	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-
White	21	-	-	-	-	91	-	-	-	-
New Race/Ethnicity **										
International	-	-	-	-	-	-	-	-	-	-
Hispanic/Latino	-	-	-	-	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-	-	-	-	-
Asian	-	2	2	2	2	-	10	10	10	11
Black or African American	-	-	-	-	-	-	-	-	-	-
Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-	-	-
White	-	19	19	19	17	-	90	90	90	89
Two or More Races	-	-	-	-	-	-	-	-	-	-
Race/Ethnicity Unknown	-	-	-	-	-	-	-	-	-	-
Academic Rank										
Professor	16	16	16	16	14	70	76	76	76	74
Assoc. Professor	7	5	5	5	5	30	24	24	24	26
Asst. Professor	-	-	-	-	-	-	-	-	-	-
Appointment Status										
Full-Time	19	20	18	18	17	83	95	86	86	89
Part-Time	4	1	3	3	2	17	5	14	14	11
Number of Voting Faculty	22	21	20	20	19	96	100	95	95	100
Flexible Retirement Option (FRO)										
	-	-	-	-	-	-	-	-	-	-

Note: Count includes faculty on Dartmouth payroll as of November 1 (IPEDS convention). See Appendix for details on counting convention. Thayer faculty teach Engineering courses in undergraduate program. *Includes International faculty. ** Based on IPEDS Race/Ethnicity categories mandated by the US Department of Education in Fall 2009. Percentages reflect rounding.

Dartmouth College Fact Book

Thayer School of Engineering Tenure-Track, Non-Tenured Faculty Fall

	Numbers					Percentages				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Total	6	6	6	9	10					
Gender										
Men	5	5	6	8	8	83	83	100	89	80
Women	1	1	-	1	2	17	17	-	11	20
Race/Ethnicity*										
Black	1	-	-	-	-	17	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-
White	5	-	-	-	-	83	-	-	-	-
New Race/Ethnicity **										
International	-	1	-	-	-	-	17	-	-	-
Hispanic/Latino	-	-	-	-	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-	-	-	-	-
Asian	-	-	1	1	1	-	-	17	11	10
Black or African American	-	-	1	1	1	-	-	17	11	10
Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-	-	-
White	-	5	4	7	8	-	83	67	78	80
Two or More Races	-	-	-	-	-	-	-	-	-	-
Race/Ethnicity Unknown	-	-	-	-	-	-	-	-	-	-
Academic Rank										
Professor	-	-	-	-	-	-	-	-	-	-
Assoc. Professor	-	-	-	-	1	-	-	-	-	10
Asst. Professor	6	6	6	9	9	100	100	100	100	90
Appointment Status										
Full-Time	5	6	6	9	10	83	100	100	100	100
Part-Time	1	-	-	-	-	17	-	-	-	-
Number of Voting Faculty	6	6	6	9	10	100	100	100	100	100

Note: Count includes faculty on Dartmouth payroll as of November 1 (IPEDS convention). See Appendix for details on counting convention. Thayer faculty teach Engineering courses in undergraduate program. *Includes International faculty. ** Based on IPEDS Race/Ethnicity categories mandated by the US Department of Education in Fall 2009. Percentages reflect rounding.

Dartmouth College Fact Book

Thayer School of Engineering Non-Tenure Track Faculty Fall

Full-time	Numbers					Percentages				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Total	17	18	21	16	15					
Gender										
Men	14	14	16	13	11	82	78	76	81	73
Women	3	4	5	3	4	18	22	24	19	27
Race/Ethnicity*										
Black	-	-	-	-	-	-	-	-	-	-
Asian	3	-	-	-	-	18	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-
White	14	-	-	-	-	82	-	-	-	-
New Race/Ethnicity **										
International	-	2	2	2	1	-	11	10	13	7
Hispanic/Latino	-	-	-	-	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-	-	-	-	-
Asian	-	2	3	3	3	-	11	14	19	20
Black or African American	-	-	-	-	-	-	-	-	-	-
Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-	-	-
White	-	14	16	11	11	-	78	76	69	73
Two or More Races	-	-	-	-	-	-	-	-	-	-
Race/Ethnicity Unknown	-	-	-	-	-	-	-	-	-	-
Number of Voting Faculty	-	-	-	-	-	-	-	-	-	-

Note: Count includes faculty on Dartmouth payroll as of November 1 (IPEDS convention). See Appendix for details on counting convention. *Includes International faculty. ** Based on IPEDS Race/Ethnicity categories mandated by the US Department of Education in Fall 2009. Percentages reflect rounding.

Dartmouth College Fact Book

Thayer School of Engineering Non-Tenure Track Faculty Fall

Part-time	Numbers					Percentages				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Total	2	3	4	5	6					
Gender										
Men	2	3	4	4	6	100	100	100	80	100
Women	-	-	-	1	-	-	-	-	20	-
Race/Ethnicity*										
Black	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-
White	2	-	-	-	-	100	-	-	-	-
New Race/Ethnicity **										
Nonresident Alien (International)	-	1	-	-	-	-	33	-	-	-
Hispanic/Latino	-	-	-	-	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	1	-	-	-	-	20	-
Black or African American	-	-	-	-	-	-	-	-	-	-
Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-	-	-
White	-	2	4	4	6	-	67	100	80	100
Two or More Races	-	-	-	-	-	-	-	-	-	-
Race/Ethnicity Unknown	-	-	-	-	-	-	-	-	-	-
Number of Voting Faculty	-	-	-	-	-	-	-	-	-	-

Note: Count includes faculty on Dartmouth payroll as of November 1 (IPEDS convention). See Appendix for details on counting convention. *Includes International faculty. ** Based on IPEDS Race/Ethnicity Categories mandated by the US Department of Education in Fall 2009. Percentages reflect rounding.

Dartmouth College Fact Book

Tuck School of Business Tenured Faculty Fall

	Numbers					Percentages				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Total	32	33	33	33	34					
Gender										
Men	28	29	29	29	30	88	88	88	88	88
Women	4	4	4	4	4	13	12	12	12	12
Race/Ethnicity*										
Black	-	-	-	-	-	-	-	-	-	-
Asian	4	-	-	-	-	13	-	-	-	-
Hispanic	1	-	-	-	-	3	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-
White	27	-	-	-	-	84	-	-	-	-
New Race/Ethnicity **										
International	-	-	-	-	-	-	-	-	-	-
Hispanic/Latino	-	1	1	1	1	-	3	3	3	3
American Indian or Alaska Native	-	-	-	-	-	-	-	-	-	-
Asian	-	4	4	4	4	-	12	12	12	12
Black or African American	-	-	1	1	1	-	-	3	3	3
Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-	-	-
White	-	28	27	27	28	-	85	82	82	82
Two or More Races	-	-	-	-	-	-	-	-	-	-
Race/Ethnicity Unknown	-	-	-	-	-	-	-	-	-	-
Academic Rank										
Professor	24	25	26	28	31	75	76	79	85	91
Assoc. Professor	8	8	7	5	3	25	24	21	15	9
Asst. Professor	-	-	-	-	-	-	-	-	-	-
Appointment Status										
Full-Time	32	33	33	33	34	100	100	100	100	100
Part-Time	-	-	-	-	-	-	-	-	-	-
Number of Voting Faculty	32	33	33	33	34	100	100	100	100	100
Flexible Retirement Option (FRO)										
	1	-	-	-	-	3	-	-	-	-

Note: Count includes faculty on Dartmouth payroll as of November 1 (IPEDS convention). See Appendix for details on counting convention. *Includes International faculty. ** Based on IPEDS Race/Ethnicity categories mandated by the US Department of Education in Fall 2009. Percentages reflect rounding.

Dartmouth College Fact Book

Tuck School of Business Tenure-Track, Non-Tenured Faculty Fall

	Numbers					Percentages				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Total	11	11	12	14	15					
Gender										
Men	4	5	5	6	7	36	45	42	43	47
Women	7	6	7	8	8	64	55	58	57	53
Race/Ethnicity*										
Black	2	-	-	-	-	18	-	-	-	-
Asian	1	-	-	-	-	9	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-
White	8	-	-	-	-	73	-	-	-	-
New Race/Ethnicity **										
International	-	1	1	1	1	-	9	8	7	7
Hispanic/Latino	-	-	-	-	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-	-	-	-	-
Asian	-	-	1	1	1	-	-	8	7	7
Black or African American	-	2	1	1	1	-	18	8	7	7
Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-	-	-
White	-	8	9	11	12	-	73	75	79	80
Two or More Races	-	-	-	-	-	-	-	-	-	-
Race/Ethnicity Unknown	-	-	-	-	-	-	-	-	-	-
Academic Rank										
Professor	3	2	2	2	2	27	18	17	14	13
Assoc. Professor	4	4	5	5	6	36	36	42	36	40
Asst. Professor	4	5	5	7	7	36	45	42	50	47
Appointment Status										
Full-Time	11	11	12	14	15	100	100	100	100	100
Part-Time	-	-	-	-	-	-	-	-	-	-
Number of Voting Faculty	11	11	12	14	15	100	100	100	100	100

Note: Count includes faculty on Dartmouth payroll as of November 1 (IPEDS convention). See Appendix for details on counting convention. *Includes International faculty. ** Based on IPEDS Race/Ethnicity categories mandated by the US Department of Education in Fall 2009. Percentages reflect rounding. Includes 3 non-tenure track voting faculty.

Dartmouth College Fact Book

Tuck School of Business Non-Tenure Track Faculty Fall

Full-time	Numbers					Percentages				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Total	8	7	8	7	10					
Gender										
Men	6	6	7	6	9	75	86	88	86	90
Women	2	1	1	1	1	25	14	13	14	10
Race/Ethnicity*										
Black	1	-	-	-	-	13	-	-	-	-
Asian	1	-	-	-	-	13	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-
White	6	-	-	-	-	75	-	-	-	-
New Race/Ethnicity **										
International	-	-	1	-	-	-	-	13	-	-
Hispanic/Latino	-	1	1	1	1	-	14	13	14	10
American Indian or Alaska Native	-	-	-	-	-	-	-	-	-	-
Asian	-	1	1	1	2	-	14	13	14	20
Black or African American	-	-	-	-	-	-	-	-	-	-
Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-	-	-
White	-	5	5	5	7	-	71	63	71	70
Two or More Races	-	-	-	-	-	-	-	-	-	-
Race/Ethnicity Unknown	-	-	-	-	-	-	-	-	-	-
Number of Voting Faculty	-	-	-	-	-	-	-	-	-	-

Note: Count includes faculty on Dartmouth payroll as of November 1 (IPEDS convention). See Appendix for details on counting convention. *Includes International faculty. ** Based on IPEDS Race/Ethnicity categories mandated by the US Department of Education in Fall 2009. Percentages reflect rounding.

Dartmouth College Fact Book

Tuck School of Business Non-Tenure Track Faculty Fall

Part-time	Numbers					Percentages				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Total	7	9	8	7	9					
Gender										
Men	5	8	7	5	5	71	89	88	71	56
Women	2	1	1	2	4	29	11	13	29	44
Race/Ethnicity*										
Black	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-
White	7	-	-	-	-	100	-	-	-	-
New Race/Ethnicity **										
Nonresident Alien (International)	-	1	-	1	-	-	11	-	14	-
Hispanic/Latino	-	-	-	-	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-	-	-
Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-	-	-
White	-	8	8	6	9	-	89	100	86	100
Two or More Races	-	-	-	-	-	-	-	-	-	-
Race/Ethnicity Unknown	-	-	-	-	-	-	-	-	-	-
Vote	-	-	-	-	-	-	-	-	-	-

Note: Detailed data for decade benchmark are not available. Count includes faculty on Dartmouth payroll as of November 1 (IPEDS convention). See Appendix for details on counting convention. *Includes International faculty. ** Based on IPEDS Race/Ethnicity Categories in Fall 2009. Percentages reflect rounding.

Dartmouth College Fact Book

Appendix

Department Source:	Document/Data Source:
Office Human Resources.	Information retrieved by IR from data maintained by the Office of Human Resources, Common Data Reporting View. See definitions in "Faculty-Total Institution" section.
	New Race/Ethnicity Changes: In 2007, the Federal government issued new requirements on collecting and reporting racial and ethnic data. The change in reporting is effective as of Fall 2009. The new guidelines require that the data are collected in a 2 question format. The first question is whether the respondent is Hispanic/Latino. The second question asks the respondent to select one or more races from the following federally defined races: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. The guidelines also cover reporting of aggregate data to the US Department of Education. Nine race reporting categories are now required. Hispanics of any race are reported as Hispanic. For non-Hispanics, single responses to the race categories are reported as the selected category. Selection of any two or more races is reported as a separate category, "two or more races". The categories of Nonresident aliens (International) and Unknown Race/Ethnicity were retained from previous reporting requirements .

Appendix B

Strategic Planning Working Group Reports: Work Force of the Future

Access through website <http://strategicplanning.dartmouth.edu/working-groups/workforce-of-the-future/>

Appendix C

**Dartmouth Staff, Faculty, and Student
Fall Headcount**

STAFF:	2001	2002*	2003	2004	2005	2006	2007	2008	2009	2010	2011
Two or More Races (Not Hispanic or Latino)	0		0	0	0	0	0	0	23	19	16
Hispanic or Latino	27		23	21	27	26	32	40	39	32	28
Native Hawaiian or Other Pacific Islander	0		0	0	0	1	0	0	0	0	0
Black or African American (Not Hispanic or Latino)	41		38	38	41	40	43	43	36	29	33
Asian (Not Hispanic or Latino)	79		68	73	72	84	81	78	73	58	61
American Indian or Alaska Native (Not Hispanic or Latino)	17		23	18	19	22	21	20	13	10	9
International	60		146	155	137	138	154	145	126	143	143
White (Not Hispanic or Latino)	2,903		3,000	3,035	3,046	3,062	3,100	3,091	2,940	2,765	2,885
Total	3,127		3,298	3,340	3,342	3,373	3,431	3,417	3,250	3,056	3,175
Men	1,252		1,376	1,381	1,381	1,356	1,421	1,413	1,347	1,252	1,333
Women	1,875		1,922	1,959	1,961	2,017	2,010	2,004	1,903	1,804	1,842
FACULTY:	2001	2002*	2003	2004	2005	2006	2007	2008	2009	2010	2011
Two or More Races (Not Hispanic or Latino)	0		0	0	0	0	0	0	12	12	11
Hispanic or Latino	14		18	18	26	23	26	27	36	38	38
Black or African American (Not Hispanic or Latino)	17		18	20	22	23	24	24	19	19	20
Asian (Not Hispanic or Latino)	42		39	40	48	55	56	57	57	59	61
American Indian or Alaska Native (Not Hispanic or Latino)	5		5	5	5	8	7	9	4	4	5
International	12		76	78	61	56	60	51	42	36	47
White (Not Hispanic or Latino)	726		758	761	778	786	803	814	825	836	834
Total	816		914	922	940	951	976	982	995	1,004	1,016
Men	560		614	608	609	598	611	619	612	623	615
Women	256		300	314	331	353	365	363	383	381	401
UNDERGRADUATE STUDENTS (fall):	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Asian (Not Hispanic or Latino)	432	470	492	540	546	544	557	561	605	649	661
Black or African American (Not Hispanic or Latino)	230	250	256	274	278	292	298	329	347	343	343
Hispanic or Latino	237	261	259	258	250	240	262	277	290	332	346
International	187	194	216	219	220	228	276	286	314	326	294
American Indian or Alaska Native (Not Hispanic or Latino)	106	122	120	140	133	153	147	151	161	164	153
Unknown	429	370	394	332	334	280	258	243	259	308	289
White (Not Hispanic or Latino)	2,497	2,412	2,361	2,316	2,349	2,348	2,366	2,300	2,220	2,126	2,108
Total	4,118	4,079	4,098	4,079	4,110	4,085	4,164	4,147	4,196	4,248	4,194
Men	2,115	2,084	2,092	2,046	2,064	2,012	2,078	2,089	2,119	2,143	2,147
Women	2,003	1,995	2,006	2,033	2,046	2,073	2,086	2,058	2,077	2,105	2,047

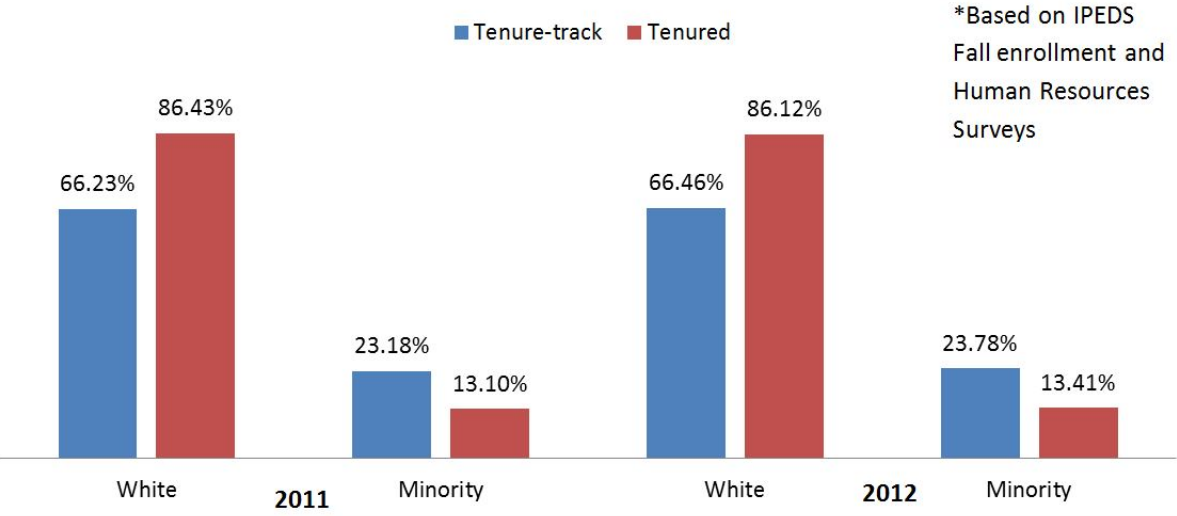
*Data not collected. Faculty and staff counts only include people who are on Dartmouth payroll on Nov 1 of given year.

Source: IPEDS Fall enrollment Survey (Student). IPEDS Human Resources Survey (Faculty, Staff).

OIR-8-28-2012

Appendix D

Chart 7
Comparison of Tenure-track & Tenured Faculty
(Institution-wide)



Appendix E

Ivy League Peer Comparison charts, 2009-2011

1. Full Time Tenure and Tenure Track Faculty counts by Race/Ethnicity/ Citizenship

2009

Institution Name	Grand total	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races	Race / ethnicity unknown	International
Brown University	602	3	58	26	21	-	468	-	-	26
Columbia University	1,659	3	194	65	51	-	1,210	-	-	136
Cornell University	1,457	7	111	47	35	-	1,196	-	-	61
Dartmouth College	576	3	32	16	21	-	482	8	-	14
Harvard University	1,541	2	138	45	25	-	1,219	-	7	105
Princeton University	716	1	60	25	19	-	558	-	-	53
University of Pennsylvania	1,584	-	170	48	31	-	1,290	-	-	45
Yale University	1,419	2	158	55	29	-	1,054	-	17	104

Source: IPEDS Human Resources. As of November 1 in given year.

2. Full Time Tenure and Tenure Track Faculty counts by Race/Ethnicity/ Citizenship

2010

Institution Name	Grand total	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races	Race / ethnicity unknown	International
Brown University	-	-	-	-	-	-	-	-	-	-
Columbia University	1,638	3	201	59	45	-	1,211	5	5	109
Cornell University	1,420	7	118	43	41	-	1,147	2	12	50
Dartmouth College	573	3	36	16	23	-	473	8	-	14
Harvard University	-	-	-	-	-	-	-	-	-	-
Princeton University	709	-	60	26	21	-	549	2	-	51
University of Pennsylvania	-	-	-	-	-	-	-	-	-	-
Yale University	-	-	-	-	-	-	-	-	-	-

Source: IPEDS Human Resources. As of November 1 in given year.

3. Full Time Tenure and Tenure Track Faculty counts by Race/Ethnicity/Citizenship (Chart 6, p. 18, AHCDI Report)

2011

Institution Name	Grand total	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races	Race / ethnicity unknown	International
Brown University	596	-	61	24	18	-	476	5	-	12
Columbia University	1,681	3	201	61	53	-	1,232	8	12	111
Cornell University	1,427	7	117	45	39	-	1,149	2	14	54
Dartmouth College	546	4	34	19	24	-	439	8	-	18
Harvard University	1,517	-	168	47	48	-	1,193	15	6	40
Princeton University	724	-	61	25	20	-	566	2	1	49
University of Pennsylvania	1,547	1	188	47	31	-	1,244	4	-	32
Yale University	1,464	4	161	58	36	3	1,067	3	28	104

Source: IPEDS Human Resources. As of November 1 in given year.

Appendix F

Subcommittee Report on College and Universities: Questions for Best Practice Interviews

1. What are the three best practices your institution does to retain faculty/staff of color?
2. What are the three largest challenges your institution/department faces in retaining faculty/staff of color?
3. What do you consider as models of excellence in retention of faculty/staff of color?
4. What unique financial resources are distributed to diverse faculty for training, research, recruitment and retention?
5. What are the visible examples of positive campus/community climate for diverse faculty and staff?
6. What are examples diverse faculty influence in the priorities facing diverse students and faculty at the university?
7. How does the presence of senior or tenure level diverse faculty members benefit the university, students and fellow faculty?

Appendix G

“Report on the Initiative for Faculty Race and Diversity” (2010), Massachusetts Institute of Technology, <http://web.mit.edu/provost/raceinitiative/report.pdf>, pp. 1-6

A photograph of the MIT building entrance, featuring large white columns and a glass facade. Several students are walking up and down the steps. The image is overlaid with a semi-transparent red band across the middle, which contains the title text.

REPORT ON THE INITIATIVE FOR FACULTY RACE AND DIVERSITY

MASSACHUSETTS INSTITUTE OF TECHNOLOGY



PART I: EXECUTIVE REPORT AND RECOMMENDATIONS

Initiative Committee Members: Paula T. Hammond (chair),
Lotte Bailyn (head of research team), Emery Brown, Wesley Harris,
Barbara Liskov, Leslie Norford, Christine Ortiz, Hazel Sive
and Marcus Thompson.

INTRODUCTION

One of the great challenges faced by U.S. institutions of higher learning in the 21st century, particularly in fields of science and technology, is the engagement and full utilization of the population's talent. MIT has elected to take on this important task of addressing diversity at its highest levels, amongst its own faculty. In order to take significant steps forward in this effort across the Institute, it is critical to understand the issues that must be faced to attain a more diverse faculty.

To this end, the Initiative for Faculty Race and Diversity was charged by Provost L. Rafael Reif to investigate the status of underrepresented minority faculty (which includes Black, Hispanic and Native American faculty) at MIT and to use the findings from this investigation to inform a set of recommendations. The recommendations address Institute policy and practices, with the aspiration that their implementation will increase the recruitment and retention of underrepresented minority faculty. On a broader scale, it is also hoped that these findings and recommendations will guide policy both at MIT and at its peer academic institutions, and will inspire action across the nation to address this critical issue.

To arrive at its findings, the work of the Initiative included an in-depth study of the experiences of minority faculty on campus, with survey and quantitative personnel data, a cohort analysis, and in-depth interviews of minority faculty at MIT. (Detailed results of the research study are included in the Research Report — Part II of this document.) Faculty and other members of the MIT community are greatly encouraged to read the Research Report, which more completely details many aspects of the MIT minority faculty experience, and indicates areas and issues of significance that suggest frameworks for helpful discussions.

This Executive Report provides a brief background and motivation for this work and describes the definitions of underrepresented minority groups that are used at MIT. It also summarizes the activities of the Initiative's effort (Sections A through C); presents **a summary of the major findings of the research study (Section D)**; and **provides the recommendations of the Initiative (Section E)** that were informed by these research results. Specific issues addressed in the recommendations include faculty recruiting, mentoring, promotion and tenure, as well as structural recommendations that address support and accountability for diversity efforts. These efforts range from the improvement of the graduate student and postdoctoral pipeline to the setting of strategic goals for increasing the numbers of minority faculty at the Institute. **In the interest of learning from past and ongoing efforts, several interesting models of success within MIT's own departments and schools — and at other institutions — are highlighted throughout the recommendations section**, and these examples are further detailed in Section G. A more comprehensive description of the efforts each School has implemented in addressing diversity are detailed in Appendix C, which is a summary of the Initiative Committee discussions with the academic deans.

Finally, **plans regarding implementation of the recommendations and for long-term assessment of MIT's progress with respect to faculty diversity and underrepresented minorities are addressed in Section F.** These include discussions about the recommendations among the general faculty, deans and department heads at each of the School Councils, as well as additional discussion with the associate provosts for faculty equity and other faculty leaders. The goal of these discussions will be to determine how to best translate these recommendations into departmental, school and Institute policy.

A. BACKGROUND, MISSION AND OBJECTIVES OF INITIATIVE

The Goal of Diversity at MIT

A standing principle at the Massachusetts Institute of Technology is the pursuit of excellence in the creation of fundamental knowledge and the generation of innovative solutions to the world's problems. To accomplish its stated mission — “to advance knowledge and educate students in science, technology, and other areas of scholarship that will best serve the nation and the world in the 21st century”¹ — MIT must benefit from the ability to tap both the nation's and the world's brightest minds. The Institute has taken pride in its ability to unite people from a multitude of backgrounds to address the world's most complex problems and significant scholarly endeavors.

Diversity is core to the excellence that MIT seeks for several reasons:

- It is intrinsic in the mission of excellence in science and engineering education that we engage a truly diverse faculty; we must diversify our faculty or we lose in competitive advantage and in mission.
- A part of MIT's mission is to be of service to humanity — to hope to accomplish such a bold endeavor, one must also be inclusive of humanity.
- A diverse faculty is key to communal scholarship and intellectual scope.
- If we do not succeed in the diversification of faculty across the nation, we constrain ourselves and limit our success in all fields of endeavor.

Despite its importance, the picture of diversity among the faculty at MIT is lacking when one considers the representation of U.S. minority groups that traditionally have had more limited access to the educational opportunities and pathways that often lead to academic careers. In addition, the low levels of representation from minority groups indicate missed opportunities to gain and benefit from the top minds garnered from every aspect of American life. As was stated by current MIT President Susan Hockfield, “We cannot be satisfied until we are a community that not only seeks out diverse talent, but that truly embraces and rewards diverse perspectives, because we know that they make us stronger. In the end, we cannot be satisfied until, to everyone who earns a place at MIT, we are a community that says not ‘You're lucky to be here,’ but rather, ‘We're lucky you came.’”²

The U.S. population has changed significantly in the past century; at this time, African Americans represent 13.5% of the population, Hispanic Americans represent 15%, and Native Americans are 1.5%, resulting in minority groups representing a total of 30% of the U.S. population, a number that has been significantly increasing each year.³ Additionally, Asian Americans, including Pacific Islanders, make up approximately 5% of the U.S. population. On the other hand, the number of minority faculty at MIT has undergone a much slower growth. When one includes all faculty of African, Hispanic or Native American

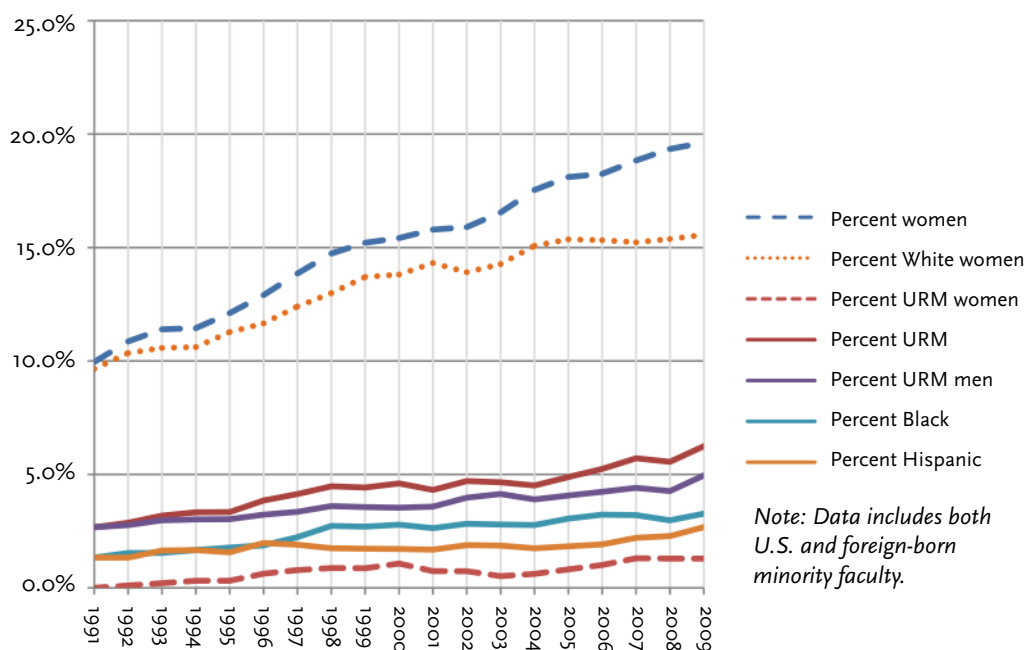


Figure 1. URM faculty and women faculty at MIT during the period covered in cohort analysis study.

heritage, regardless of citizenship, our overall underrepresented minority faculty population is currently at 6%, indicating an increase from 4.5% in 2000. The contrast in these numbers with the population values is significant; it is clear that there is talent within the United States that has not been tapped at the highest levels of our educational system — our faculty. Clearly, this problem is not unique to MIT, but represents a characteristic of most university faculty. It also signifies a situation that is even more critical in the science, technology and engineering (STEM) fields that are core to MIT's mission. Research indicates several gains from engaging groups with a broad range of ethnic, cultural and experiential backgrounds to the task of problem-solving, deliberation, information sharing and overall performance.^{4,5} It is intrinsic to the mission of excellence in science and engineering that we engage a truly diverse faculty; otherwise, we stand to lose in both our competitive advantage and our overall mission.

It is clear that we need the input and contributions of all members of our rapidly changing population to achieve the goals set forth by the U.S. to lead in key areas such as energy, the environment, medical advances and health care; economics, management and public policy; as well as the interface between the sciences and humanities. **As a leading institution in science and engineering, MIT must also take the lead in addressing the issue of diversity** given its key role in the future development of this country and the world. MIT can utilize its leadership position to directly address the challenge of increasing numbers of underrepresented groups in its faculty; in doing so, MIT will not only maintain and improve its standing as a top U.S. and world institution of higher learning, but will also serve to provide expertise, knowledge and approaches to this critical challenge that can inform others. As an institu-

tion, MIT must commit itself to take a hard look at this issue as a means of generating true and meaningful change. There is precedent for this level of undertaking; MIT has shown leadership in the area of equity among women faculty in its well-known *Women in Science Report*⁶ and in subsequent gender studies in 1999 through 2002. Although the endeavor to improve gender representation in the MIT faculty continues to be a work in progress, we can learn from this experience and apply our best efforts toward resolving URM representation. In recent years, MIT has begun to take on the important task of faculty diversity in different ways in a number of its departments and schools (see Section G and Appendix C for examples); however, there is much work yet to be done. As an institution that prides itself on the ability to address some of the world's most difficult problems, MIT can and should lead the nation in the important challenge of increasing the numbers of minority faculty via a strong Institute-wide policy that facilitates advancement in the area of faculty diversity. It is, of course, recognized that the availability of minority candidates, particularly in the STEM fields, can be limited. By addressing both the short-term need to increase minority faculty numbers, and longer-term efforts to address the available pool of candidates across fields, **it must be the ultimate long-term goal of the Institute to achieve parity of underrepresented groups with respect to the population.**

In 2004, the faculty of MIT resolved to address the issue of diversity and, in particular, the underrepresentation of minorities, with the goal of taking a close look at the issues, as well as delivering and implementing solutions. In late spring 2007, the provost charged a committee of faculty to investigate the undertaking of a key Initiative at MIT on the issues of race and its impact with regard to underrepresented minority faculty at the Institute. The Initiative sought to investigate the experiences of minority faculty, as well as the practices at MIT related to key aspects of faculty life including recruitment, hiring, and promotion to tenure and full professor, and to utilize the findings to develop recommendations for increasing minority faculty numbers. The Initiative executed an extensive study that investigated the questions: whether and how race and ethnic identity have impacted MIT's ability to recruit and to retain minority faculty; whether there are local or Institutional aspects native to MIT's culture, procedures or environment that have influenced or shaped this group of faculty, as well as their opportunities and experiences at MIT; and how these influences have affected MIT's effort to recruit and retain underrepresented groups among its faculty?

The overall findings generated from this study are addressed in this report, including a set of recommendations and an implementation plan to the senior administration, the associate provosts for faculty equity and to the deans of the five schools at MIT. The Initiative also utilized input from an External Advisory Board as well as members of the MIT community.

The goal of this work is to yield long-term positive change in the MIT environment; to improve the climate at MIT for minority faculty and all faculty with regard to matters of race and ethnicity; and to ultimately achieve long-standing and sustainable increases in overall numbers of underrepresented minority faculty in order to realize the benefits of diversity in education.

Definitions of Minority Faculty

The federal definition of a minority employee includes all U.S. citizens, both naturalized or permanent residents that have African, Hispanic or Native American heritage. A broader definition of minority group includes Americans and permanent residents of Asian descent, including Southeast Asians and Pacific Islanders. At MIT and most other STEM institutions, the underrepresented minority (URM) refers to those minority groups that are not represented in the STEM fields in numbers proportional to their composition in the U.S. population, which would not include the Asian group. It should be noted that the Initiative team recognizes that although Asians as a group are not underrepresented in the science and engineering fields, Asian women are significantly underrepresented among the ranks of faculty in all fields at MIT. While the focus and scope of this work was on the traditionally underrepresented minorities in science and engineering, it is recommended that attention also be paid to diversity with respect to Asian faculty, in particular Asian women, in future studies on diversity. It is thought that the recommendations of this Initiative will also positively impact numbers of Asian women and other groups with racial, gender or ethnic differences.

Table 1. Numbers of URM faculty at MIT from 2000 to 2009 using different definitions

	Numbers of minorities using different definitions									
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Only those born in U.S.	7	8	10	11	11	13	16	19	18	18
Assume missing data on COO is U.S.	32	30	33	32	30	32	34	34	34	39
Disregard COO (Federal guidelines)	43	41	45	45	44	48	52	57	56	63

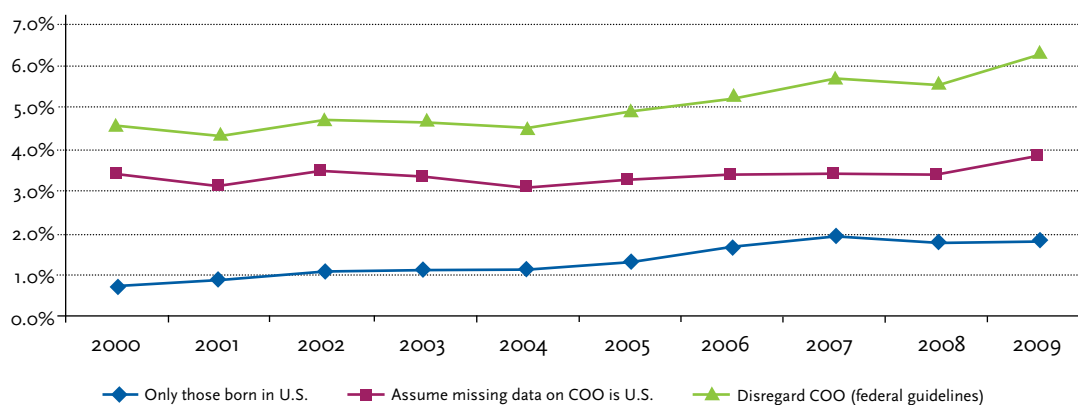


Figure 2. Plot of URM faculty based on different definitions

Appendix H

Cole, Stephen and Elinor Barber. *Increasing Faculty Diversity: The Occupational Choice of High-Achieving Minority Students* (2003)

http://books.google.com/books?id=4ZjlGvqZXtsC&printsec=frontcover&source=gb_s_ge_summary_r&cad=0#v=onepage&q&f=false

Appendix I

“Faculty Diversity Initiatives,” University of Maryland Baltimore County
<http://www.umbc.edu/facultydiversity/initiatives.html>



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WE'RE CHANGING MINDS

Faculty Diversity Initiatives

Executive Committee on the Recruitment, Retention and Advancement of Underrepresented Minority Faculty

The committee guides the development and implementation of initiatives to enhance faculty diversity at UMBC, and provides advice and counsel to the Provost on issues and concerns associated with the hiring, retention and advancement of underrepresented minority faculty at UMBC.

UMBC Postdoctoral Fellows Program for Faculty Diversity

This two-year program for recent Ph.D. recipients is designed to support promising scholars committed to diversity in the academy and to prepare them for possible tenure-track appointments at UMBC. Each fellow is provided teaching and research mentors and specialized professional development opportunities across campus. The fellow receives a starting stipend of \$38,000, health benefits, \$3,000 for conference travel and preparation of scholarly work, office space with computer, lab space (if required), library and other privileges at the university. During the two-year term of appointment, the fellow is expected to teach one course a year in the host department.

ADVANCE

The ADVANCE Program is committed to increasing the representation and advancement of faculty women in the science, technology, engineering and mathematics fields (STEM). It represents an institutionalization of the best practices and initiatives that resulted from a NSF ADVANCE Program Institutional Transformation 5 Year Award (2003-09). Under that award, UMBC was recognized as a national model for successfully transforming many of our longstanding institutional policies and practices. The ADVANCE Program continues under the direction of the ADVANCE Executive Committee, chaired by the Provost and funded by his office, demonstrating UMBC's commitment to excellence and our core belief that attention to diversity within the STEM fields fulfills our mission to foster cultural and ethnic diversity, social responsibility and lifelong learning.

For more information on any of these initiatives, please contact **Autumn Reed**, [Program Coordinator for Faculty Diversity Initiatives](#), at 410-455-1099 or autumn2@umbc.edu.

COME JOIN US

Appendix J

“Faculty Diversity At UMBC,” University of Maryland Baltimore County
<http://www.umbc.edu/facultydiversity/pdf/FacultyDiversityAtUMBC.pdf>

COME JOIN US



“At UMBC, we are committed to inclusive excellence and innovation. We are proud to be one of the fastest-growing and most diverse public research universities in the nation. Our vibrant campus is regarded as a new model for American higher education, where talented faculty thrive in a culture that embraces new ideas.”

Freeman A. Hrabowski

Freeman A. Hrabowski, III, President, UMBC



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FACULTY DIVERSITY AT UMBC

UMBC.EDU/FACULTYDIVERSITY

Building a Diverse Culture of Innovation & Excellence

UMBC is a mid-sized public research university of 10,000 undergraduate and 3,000 graduate students from more than 150 countries. We stand out among American research universities in achieving both excellence and diversity; in crossing disciplinary boundaries to create new learning opportunities; and in providing undergraduates with meaningful research experiences. UMBC is known nationwide for our ground-breaking **Meyerhoff Scholars** program, a national model of preparing students for careers in science and engineering-related fields. As a result, more African-American bachelor’s degree recipients go on from UMBC to earn Ph.D.s in the STEM fields than from any other predominantly white university in the country. In addition, such programs as the **Sondheim Public Affairs Scholars Program**, the **Humanities Scholars Program**, the **Linehan Artist Scholars Program**, the **Sherman Teachers Education Scholars**, and the **Center for Women in Technology**, attract dynamic undergraduates. UMBC is also building one of the most inclusive graduate education communities in the nation through such initiatives as **PROMISE**, **Maryland’s AGEP** the NSF-funded, UMBC-led alliance dedicated to increasing the number and diversity of Ph.D. graduates who go on to academic careers. The valuable lessons learned from twenty years of success inform our faculty diversity initiatives.

- 2011 Great Colleges to Work For (*Chronicle of Higher Education*, 2012)
- 1st in up-and-coming schools to watch (*US News & World Report*, 2012)
- 8th in undergraduate teaching, tied with Duke, Berkeley, Chicago and Notre Dame (*US News & World Report*, 2012)
- Among top 25 most diverse national universities (*US News & World Report*, 2012)



Scholarship That Broadens Our Understanding of Diversity

- **“An empirical investigation into the difficulties experienced by visually impaired Internet users,”** *The Information Society*, Ravi Kuber et al.
- ***Bilingualism in Schools and Society: Language, Identity, and Policy***, Sarah J. Shin
- ***Blackberries and Redbones: Critical Articulations of Black Hair and Body Politics in Africana Communities***, Kimberly Moffitt
- ***Blood on the River: The 1763 Slave Rebellion in Dutch Guyana***, Marjoleine Kars
- **“Diversifying Engineering Education for Richmond Area Program for Minorities in Engineering,”** *The International Journal of Engineering Education*, Gymama E. Slaughter and Kabongo Ngandu
- ***Encyclopedia of Diversity in Education***, Claudia Galindo, family and community editor
- ***Homosexuality in Art***, James Smalls
- ***Instructional Design Frameworks and Intercultural Models***, Patricia A. Young
- ***Making the Case for Culture Change in Elder Care***, Judah Ronch
- **Mentoring Women Faculty in STEM**, ADVANCE conference, Auburn University, Phyllis R. Robinson
- **Major Histocompatibility Complex Class II+ Invariant Chain Negative Breast Cancer Cells Present Unique Peptides That Activate Tumor-specific T Cells From Breast Cancer Patients**, Suzanne Ostrand-Rosenberg et. al
- **“Optimism and Perceived Stress in Sickle Cell Disease: The Role of an Afrocultural Social Ethos,”** *Journal of Black Psychology*, Shawn Bediako & Enrique W. Neblett
- **“Out of Africa: Coping Strategies of African Immigrant Women Survivors of Intimate Partner Violence,”** *Health Care for Women International*, Laura Ting
- ***Queer French: Globalization, Language, and Sexual Citizenship in France***, Denis M. Provencher
- ***Roots and Reflections: South Asians in the Pacific Northwest***, Amy Bhatt



Community-Based Faculty Groups

College of Arts, Humanities and Social Sciences Black Faculty Committee: Works to improve the recruitment, retention and promotion of black faculty through mentoring, information sharing, policy development and collaborative teaching and research.

Latino/Hispanic Faculty Association: Promotes recruitment, retention and success of Latino/Hispanic faculty and stimulates UMBC links with the surrounding Latino community.

WISE (Women in Science and Engineering): Supports and encourages women STEM faculty through mentoring, development opportunities, policy development, advocacy and educational programs.

Provost’s Faculty Diversity Initiatives

UMBC Postdoctoral Fellows Program for Faculty Diversity: A two-year program to support promising recent Ph.D. recipients committed to diversity in the academy and prepare them for possible tenure-track appointments at UMBC.

Executive Committee on the Recruitment and Retention of Underrepresented Minority Faculty: Guides the development and implementation of initiatives to address issues and concerns specifically associated with the hiring, retention and advancement of minority faculty at UMBC.

ADVANCE: Launched with an NSF grant and now supported by UMBC and led by the **ADVANCE Executive Committee**, the program provides programmatic initiatives designed to recruit, retain and advance the success of women faculty in STEM at UMBC.



Appendix K

DAC Diversity and Inclusion Ad-Hoc Committee Best Practices Benchmarking Sub-Com Questionnaire

DAC Diversity & Inclusion Ad-Hoc Committee
Best Practices Benchmarking Sub-Com Questionnaire

Background/Script: Dartmouth College is interested in learning more about best “Diversity & Inclusion” (D&I) Practices from nationally-recognized entities in this critical area.

Given (-- Company’s --) recent Diversity Inc. ranking, I would like to conduct a 20 min. survey to better understand some of your exemplary practices and policies, especially related to *Recruiting, Promotion, Retention & External Outreach Programs*.

While we applaud your leadership in this area, please know that ALL feedback and data you opt to share will be kept totally confidential and unattributed. On behalf of Dartmouth College, thank you for your time!

1. **Qualitative Section:**
 - a. How would you summarize your **D&I Objectives?**
 - b. How are your **D&I Objectives** pursued in the context of your **Corporate Strategy?**
 - c. How do you **quantitatively & qualitatively measure success/failure** of your D&I Policies?
2. Can you discuss and prioritize your **Top 5 RECRUITING Practices & Policies** that support your D&I Performance Objectives?

Practice / Policy	Comments	Rank

Other Observations:

3. Can you discuss and prioritize your **Top 5 PROMOTION Practices & Policies** that support your D&I Performance Objectives?

Practice / Policy	Comments	Rank

Other Observations:

4. Can you discuss and prioritize your **Top 5 RETENTION Practices & Policies** that support your D&I Performance Objectives?

Practice / Policy	Comments	Rank

Other Observations:

5. Can you discuss and prioritize your **Top 5 EXTERNAL OUTREACH PROGRAM Practices & Policies** that support your D&I Performance Objectives?

Practice / Policy	Comments	Rank

Other Observations:

6. To which employees in your company is D&I training generally directed?
7. How would you describe your company's climate for employees of diverse backgrounds?
8. Are there any D&I Best Practices/Policies or comments you would like to share?