

**Alumni Council of Dartmouth College**  
**Report of the Ad Hoc Committee on Diversity and Inclusion**

October 26, 2013

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## Introduction

The Alumni Council Ad Hoc Committee on Diversity and Inclusion (AHCDI) was formed in June 2012 by a resolution of the Executive Committee of the Dartmouth Alumni Council following a proposal made by councilors to the Alumni Council during the 204th session in May 2012. The proposal stemmed from concern that a series of high-profile departures of administrators and faculty of color perhaps indicated an underlying challenge faced by Dartmouth in hiring and retaining faculty and staff of color and other historically underrepresented groups. It was the observation of councilors that Dartmouth alumni held both professional expertise and an articulated interest in the issue. Through the AHCDI, alumni could effectively collaborate with the College leadership to further understand the existing situation at Dartmouth and develop a set of recommendations, drawing from best practices across higher education and other sectors.

The work of the AHCDI took place between July 2012 and October 2013. The resolution establishing the AHCDI, its mission, and process were undertaken with the recognition that Dartmouth has an opportunity to expand its existing efforts for diversity hiring and retention, as well as an opportunity to be a leader in this work. The AHCDI process was specifically timed so that the work of the committee would make substantive contributions to the Dartmouth strategic planning process that spanned the presidencies of President Jim Kim, Interim President Carol Folt, and President Philip Hanlon.

The final report of the AHCDI is to be presented to the Alumni Council at the 207th session in October 2013 and shared with President Hanlon during the fall of 2013.

### *Mission*

The mission of the AHCDI, as approved by the Executive Committee of the Dartmouth Alumni Council, follows.

As stakeholders in the College's strategic planning process, the Alumni Council Ad Hoc Committee on Diversity and Inclusion seeks to support the College's aspirational vision for a workforce of the future that attracts and retains the best and brightest to Dartmouth. Specifically, we see our work as directly contributing to two of the outcomes sought by the Strategic Plan's Workforce of the Future working group:

1. Increasing the diversity of our workforce through the recruitment and retention of staff and faculty of color (both national and international) and other underrepresented populations; and
2. Determining what structures, resources, and best practices are needed toward this end.

Thus, we propose the following actions.

1. Assess where Dartmouth stands today when it comes to the hiring and retention of faculty and staff of color (both national and international). We seek to do this through the gathering and analysis of available data regarding hires, retentions, resignations, etc. from the period from 2007 to 2012.
2. Determine the College's practices with regards to recruitment, mentorship, and professional development opportunities within each academic and professional department. We look to learn what the College is currently undertaking to address this matter. Ultimately, we seek to understand the actual versus perceived challenges of the academic, professional, and social environments of Hanover and Dartmouth.
3. Ascertain the best practices of our peer institutions as well as non-academic organizations and/or business entities that are leaders in issues of diversity and inclusion that we can bring to Dartmouth. Determine if there are currently best practices at Dartmouth overall or in individual departments, programs, or schools that we should build around and leverage more broadly.

#### *Committee Membership*

The AHCDI membership is comprised of alumni leaders and senior administrators and faculty members of Dartmouth.

Janine Avner '80

*Co-Chair*

*Alumni Council President 2009-10*

S. Caroline Kerr '05

*Co-Chair*

Marty Lempres '84

*Alumni Liaison Committee Chair 2013-14*

*Alumni Council President 2012-13*

Danielle Dyer '81, '89Tu

*Alumni Liaison Committee Chair 2012-13*

*Alumni Council President 2011-12*

Mark Davis '81, '84Tu

*Alumni Council President 2013-14*

Martha Beattie '76

*Vice President for Alumni Relations*

Evelynn Ellis

*Vice President for Institutional Diversity and Equity, Chair of Diversity Council*

Lynn Higgins

*Associate Dean of the Faculty for International and Interdisciplinary Studies, Edward Tuck Professor of French and Comparative Literature*

Charlotte Johnson

*Dean of the College*

Myron McCoo

*Vice President for Human Resources*

Uriel Barrera-Vasquez '98, '10A

Bob Charles '87

Belinda Chiu '98

Lisa Cloitre '94, '02Tu

Todd Cranford '85

Ellis Rowe '74

Antonio Tillis

*Associate Professor of African and African American Studies, Chair of African and African American Studies*

Derikka K. Mobley '10

*Assistant Director, Affiliated and Shared Interest Groups*

### *Process*

Between June 2012 and October 2013, the AHCDI convened via conference call six times, met in-person in Hanover twice, presented to the Alumni Council twice, and presented at the Club and Affiliated Group Officers Weekend once. In addition to the meetings of the full committee, the AHCDI formed three subcommittees to collect and review data specific to different sectors. The subcommittees conducted their own series of meetings and data collection between November 2012 and June 2013. The three subcommittees and membership include:

#### **Subcommittee on Dartmouth Internal Data**

Janine Avner (chair), Evelyn Ellis, Lynn Higgins, Charlotte Johnson, Martha Beattie, Myron McCoo, Antonio Tillis, Derikka Mobley '10

#### **Subcommittee on Colleges and Universities**

Ellis Rowe (chair), S. Caroline Kerr, Belinda Chiu, Todd Cranford, Uriel Barrera-Vasquez

#### **Subcommittee on For-Profit and Not-For-Profit Sectors**

Danielle Dyer (chair), Mark Davis, Marty Lempres, Lisa Cloitre, Bob Charles

Each subcommittee completed rounds of data collection and interviews and developed a set of key findings and recommendations. The Subcommittee on Dartmouth Internal Data reviewed data sources including the Dartmouth Fact Book, affirmative action plans, and Strategic Planning Working Groups reports, including the Workforce of the Future Report. The subcommittee met with senior administrators who operate in areas of diversity and inclusion and identified a set of departments, programs, and individuals to interview regarding current best practices and areas of suggested growth.

The Subcommittee on Colleges and Universities identified a diverse set of institutions of higher education that share Dartmouth's commitment to academic excellence, and engaged in data collection that included website and report reviews, as well as primary interviews with administrators at these institutions. The list of colleges and universities included Princeton, University of Pennsylvania, Stanford, Columbia, Brown, Williams, University of California Berkeley, University of Maryland Baltimore County, Duke, and MIT.

The Subcommittee on For-Profit and Not-for-Profit Sectors identified a set of for-profit and not-for-profit organizations to review and contact for interviews. The final group of organizations, determined by our research and recommendations from Dartmouth alumni, has achieved notable success with diversity practices. A series of interviews was conducted with the leaders of these organizations, along with a review of supporting materials shared with the subcommittee by the organizations. The for-profit companies included Kellogg's, Spencer Stuart, PricewaterhouseCoopers, American Express, IBM, and MasterCard. The not-for-profit organizations included the American Red Cross and American Cancer Society.

## **Executive Summary of Key Findings**

Pursuant to our mission, the Ad Hoc Committee on Diversity and Inclusion (AHCDI) reviewed Dartmouth's internal data to assess where Dartmouth stands today with regard to hiring and retaining faculty and staff of color. We also examined programs Dartmouth currently has in place to support a diverse faculty and workforce. Finally, we collected the best practices of other colleges and universities, as well as other not-for-profit organizations and for-profit businesses that have been recognized for their development of effective practices in these areas.

The Subcommittee on Dartmouth Internal Data examined the data as made available by the College, and based on an initial review, with recommendation for further consistent and uniform assessment to be conducted by College staff and faculty, submits the following observations of trends and snapshots of the hiring and retention of minority faculty and staff:

1. Minority junior faculty numbers have increased by approximately 14 percent in the last five years and senior minority faculty have increased by approximately 5 percent; thus, slow progress has been made in achieving faculty diversity. Including international faculty, in 2011-12 Dartmouth schools are composed of approximately 18 percent minority faculty (see p. 15).
2. Despite slow increases in diversity in total faculty, the numbers of Black/African American and Hispanic/Latino faculty in 2011-12 decreased, while Asian faculty increased and American Indian/Alaska Native remained constant. Out of a total of 456 non-tenure-track faculty in 2011-12 — a group that consisted of 44 percent of combined faculty — there were 10 Hispanic/Latino, 1 American Indian/Alaska Native, 27 Asian, and 0 Black/African American faculty (see pp. 13-15; charts 4, 5).
3. Variances among Dartmouth's schools in 2011 indicated that except for Arts and Sciences (A&S), which showed an increase, all remained constant or decreased in minority faculty numbers. The Geisel School of Medicine in 2012 was composed of 11 percent minority faculty (including internationals); the numbers indicating 0 American Indian/Alaska Native and 0 Black/African American faculty at the school with 348 voting faculty members (see pp. 12-14).
4. From 2007 to 2012, Dartmouth's A&S attrition of minority faculty members was approximately 60 percent (departures/appointments), with the Black/African American faculty at almost 85 percent (see p. 16).
5. From 2007 to 2011, minority staff numbers at the College institutionally have steadily declined from 7.8 percent (269) to 6.9 percent (220). Census numbers indicate availability of hires for a majority of Dartmouth's positions, with challenges for the College in recruiting for those positions (see p. 13, Chart 3).
6. Although Dartmouth's numbers of faculty of color have increased since 2009 in comparison with the College's Ivy League peer institutions, Dartmouth continues to be

positioned in the lower one-third among seven of its Ivy League peers for full-time tenure and tenure-track faculty counts by race/ethnicity/citizenship (see p. 18, Chart 6).

The individual subcommittee sections and “Conclusion and Recommendations” section of the AHCDI report include a detailed set of findings and recommendations for Dartmouth. Several consistent key findings emerged from the research produced by all three subcommittees.

1. **It makes good business sense.** However “good business” is defined — from academic excellence to profit to organizational culture — the sentiment from senior leaders is that a commitment to diversity and inclusion makes their organizations better and more effective in achieving their stated goals. Specifically, programs and practices that support diversity and inclusion through the hiring and retention of a diverse workforce were identified as contributing to a positive organizational culture and a greater commitment to the organization as a whole, enhanced skills and performance on the part of employees, the introduction of new perspectives and a value for a range of perspectives, and growth in human capital. It makes good business sense for the organization as a whole and it supports better work and a more positive environment for *all* employees, not only those who fall into historically underrepresented groups.
2. **Senior leadership is critical.** It was widely reported across the higher education, private, and not-for-profit sectors that effective, sustainable efforts for diversity and inclusion require the leadership of senior executives, administrators, and officers. Beyond the appointment of diversity officers, presidents, provosts, chief executive officers, and chief operating officers must make diversity and inclusion a strategic priority and allocate resources accordingly. The immediate and long-term success of diversity and inclusion initiatives are improved if senior leaders play a visible role in championing the work, reinforcing the importance of these values and benefits to the organization, and actively supporting colleagues and efforts by serving on committees and working groups. The role of senior leaders is critical in the success of any new or expanded efforts and their leadership is required for sustained organizational change.
3. **Dartmouth has an opportunity to realize significant growth and be a leader.** Dartmouth is seen as a leader in many areas, from undergraduate education to being at the forefront in the creation of ideas and research that informs a wide range of fields. Dartmouth is respected across sectors, and the College is comfortably within range of its immediate peer institutions in terms of diversity and inclusion practices and statistics. The collection of data regarding diversity varies, making various direct comparisons challenging, but it is the assessment of the AHCDI that Dartmouth has not only the opportunity to more fully realize its aspirations and potential as a preeminent institution of higher education, but also has the chance to develop and implement best practices that other organizations will turn to as a model.
4. **Dartmouth needs to reinvigorate and coordinate existing efforts and be bold in adding new initiatives.** The College has both formal and informal programs and systems in place that support diversity and inclusion. The AHCDI findings suggest that greater coordination between existing efforts, in combination with transitioning



informal efforts, such as the mentoring of junior faculty, to a more formal and easily accessible system would strengthen these existing programs. The AHCDI best practices findings can then be used to broaden Dartmouth's portfolio of diversity and inclusion programs. Our findings suggest that particular emphasis on retention and assisting new community members by not only "welcoming" them to Dartmouth, but also helping them feel ownership in "becoming" Dartmouth will be to the College's advantage.

## Subcommittee Report on Dartmouth Internal Data

### *Introduction*

The Ad Hoc Committee on Diversity and Inclusion (AHCDI), through its Subcommittee on Dartmouth Internal Data, researched and considered available data generated by Dartmouth College, as well as examined the College's current procedures and best practices in the hiring and retaining of faculty and staff of color and minority status. This report highlights the subcommittee's process undertaken in collecting data and interviewing faculty and staff; presents comparative snapshots of where Dartmouth stands today in terms of procedures, best practices, and programs; and summarizes challenges and recommendations from faculty and staff interviewed.

In addition to the observations and findings of the subcommittee listed in the Executive Summary (above, p. 6), and detailed summary of specific recommendations from faculty and staff interviewed (below, p. 21), the subcommittee makes the following recommendations in accordance with the research:

1. **Improve training and mentoring of staff and faculty regarding diversity hiring and retention**, where policies and practices are currently determined largely at the department level, *by clearly articulating goals, objectives, and values, with College leadership facilitating and engaging with all constituencies to that end*;
2. **Conduct ongoing evaluations, exit interviews, surveys, and assessments of policies, intra- and inter-departmental structures, and practices** to determine if those are *intentional and effective* in the advancement of diversity hiring and retention;
3. **Advance short and long-term diversity planning and capital, both human and financial, to support minority faculty on the tenure track** in light of the extraordinary demands placed on them, **and minority staff in job advancement** to further the College's valuing and investing in a diverse workforce that feels "a part of" the Dartmouth family;
4. **Continue to make diverse hiring and retention of faculty and staff a high priority**, not only for the needs of many minority students of a diverse student body, but also to prepare all students to enter in an increasingly global and diverse workforce; and
5. **Consider the most effective best practices of other institutions** as identified by the other subcommittees of the AHCDI, by the Strategic Plan Working Group reports, and by Dartmouth's own resources, and to adopt these practices where appropriate to keep Dartmouth competitive.

The findings of the Subcommittee on Dartmouth Internal Data will contribute to and supplement the results of the Strategic Plan's comprehensive Workforce of the Future Report and other related reports.

### *Process Undertaken*

The subcommittee initially met with College administrators assigned to areas of diversity and inclusion, including from the Office of Institutional Diversity and Equity (IDE) and Department of Human Resources (HR), to understand the College's process for hiring and retention. The group then identified departments and programs for interviewing to discuss process and best practices; met with IDE, HR, and the Office of Institutional Research (OIR) to access available data; and summarized the various data and interviews to identify challenges and recommendations for the College to consider.

### *Interviews and Data Resources<sup>1</sup>*

All of the faculty, staff, and administrators interviewed were remarkably cooperative and constructive in discussing the issues of minority hiring and retention, and all voiced support for the mission of the AHCDI. Interviews were conducted with:

- Vice president of institutional diversity and equity, vice president of human resources, director of OIR, dean of the faculty, assistant dean of the faculty, dean of graduate studies, director of multicultural affairs of the Geisel Medical School, chairs and vice chairs of African American studies, anthropology, chemistry, economics, Native American studies, sociology, and women's and gender studies; and
- For programming, director of Dartmouth Center for the Advancement of Learning (DCAL) and director of Office of Pluralism and Leadership (OPAL).

Data resources used by the subcommittee included the 2012 Fact Book and those of the preceding 10 years<sup>2</sup>, the 2011-12 and recent years' Affirmative Action Plans<sup>3</sup>, the 2012 Facts and Figures, and 2012 Strategic Planning Working Group Report: Workforce of the Future (see Appendix B).

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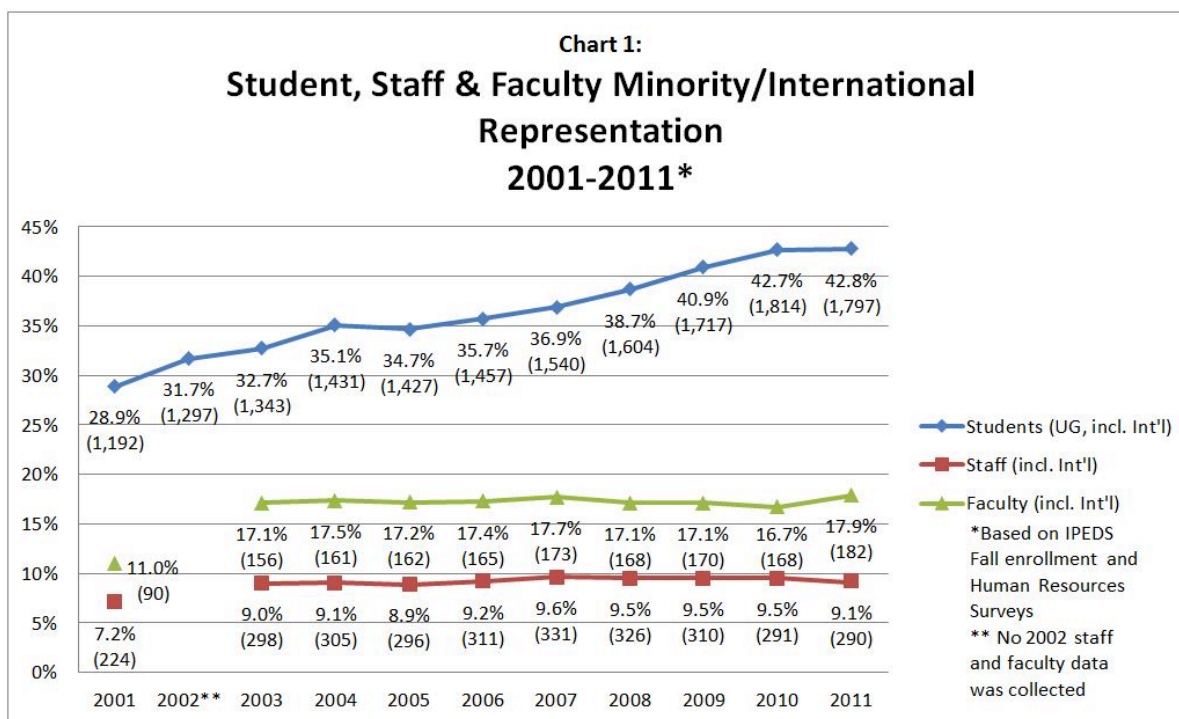
<sup>1</sup>The Subcommittee on Dartmouth Internal Data is submitting its report as a general comprehensive overview and summaries of the data as made available by the College, and given its limited resources and timeframe, from the interviews conducted. Periodic, continuing, and institution-wide analyses, surveys, and assessments by College staff, administration, and faculty are recommended in order to provide consistent overview and measures, as well as explanations of regulations and laws that govern Dartmouth's policies of affirmative action and equal opportunity, all of which are beyond the scope and resources of this ad hoc committee's work. This report is limited to race/ethnicity/citizenship and gender data as made available by the College.

<sup>2</sup>Fact Book data provided by and published online by OIR are attached in Appendix A. These data are reported to the Integrated Postsecondary Education Data System (IPEDS) as mandated by the U.S. Department of Education, and counts all Dartmouth schools' faculty, including non-tenure-track instructors, and categorizes gender (male/female), race/ethnicity (Hispanic/Latino, American Indian/Alaska Native, Asian, Black or African American, Hawaiian/Pacific Islander, White, Two or More Races), and internationals separately. Percentages are rounded.

<sup>3</sup>IDE reports for the U.S. Department of Labor. Workforce diversity relating to equal opportunity and affirmative action are addressed in the annual Affirmative Action Plan. IDE identifies gender (female/male) and race/ethnicity (Asian, Black, Hispanic, Native American, Pacific Islander, Two or More Races, and Non-Minority), regardless of international status.

*Where Dartmouth Stands Today: A Snapshot of Students, Faculty, and Staff*

“Dartmouth is a very different place today from the institution of the late 1960s.”<sup>4</sup> According to 2012 Facts and Figures<sup>5</sup>, enrolled undergraduates’ male-to-female ratio is 50-50, with 35 percent of minority status, 8 percent international, and 50 percent white (7 percent unknown).<sup>6</sup> Chart 1, below, presents a snapshot of the numbers of minority/international students (undergraduate, or UG), staff, and faculty (total institution), reflecting the changing face of Dartmouth during the last decade.



<sup>4</sup> *Dartmouth Now*, “Forty Years On: The Changing Face of Dartmouth” (June 17, 2013).

<sup>5</sup> 2012 Fact and Figures, OIR.

<sup>6</sup> 2012 Fact Book, OIR. See Appendix C for a data comparison of minority students, staff, and faculty minority and international representation from 2001 to 2011 based on IPEDS data as reflected in charts 1 and 2. Charts 1 and 2 do not consider the different laws governing each category’s recruitment, application, and appointment and hiring and retention policies, but serve as snapshots of the face of diversity at Dartmouth in the past decade.

Faculty recruitment at the College has seen gradual increases in the hiring of female faculty and faculty of color and underrepresented minorities.<sup>7</sup> Faculty male-to-female ratio for all schools in 2011 was about 61-39, with female faculty increasing by around 8 percent since 2001. Chart 2, below, represents student (UG), staff, and faculty representation of women for the total institution.

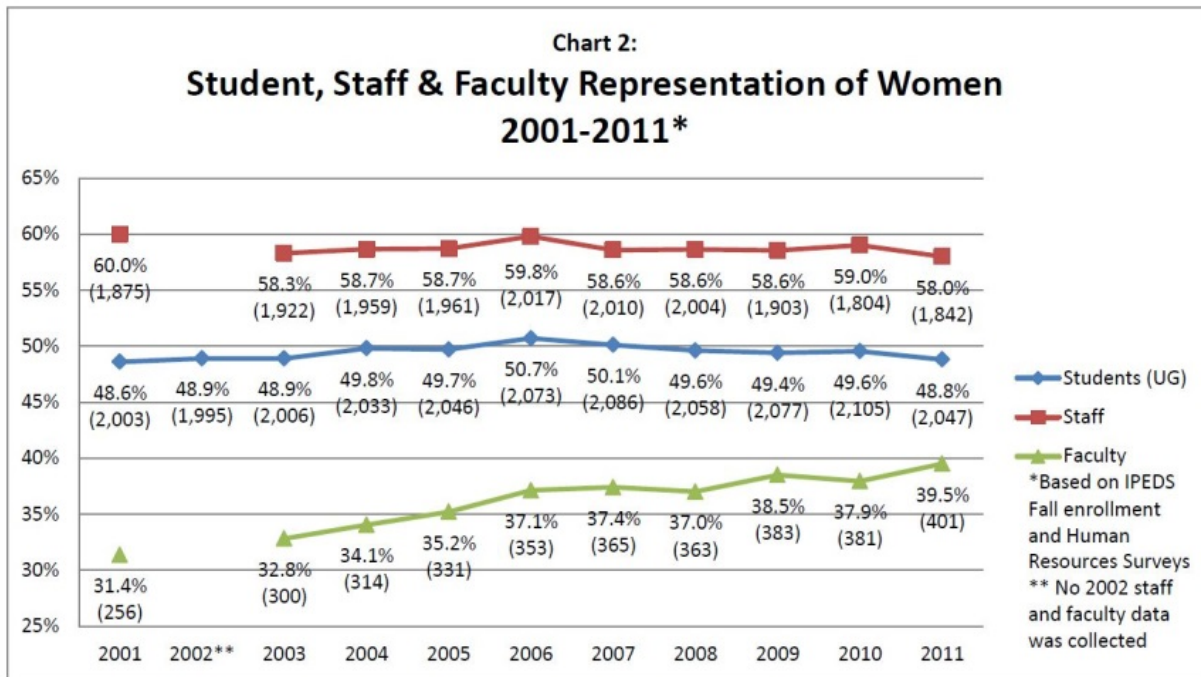
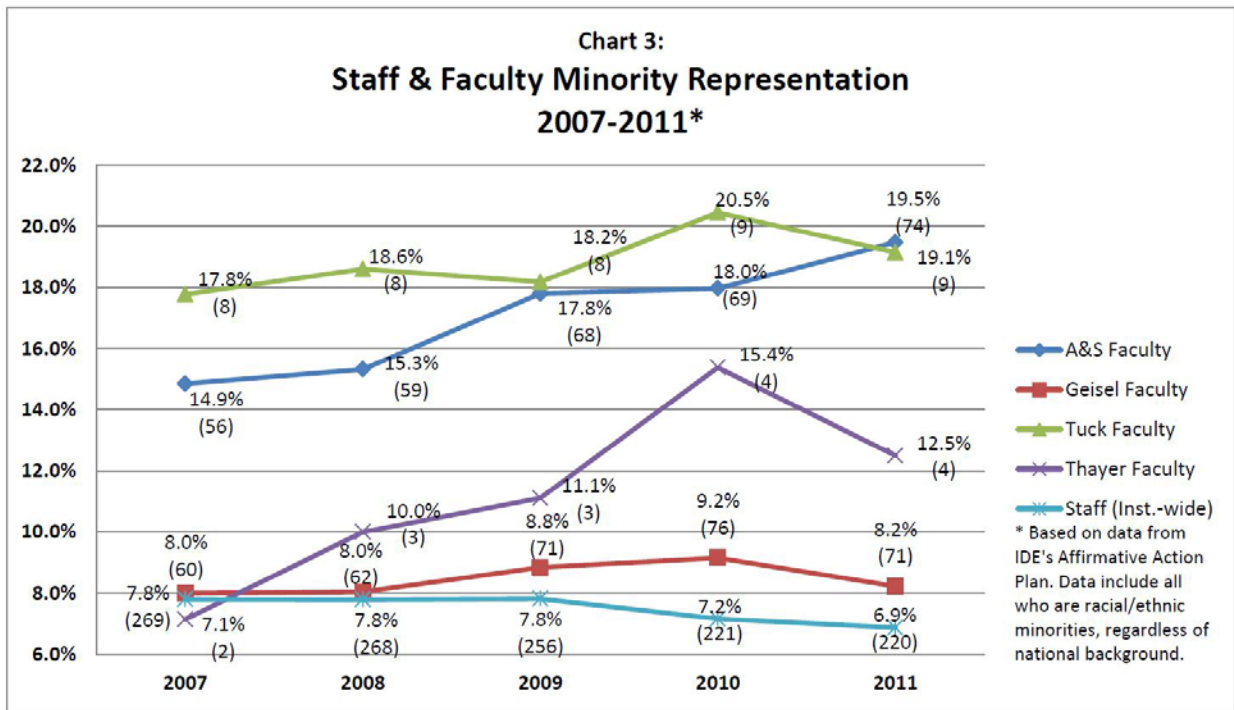


Chart 3, below, reflects trends (2007 to 2011) via percentages and numbers of minority faculty of Dartmouth's schools in comparison to minority staff institution-wide.<sup>8</sup> Although the arts and sciences (A&S) faculty reflect gradual increases, Dartmouth's other schools show slight decreases (rounded percentages and numbering), particularly in Geisel School of Medicine and staff institution-wide.

<sup>7</sup> Appendix C.

<sup>8</sup> Because Chart 3 is considering minority representation of staff institution-wide, census data (AAP reports) as mandated by the U.S. Department of Labor were researched for both minority staff and faculty of Dartmouth's schools to show trends and comparisons of each group.



Charts 4 and 5, below, indicate trends of faculty race/ethnic representation 2009 to 2012. Chart 4 indicates numbers of faculty in each category institution-wide.

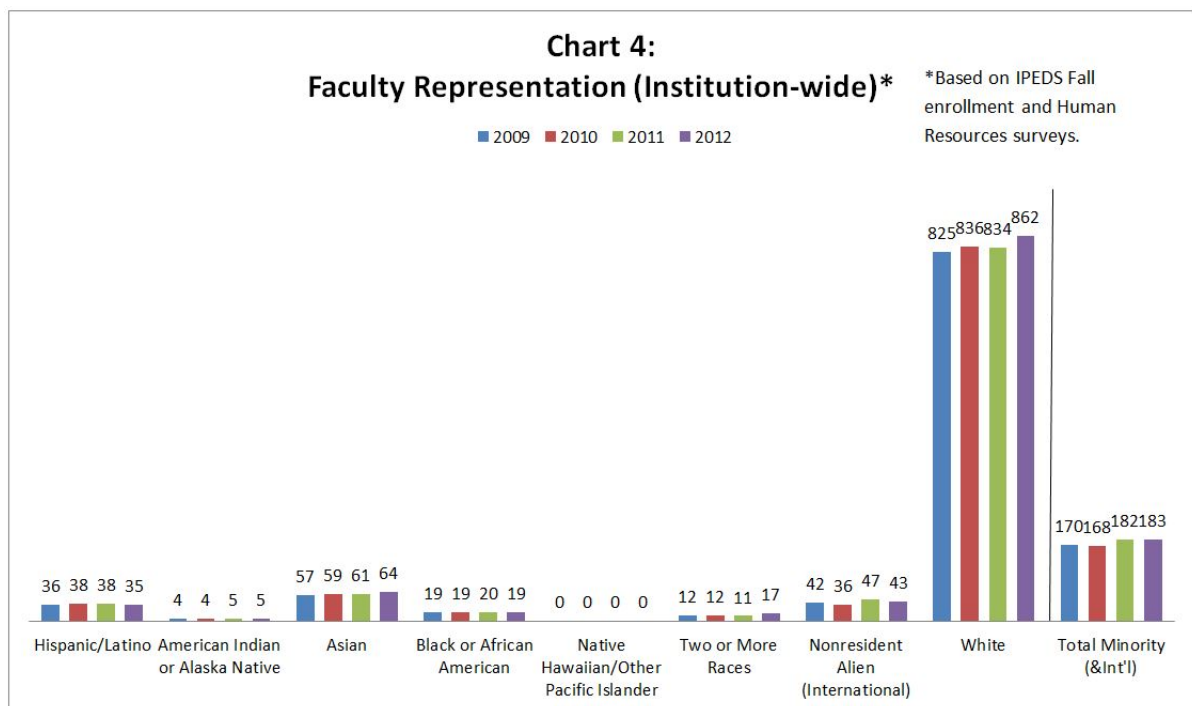
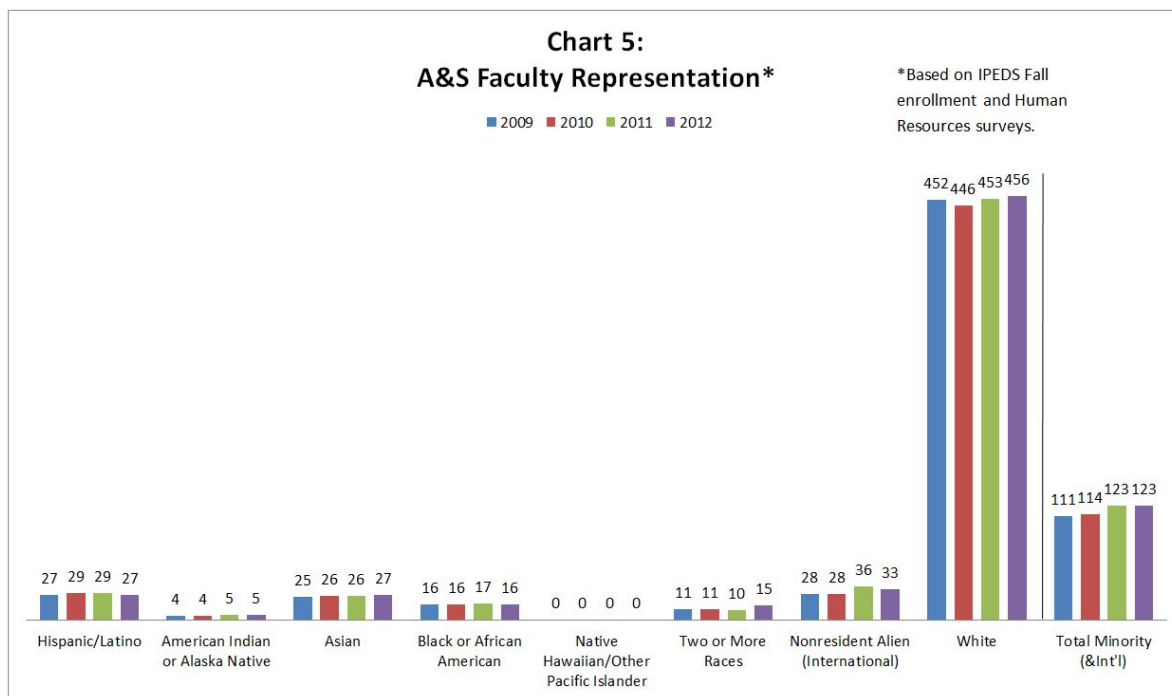


Chart 5 indicates only the A&S numbers of faculty in each category during that same time period.<sup>9</sup>



## Faculty

A snapshot of the faculty in 2012 pursuant to data reported to the Integrated Postsecondary Education Data System (IPEDS) reflects that 56 percent of all faculty were on tenure track, with about three-fourths of those already tenured and a quarter not yet tenured.<sup>10</sup> Minority faculty representation by school in 2012 follows.

Arts & Sciences (A&S), 15 percent (90 minority faculty, or MF), including:

- 27 Hispanic/Latino;
- 5 American Indian/Alaska Native;
- 27 Asian;
- 16 Black/African American;
- 15 two or more races
- (21 percent when including internationals, or +Int'l (123 MF))

Geisel School of Medicine (Geisel), 9 percent (32 MF), including:

- 6 Hispanic/Latino;
- 24 Asian;
- 2 two or more races

<sup>9</sup> Charts 4 and 5 consider faculty race/ethnic/international groups, thus IPEDS data as mandated by the U.S. Department of Education was utilized.

<sup>10</sup> 2012 Fact Book, Appendix A, p. 1. Based on IPEDS race and ethnicity categories mandated by the U.S. Department of Education starting in fall 2009. Percentages reflect rounding.

(11 percent +Int'l (40 MF))

Thayer School of Engineering (Thayer), 14 percent (7 MF), including:

6 Asian;  
1 Black/African American  
(16 percent +Int'l (8 MF))

Tuck School of Business (Tuck), 17 percent (11 MF), including:

2 Hispanic/Latino;  
7 Asian;  
2 Black/African American  
(18 percent +Int'l (12 MF))

In 2012, minority faculty including internationals represented approximately 18 percent of total faculty, with about 13 percent representing ethnic/racial minorities.

Of the total tenured faculty within each school, minority faculty (including internationals) represented the following percentages: A&S, 16 percent (47 MF, including 14 Hispanic/Latino, 3 American Indian/Alaska Native, 12 Asian, 8 Black/African American, 8 two or more races, 2 international); Geisel, 5 percent (4 Asian); Thayer, 11 percent (2 Asian); and Tuck, 18 percent (1 Hispanic/Latino, 4 Asian, 1 Black/African American).<sup>11</sup>

Total tenure-track, non-tenured (junior) faculty in A&S composed about 43 percent (40 MF including internationals), with about 30 percent of the total representing minorities (27 MF).<sup>12</sup> Considering A&S, while percentages of tenure-track, non-tenured minority faculty have increased about 14 percent since 2008 (7 percent increase of internationals),<sup>13</sup> tenured minority faculty have increased by only 5 percent in the same period (11% percent in 2008, increasing to 16 percent in 2012).<sup>14</sup> Although progress is being made, the tenure-track, non-tenured minority faculty are apparently leaving the College at a disproportionately higher rate than their white colleagues, where about 57 percent of white faculty are tenure track, non-tenured and about 84 percent are tenured.<sup>15</sup>

Additionally, out of a total of 456 non-tenure-track faculty in 2012, a group that consisted of 44 percent of combined faculty, there were 10 Hispanic/Latino, 1 American Indian/Alaska Native, 27 Asian, and 0 Black/African American faculty.<sup>16</sup>

Comparing total faculty appointments<sup>17</sup> and departures<sup>18</sup> from the College from 2007 to 2012 (includes junior and senior faculty), there were approximately 15 percent (63) minority

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<sup>11</sup> 2012 Fact Book, App. A, p. 2. Percentages reflect rounding.

<sup>12</sup> 2012 Fact Book, App. A, pp.3,9.

<sup>13</sup> 2012 Fact Book, App. A, p. 9.

<sup>14</sup> 2012 Fact Book, App. A, p. 8.

<sup>15</sup> 2012 Fact Book, App. A, pp. 8-9; see App. D, Chart 6.

<sup>16</sup> 2012 Fact Book, App. A, p. 5. (Includes full time/part time non-tenure-track faculty)

<sup>17</sup> Appointments are defined as total number of external appointments (new hires) and internal appointments (transfers and employment group changes). 2007 to 2012 AAP reports.



faculty appointments and 17 percent (38) departures. A closer look at A&S data during that time period indicates that there were 29 minority faculty appointments (about 31 percent of total appointments) and 18 departures (about 23 percent of total departures) for that same five-year time period. An even closer look at A&S junior faculty appointments and departures indicates that approximately 29 percent of new hires and about 39 percent of total departures were of minority status. Increased proportions of departures in comparison to appointments of minority junior faculty took place particularly in the sciences (44 percent departures/18 percent appointments) and interdisciplinary programs (75 percent/55 percent). While 5 Hispanic/Latin American faculty were hired during that time at A&S, 3 departed; 13 Asian faculty were hired and 7 departed; 7 Black/African American faculty were hired and 6 departed; 4 American Indian/Alaska Native faculty were hired and 2 departed. Of all race/ethnic categories, the Black/African American faculty departed proportionately more than the rest, that is, almost the same number (85 percent) departed A&S as were hired in that time period.<sup>19</sup> Overall, about 60 percent of minority faculty and 53 percent of non-minority faculty departed the College as compared to new hires respectively. Given that the minority faculty population is small (see Charts 4 and 5, above), minority faculty departures diminish opportunities to increase overall numbers.

### Staff

On the staff side, although the College reports that women make up about 60 percent of the workforce, challenges remain in a majority of all areas and levels in the hiring and retention of staff of color and minority status.<sup>20</sup> In 2011, minority staff composed about 5 percent of total staff at the College. When international staff are included, the figure increases to about 9 percent of total staff<sup>21</sup> (the percentages have remained relatively unchanged since 2003<sup>22</sup>), with 6 percent minority staff having held positions at the executive/administrative/managerial level, about 11 percent at the professional/non-faculty level, and 3 percent at the secretarial/clerical level. While Dartmouth's location in rural New Hampshire and a mostly non-diverse community undoubtedly add to the College's challenges in diverse hiring, fortunately, new federal census data reveal that availability for employment of minorities has increased in fields such as those offered at the College.<sup>23</sup>

In 2011, minority staff new hires for the entire institution composed 7.6 percent (38) of total recruitment (501). That same year, of the 424 people who departed, 13 percent (55) were minorities.<sup>24</sup> In about 50 percent of job groups where minority staff departed the College, there were more departures than expected from the prior year's composition in those same job groups. Of the total number of staff promoted in 2011 (234), only 5.6 percent (13) were

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<sup>18</sup> Departures are defined as terminations that are voluntary, involuntary separation from employment, or change from regular to temporary status. 2007 to 2012 AAP reports.

<sup>19</sup> 2007 to 2012 AAP reports.

<sup>20</sup> 2011-12 AAP report. Per federal mandate, the AAP compares availability (percentages of women and minorities indicating or approximating Dartmouth could hire) based on sources such as the federal census to composition (the number already employed in designated job groups).

<sup>21</sup> OIR, IPEDS Human Resources Survey, Chart 1, above; Appendix C.

<sup>22</sup> “ ”

<sup>23</sup> 2011-12 AAP report.

<sup>24</sup> Departures are defined as terminations that are voluntary, involuntary separation from employment, or change from regular to temporary status. 2011-2012 AAP report.

minorities,<sup>25</sup> raising questions of advancement opportunities for staff of color. When it comes to minority senior administrators at peer schools, there are few at the top.<sup>26</sup>

### Ivy League Peer Comparisons

Ivy League and peer comparisons are difficult to obtain as the data are complex and the categories that are self-reported may vary among the universities.<sup>27</sup> The U.S. Department of Education provides guidelines related to the definitions of race/ethnicity/international as well as guidelines on how schools should report this information to the IPEDS. In 2011, IPEDS reported that approximately 18 percent of Brown University, Harvard University, University of Pennsylvania, and Yale University faculties represented minorities. Princeton University and Cornell University reported numbers similar to Dartmouth — namely, that about 15 to 16 percent of faculty represented minorities — which positioned them in the lower one-third among Ivy League peers.<sup>28</sup> Columbia University reported the highest percentage, with 19 percent minority faculty. Again, those percentages increase when international faculty members are added, particularly at Columbia (27 percent), Princeton (22 percent), and Yale (27 percent). Assessments, policy changes, and allocation of funding to advance hiring of minority faculty at these schools have shown small increases in numbers, but our peers are forging ahead in prioritizing and advancing in this area. As one expert in the field commented: “Evaluating the workplace environment is essential for successful diversity initiatives... You can’t come up with a plan for hiring faculty of color without knowing what the problem is.”<sup>29</sup> Consistent and continuing assessments are recommended to find out where the problems exist and how to take the next steps to advance initiatives.

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<sup>25</sup> Defined as an increase in salary grade. 2011-12 AAP report.

<sup>26</sup> *Chronicle of Higher Education*, “At the Ivies, It’s Still White at the Top” (June 9, 2013).

<sup>27</sup> *Chronicle of Higher Education*, “At the Ivies, It’s Still White at the Top” (June 9, 2013); *The National Journal*, “The Next America” (May 30, 2013). Examples of Ivy League peer colleges’ data reporting:

<http://www.upenn.edu/almanac/volume/v59/n17/gender-equity.html>,

[http://www.columbia.edu/cu/opir/abstract/opir\\_fulltime\\_employee\\_1.htm](http://www.columbia.edu/cu/opir/abstract/opir_fulltime_employee_1.htm),

[http://www.columbia.edu/cu/opir/abstract/opir\\_faculty\\_ethnicity\\_1.htm](http://www.columbia.edu/cu/opir/abstract/opir_faculty_ethnicity_1.htm).

<sup>28</sup> See App. E; 2009 to 2011 IPEDS reported data/comparisons of Ivy League peer institutions as of November 1 in a given year. Numbers in this report were calculated into percentages and rounded.

<sup>29</sup> *The National Journal*, “The Next America” (May 30, 2013), citing Grant M. Ingle, an organizational psychologist specializing in developing programs for workplace innovation.

Chart 6, below, indicates data reported to IPEDS by Dartmouth and seven Ivy League peer institutions.

**Chart 6:**  
**Full Time Tenure and Tenure Track Faculty counts by Race/Ethnicity/Citizenship**  
**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.

### *Summary of the College's Current Procedures and Best Practices*

Generally, IDE regularly informs the Dartmouth community of policies and guidelines concerning equal opportunity, nondiscrimination, and affirmative action both internally and externally.<sup>30</sup> IDE is responsible for carrying out the affirmative action program, coordinating diversity initiatives and efforts throughout the Dartmouth community, monitoring compliance with governmental statutes, and mediating equal opportunity and affirmative action complaints. At the same time, deans and vice presidents have obligations to cooperate with the vice president of IDE to implement an effective affirmative action program, become knowledgeable about the College's equal opportunity and affirmative action programs, and ensure that their respective divisions understand and observe equal opportunity policies and review job openings, transfers, and training by supervisors. All employees with supervisory responsibilities are advised to conduct staff meetings to discuss the College's affirmative action program and related items.<sup>31</sup>

For faculty recruitment, faculty positions are generally filled by national searches using search committees, and some aspects of that process are strictly academic. Dartmouth maintains consistent oversight of faculty hires; IDE meets with each search chair at the start of a search to implement the recruitment guidelines. Departments are advised to make ongoing efforts to identify women and minorities for faculty positions by casting a wide net to identify potential candidates, and to expand the number of women and minorities in their own graduate

<sup>30</sup> [www.dartmouth.edu/~ide](http://www.dartmouth.edu/~ide).

<sup>31</sup> 2011-12 AAP report.

or professional programs where such programs exist. Departments are also encouraged to invite female and minority speakers and scholars to the campus.<sup>32</sup>

Institutionally, IDE monitors the process and makes suggestions on ways to broaden the pool for hiring minority faculty. Other opportunities may include the creation of a position within a department, proposed by a dean, in order to enrich the faculty and curriculum or by increasing opportunities through postdoctoral fellowships such as with the Mellon Foundation, where the fellow teaches and researches at Dartmouth for two years, laying the foundation for a possible hire and improving the chances for retention.

Tenure is difficult to reach for all tenure-track faculty members, and each case is an institutional decision that is effectively a 30-year commitment for the College. Even with the extraordinary commitments minority faculty may have (see below), the professional standards of research, writing, and teaching must be up to par for tenure achievement. Every year, each assistant professor meets with his or her associate dean to discuss scholarship and teaching goals and progress toward tenure. Mentoring of junior faculty is provided by assistant academic deans within the department, mentoring networks (such as with the female faculty network), and sometimes mentors outside the department.<sup>33</sup>

Staff recruitment follows guidelines established by HR, which works closely with IDE for best practices. Hiring managers rely on immediate supervisors or HR consultants to obtain guidance about College policy and practices.<sup>34</sup>

### *Programs at Dartmouth Assisting Recruitment and Retention*

The Campus and Community Resource Guide assists with candidates' questions about the community and resources available to them. Assistance for spouse or domestic partner employment, a priority for Dartmouth recruitment, is provided by the dean of the faculty's office as part of faculty hiring and mentoring discussions, deans of the professional schools, IDE, and HR through the Dual Career Network, with access to the Higher Education Recruitment Consortium.<sup>35</sup>

The Dartmouth Center for the Advancement of Learning (DCAL) works with IDE to develop programs and training workshops on recruiting and retaining minority and female faculty, including orientation and mentoring programs that support new faculty, and coordinates seminars, workshops, and luncheons about teaching and learning.<sup>36</sup> In addition, IDE's Diversity and Training & Educational Programs (TEP) offer faculty, staff, and union employee workshops and events that support inclusion and equity practices in the workplace, including employee resource networks, IDE's diversity reading and film groups, the annual Martin Luther King Jr. Celebration, new employee orientation, and programs with the Rockefeller Center, Tuck School of Business, Hopkins Center, Development Office, HR,

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<sup>32</sup> A&S faculty: "Faculty Recruitment and Selection: A Guide for the Dartmouth College of Arts and Sciences Faculty," at <http://www.dartmouth.edu/~ide/recruitment>.

<sup>33</sup> "Handbook of the Faculty of Arts & Sciences" (August 2013), [http://www.dartmouth.edu/~dof/pdfs/dartmouth\\_fac\\_handbook.pdf](http://www.dartmouth.edu/~dof/pdfs/dartmouth_fac_handbook.pdf) (see for procedures of tenure/promotion).

<sup>34</sup> [www.dartmouth.edu/~hrs](http://www.dartmouth.edu/~hrs).

<sup>35</sup> <http://jobs.dartmouth.edu/families/dcn>.

<sup>36</sup> [www.dartmouth.edu/~dcal](http://www.dartmouth.edu/~dcal).

Dining Services, and many more organizations. Currently, TEP staff is working in partnership with DCAL, OPAL<sup>37</sup>, and many more Dartmouth and external organizations to develop outreach and bridge the College with the Upper Valley community.<sup>38</sup>

The Campus Climate Committee is comprised of staff representatives from units across campus, and addresses issues impacting students, staff, faculty, and the broader community. In addition, IDE works with OPAL in executing the “Achieving Community Together” protocol, sharing ideas about enhancing campus climate, and sharing best practices.

### *Challenges Most Cited by Faculty and Staff*

The available data show retention as the main challenge regarding minority faculty, and both recruitment and retention are challenging regarding minority staff. The challenges listed below were most often cited in interviews with faculty and staff.<sup>39</sup>

1. Attracting diverse faculty in the face of competition from top schools is a continuing challenge for Dartmouth, particularly for the Geisel School, which comprises the College’s second largest faculty group.
2. There is a need for access to and facilitation of more effective mentoring programs intra- and inter-departmentally for junior minority faculty; mentoring programs are varied, depend on the leadership of a department, and are not clearly articulated.
3. Tenure requirements tend to be inflexible, owing to the high standards of Dartmouth’s scholarship and teaching, but present special challenges in light of the extraordinary demands on numerically few faculty of color, who interface with disproportionately larger numbers of minority students.
4. The relatively few minority faculty are frequently called upon to serve on committees as well as fulfill other obligations to meet the needs of minority students, thus taking more time away from scholarship and indicating the need for support and recognition of these special demands. Recognizing service as a more important component for all faculty should be considered.
5. There is a need for the College to value and support diversity by investing in positions minority faculty currently hold.
6. Building communities and bridging between communities are challenges for the College internally — including among departments in which diversity planning has traditionally occurred via departmentally based decision-making processes — and externally within the Upper Valley.

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<sup>37</sup> [www.dartmouth.edu/~opal](http://www.dartmouth.edu/~opal).

<sup>38</sup> 2011-12 AAP report.

<sup>39</sup> Interview questions were intentionally open-ended so that the interview would be conversational about diversity hiring and retention practices in the individual’s field of study or division, and also to elicit recommendations for change, if any. Interviews were conducted with departments large and small, and didn’t follow a set pattern of questioning due to the differing nature of departments and variations of interviewees’ fields of study. Nonetheless, patterns of answers and recommendations emerged and were most often cited by faculty and staff as herein described.

7. Staff recruitment for diverse populations, which varies with division leadership, needs to be more intentional and outreach needs to be broader.
8. There is a need for management training for new management starts, as well as a process for assessing managers' effectiveness. Training regarding "unconscious bias" and the role it may play in the advancement, merit raises, and performance evaluations of women and faculty of color should be considered.
9. More surveys, exit interviews of minority staff, and assessments of programming are needed.
10. The overall work environment is challenged when work-life balance policies are not established and not enough flexibility is provided by policies in the workplace.
11. There are simply not enough human resources to cover the demands of the work involved in responsible diversity and hiring departments.

*Recommendations most cited by Faculty and Staff*

Faculty

1. **Hire innovatively and strategically**, more effectively using advertising and outreach. Dartmouth should, where appropriate, move "off the beaten Ivy League path." The use of "cluster hires" (to bridge different fields and add to the number of faculty with interdisciplinary skills) is one of several innovative approaches to building a more diverse faculty. In terms of creating supply, recommendations were to more aggressively implement postdoctorate positions such as the Mellon or Eastman fellowships for hiring diverse faculty who would be more inclined to stay at the College. This would also later increase chances for tenure. For those fellowships, advertising that housing or financial incentives such as student debt relief are included is recommended.
  - a. Outreach efforts need to be **organized, coordinated, and improved**, and successful and unsuccessful recruitment efforts need to be studied. Because the hiring pools are most often not wide, strategies that are used in other fields and industries knowledgeable in competition should be considered.
2. The need for an **official mentoring program** is widely recommended for retention of junior minority faculty. Mentoring now depends on leadership of the different departments and varies depending on the policy and practice of the department. Recommended were **well-articulated mentoring programs**, including clearly defined goals, objectives, and values put into operation for accountability purposes and without hesitation by departments. Suggestions also included mentoring for politics within a department, utilizing mentors from outside of the field and different institutions, and establishing a training program for senior faculty who don't have experience in mentoring junior faculty.

3. Achieving **tenure** for all faculty members is a difficult process. Tenure involves evaluations by top scholars in the field from outside of Dartmouth, as well as Dartmouth colleagues, and department procedures may vary. Some faculty felt there **needs to be more clarity** with regard to annual reviews for tenure, less rigidity in promotion, and some method of accounting for diverse faculty who may be at a disadvantage in achieving tenure due to extraordinary service commitments.
4. In addition to the above, recommendations for personal and family as well as professional **support of minority faculty for retention** included the need for affordable housing at or near the College (many commute long distances, also disadvantaging tenure); more intentional and effective hiring practices for the “trailing spouse or partner”; better inclusivity of partners at College events and through communications; more affordable daycare; more hiring of staff, student counselors, and postdocs to allow faculty more time for scholarship; course release, credit, and time to become leaders in departments and committees (currently there are no academic deans of color); more funding opportunities for research projects for faculty from different disciplines attracting diverse students; departments’ investment in supporting a new minority hire’s position, particularly if teaching outside the field of that person’s interest; support of the minority faculty member when taking term(s) away (otherwise he or she is less likely to leave because of campus demands); establishment of a first-year faculty orientation program that addresses current campus climate issues, ethical responsibilities, and Dartmouth’s unique history (to parallel the student first-year orientation program); and, in general, to make it a priority to devote more time and resources on valuing retention of a diverse faculty – not only on the “welcoming,” but also “becoming” a part of the Dartmouth Community.
5. Regarding **prioritization of diversity**, recommendations were that it is time to make diversity a funding priority to more intentionally attract and retain diverse faculty when other schools are pulling away faculty with increased salary offers and better tenure prospects. Assessing trends through exit interviews (apparently not formally established), conducting diversity surveys (including existing online surveys), and monitoring hiring practices to review pools of applicants, trends of hires and short lists, and reasons prospective hires may choose another college — either through IDE, a “diversity chief,” or other infrastructure — were recommended. Leadership meetings, such as department chair meetings, should add diversity as a standing agenda item. With diversity as a priority of the administration, a critical mass of faculty of color and diverse backgrounds will more likely be retained for the diverse student body.

## Staff

1. The same recommendations for faculty (above) apply to staff hiring and retention.
2. **Use more aggressive and strategic recruitment in the Upper Valley**; devote more funding and incentives for diverse prospective hires to visit the campus from distant locations. Study best practices of businesses that hire within the Upper Valley.
3. **Utilize the expertise of College resources** to provide assistance to the medical school to increase diversity numbers in hiring and retention of faculty and staff.
4. Extend existing programming and/or develop new programming for **spouse and partner job transfers**. Examples include positions at the Veterans Affairs Medical Center, Dartmouth-Hitchcock Medical Center, and Dartmouth itself.
5. Review and **assess diversity hiring practices**. An HR consultant (3.5 positions currently exist for the entire College) is typically assigned to a division, and the hiring manager is given responsibility to post ads and hire. The practice and oversight of hiring diverse candidates varies among divisions.
6. **Implement effective management training through IDE and HR**, including in the areas of diversity and inclusion, merit raises and advancement, “unconscious bias” training, work-life balance, and conflict resolution management — again utilizing expertise from the College or external sources.
7. Establish **system-wide performance evaluations and consistent policies** before raises and advancements are decided.
8. Establish and fund **policies and programs for succession planning and advancement** to retain talented minority staff and administrators.
9. Add more staff in IDE and HR to fulfill important diversity projects, including with Title IX issues.
10. As the Workforce of the Future Report recommends: Implement policy so that staff feels **“ownership” and partnership** with the rest of the College for retention.<sup>40</sup>
11. Consistently administer **institutional staff surveys** (the last one was in 2008) and exit surveys.

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<sup>40</sup>The Strategic Planning Workforce of the Future Report indicates in a 2011 exit survey administered by IDE that the top reasons for minority staff leaving the College are concerns with advancement opportunities, job or career fit, performance recognition, involvement in decision-making processes, the organization’s values, job security, inadequate salary/wages, and confidence in the organization’s future. Note: 17 percent of responders were of minority status.



## **Subcommittee Report on Colleges and Universities**

### *Introduction*

The Ad Hoc Committee on Diversity and Inclusion (AHCDI) appointed a subcommittee to examine the best practices of other leading colleges and universities in order to learn from their experiences. While our remit was regarding recruitment and retention of diverse faculty and staff, we also believed this information would provide input to a broader human resource staffing strategy. In our view, the ultimate goal is to bring more innovation and success to Dartmouth through diversity and multiply the success of underserved students of color by providing a greater presence of diverse faculty and staff role models.

### *Process*

1. Reviewed the internal data for trends and scale to comprehend where the College has achieved success and the practices contributing to that success. Conferred with members of the subcommittee examining internal data for their insights.
2. Identified key universities that shared the College's high ideals for academic excellence and were also known for their work in the area of faculty and staff diversity recruitment and retention.
3. Conducted Internet and library searches of prior university studies, and data that had been used during those studies, to form the basis of those schools' actions and progress.
4. Interviewed university colleagues responsible for faculty diversity, including in the provost offices at Princeton and Stanford.
5. Reviewed conclusions from College exit interviews of professors who did not reach tenure and departed the institution.

### *College and University Selection*

The subcommittee identified 10 colleges and universities to contact for interviews, research, and use for benchmarking purposes. This group of institutions was selected based on research by the subcommittee to determine what institutions were engaged in innovative initiatives and also addressing similar issues pertaining to diversity, hiring, and retention. The subcommittee also solicited recommendations from alumni and professionals at Dartmouth with relevant responsibilities in these areas who are familiar with both the higher education landscape and Dartmouth's peer group.

The 10 colleges and universities researched and interviewed by the subcommittee included:

1. Princeton University;
2. University of Pennsylvania;

3. Stanford University;
4. Columbia University;
5. Brown University;
6. Williams College;
7. University of California, Berkeley;
8. University of Maryland Baltimore County (UMBC);
9. Duke University; and
10. Massachusetts Institute of Technology (MIT).

Questions asked during the interviews are listed in Appendix F.

### *Key Findings*

All of the university colleagues we spoke with emphasized that their larger goal for strengthening diverse faculty and staff recruitment and retention was linked to their goals for academic excellence, research and innovation, and alumni development and corporate support objectives. A 2010 study by MIT captures the sentiment well: “We’re a community that says not, ‘You’re lucky to be here,’ but rather, ‘We’re lucky you came.’”<sup>41</sup>

Common best practices deployed by other institutions include the following.

1. **Leadership and climate:** A clear and visible figure to lead the strategy and make publicly clear that faculty and staff diversity is a top-three institutional priority is critical. Most universities volunteered that ownership lies with their president, provost office, and dean of the faculty. They were unequivocal about the intent of the leadership to drive these objectives and require accountability at all levels in the university.
2. **Diversity strategy:** Put in place a long-term strategy with clear and specific goals that are integral to the overall goals of the university. Several universities reported their lack of progress directly correlated with not having a diversity strategy that was linked to the overall goals and missions of the university and its resource plans.
3. **Centralized unit:** Create a cross-departmental position or office with the express responsibility of diversity recruitment, retention, and promotion. Several universities noted that a senior-level administrator typically guides this office, with the oversight and reach to collaborate with each department or search committee to ensure alignment, provide guidance, and seek accountability.
4. **Financial investment:** Make the financial commitment to hire and retain diverse faculty and staff. The dollars give “teeth” to the efforts, supporting both the central administration and individual schools/units in their outreach (from pipeline building to recruitment) and retention (grants, stipend) efforts. The financial investment also extends to the evaluation and strategic planning of diversity efforts.

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<sup>41</sup> “Report on the Initiative for Faculty Race and Diversity” (2010), Massachusetts Institute of Technology, p. 3. <http://web.mit.edu/provost/raceinitiative/report.pdf>, App. G.

5. **Faculty investment:** The expressed commitment to diversity, engagement, and leadership by the faculty is important. The universities that demonstrated leadership and progress in the area of faculty diversity had faculty members who not only had “buy-in” among the faculty, but also played a leading role in recruitment and retention practices. Moreover, senior faculty were invested in the development of policies and set goals for their teams.
6. **Accountability measures and diversity:** Establish specific metrics and identifiable departmental accountabilities. The metrics are most effective when used as motivators, not punishments, and can contribute to transparency across initiatives.
7. **Diverse candidate pools:** Develop a pipeline of potential faculty and staff, including graduate students, postdoctoral scholars, and visiting faculty. Each university acknowledged the significant level of competition for diverse faculty candidates and a need to be more offensive minded. This included building a candidate pool ahead of need, providing cross-departmental funding for potential candidates, and filling positions ahead of openings when more than one good candidate is interviewed. Several universities reach out to undergraduate and graduate students to prepare, mentor, and advise them for careers in academia, particularly in the STEM fields, to help build a healthy pipeline.
8. **Funding and resourcing:** Utilize institutional and consortium or grant funds to broaden support for faculty, particularly junior faculty. The universities recognized the importance of securing adequate funding for junior professors to complete research, writing, and travel projects. Many of the universities participate independently and in consortium to write grants requests, which can be assigned to diverse faculty for research, travel, and external development.
9. **Family, housing, and mortgage support:** Create incentives for junior faculty members and their families to access and invest in the surrounding community. A lack of nearby housing was often cited as a reason for junior faculty to be less engaged in the campus networking needed to develop the relations commensurate with achieving tenure and performing at a high level. Several universities have made faculty and staff housing a component of their capital asset planning. Many provide mortgage assistance, while others are effectively closing the housing gap with building projects.

Supporting the general findings above, the subcommittee selected a set of particularly noteworthy best practices to highlight.

#### Columbia

1. **Centralized office** — The university established a new office for academic planning to coordinate with all academic and administrative units to recruit, advance, and retain a diverse faculty, recognizing a unified effort was needed to prioritize the issue, offer resources, establish programs, identify gaps with data, and set short- and long-term planning aligned with the university’s goals.

2. Financial investment — The university's central administration put forth \$15 million with a matching \$15 million from individual schools for the purpose of recruiting and supporting female and underrepresented faculty, including research grants for junior faculty, doctoral candidates, and undergraduates. The funding extends to supporting doctoral students who the university is interested in for fellowships.
3. Pipeline building — The new office takes a long-term approach with continual and intermittent reevaluations. It focuses on building an early pathway to the tenure-track route with a pipeline of faculty, understanding that the process begins at the graduate level, establishing programs to work with underrepresented populations from smaller schools to support female, minority, first-generation, disabled, and lesbian/gay/bisexual/transgender/questioning/intersex/asexual doctoral candidates, particularly in the STEM areas.
4. Senior administrator investment — The deans of all the schools play an active role in putting forth underrepresented candidates for hiring consideration. The provost's regular updates list diversity of faculty as No. 1 or No. 2 in the university's eight highest priorities, signaling the commitment to the entire university community.
5. Family benefits — The university provides incentives to support diversity within families, using its policies to reflect inclusivity (i.e., flexible scheduling, childcare, health benefits to same-sex partners).

## MIT

1. Accountability and benchmarking — A comprehensive report was developed on faculty diversity. A faculty vote to double the percentage of minority and female faculty members and triple the percentage of the same in students led to the development of a report on the current state of the university, best practices found within the university, and best practices among peer institutions. The report was compiled by a core team of faculty members during the course of two and a half years with the support of other members from within and outside the institution.
2. Collaboration with other universities — Collaborative programming with other universities builds the pipeline of underrepresented minorities. The university works with Carnegie Mellon and University of Massachusetts Amherst to prepare underrepresented minorities for careers in particular STEM fields through workshops, mentorship, and tutoring.
3. Family-friendly fellowships — Programs support female and minority fellows and their families. The university offers fellowships and summer research opportunities, as well as health benefits for dependents, to increase the representation of female and minority faculty.

## Princeton

1. Visiting professors — The university recognizes the importance that prominent professors can have on student selection, college revenue, and its cache. During the

past years, the school has engaged several diverse faculty members to offer innovative thinking and alternative perspectives and attract a broader range of students and other diverse professors.

2. Matching fulltime equivalents (FTEs) — When a department is filling its candidate pool and identifies a diverse candidate, but the budget is insufficient, it can appeal to the dean of the faculty or provost for matching FTE headcount dollars.
3. Metrics — The president and office of the provost take an active role in ensuring there are diverse candidates in every search process and review metrics by department each quarter.

#### Stanford (see Appendix H)

1. Mentoring — The university has implemented a mentoring program and attempts to pair underrepresented junior faculty with tenured faculty when possible. Trained mentors are bringing a consistent development approach for tenure-track faculty.
2. Billets — Similar to Princeton’s “matching FTEs,” Stanford uses a concept to award “billets” by department. These are used to fill unplanned hires especially for its diverse candidate pool.
3. Housing — The housing dilemma for junior faculty at Stanford is similar to the challenges at Hanover. Many options close to campus are too expensive. The university has created some affordable faculty and family campus housing to address the concern.

#### UMBC (see Appendices I and J)

1. Postdoctoral fellows program — This program is designed for Ph.D.s committed to diversity, and assists the office of the provost in identifying enablers and barriers to recruitment, development, retention, and advancement of minority faculty.
2. ADVANCE — The university participates in a program focused on increasing the representation and advancement of women and minorities in science, technology, engineering, and mathematics fields. External funding for the program was awarded after the school transformed long-standing regressive inclusion practices into a program that is a model for other universities.

#### University of California, Berkeley

1. Climate — The university is conducting a campus-wide climate survey to get a deeper understanding of the challenges on campus.
2. Accountability — The university created a tenured faculty position in each department (an “equity advisor”) to serve as the departmental contact for the vice chancellor of equity and inclusion. This supports accountability and involves the advisor in each search process.

3. Active review — A rigorous review is conducted when a faculty member does not receive tenure or when departures are announced. Information learned is applied to future retention practices.

## Williams

1. Centralized office — The college has a chief diversity officer who oversees every stakeholder, from trustee to alumnus. The position is a direct report to the president. There is also a rotating faculty position that focuses on institutional diversity, with primary responsibility for faculty recruitment, retention, and promotion of all junior faculty (not just faculty of color). This faculty member works with all department chairs and hiring chairs to promote coalition building, creativity, and innovation.
2. Public priority — At the beginning of every recruitment cycle, the president and chief diversity officer hold a meeting with committee chairs to set up the strategy and direction for recruitment and retention.
3. Transparent metrics — Established metrics keep each committee, the faculty dean, and chief diversity officer aware of any emerging trends. It also allows for the tracking of potential candidates to build the pipeline.
4. Collaboration — The college is a member of Liberal Arts Diversity Officers (LADO) and the Creating Connection Consortium project, with a \$4.7 million grant from the Mellon Foundation. There are 22 institutions involved, including Middlebury, Wesleyan, Connecticut College, and Amherst.

## *Considerations, Issues, and Opportunities for Dartmouth*

1. The president and provost play a critical role in making the recruitment and retention of a diverse faculty and staff an institutional priority, creating structural processes with clear and realistic goals.
2. Real impact requires a strategic and significant investment of resources.
3. Leadership changes (e.g., new president, provost, or dean) require reestablishing the “contract” for effective recruitment and retention.
4. There must be senior minority leaders in visible roles on the faculty and in the administration who can be mentors.
5. A unified office with senior faculty leadership and administrators to engage the multiple constituencies can enhance collaboration across departments and across the institution. The goal is more meaningful collaboration — beyond just “buy-in” or following a directive — between faculty and staff. As peer institutions reported, adding the responsibility for diverse faculty and staff recruitment to already full-time workloads can be overwhelming. Having dedicated positions to focus on these issues allows for more proactive creativity. It is nonetheless important to ensure that faculty are fully invested in and feel ownership of the process.

6. Proactively build diverse, talented candidate pools and pipelines. Building the pipeline of potential candidates has to take a longer-term approach, from undergraduate and graduate student outreach to multi-cycle engagement. Diverse candidates must be cultivated before they are actively recruited or selected during a specific hiring process.
7. We must be innovators when it comes to recruitment. The pool is small when we consider only our closest peers, but searches can be expanded to regularly include other elite schools, including historically black colleges and universities.
8. There are climate and community concerns that can only be diminished by outreach from department heads and colleagues. Everyone seeks to find a natural community, and some communities may need to be created.
9. Dartmouth faculty should take a leadership role in recruitment and retention efforts. Department heads need to collaborate across units to identify best practices and understand the benefits of investing time and manpower to increase diversity. Faculty and staff search committee chairs should have a process of training and metrics to follow and to which they are held accountable.
10. Mentoring is key for advancement and to de-mystify the tenure track for junior faculty.
11. Pressures on minority faculty are amplified by minority isolation and student requests for mentoring and event sponsorship. These challenges should be included in the larger equation for advancement.
12. Engaging in and filling leadership roles with professional associations for minorities and women in particular fields are important ways to help build networks and the pipeline for potential candidates.
13. Recognize the importance of surveying the experiences and perceptions of diverse faculty and staff that are presently at the College. Understanding the campus climate and being willing to face and address less than positive findings is an important step in demonstrating a commitment to inclusivity, transparency, and innovation.
14. The establishment of community programs and networks to support junior faculty and new staff, and their families, is important in fostering a welcoming community as well as an environment in which new members will seek to invest.
15. We must recognize that, for many of our students — minority or otherwise — attaining the full measure of the Dartmouth experience requires diverse faculty role models to define career and leadership potential. From an admissions perspective, Dartmouth cannot continue to lose strong candidates to peer institutions out of a perception, real or not, that the community is less supportive of diverse students. This perception is borne out of the impression that the staff and faculty are not as diverse as our peers and that the campus climate is not as inclusive.

## **Subcommittee Report on For-Profit and Not-for-Profit Sectors**

### *Introduction*

The Ad Hoc Committee on Diversity and Inclusion (AHCDI) was committed to learning from the experiences and outcomes of other leading institutions across the country as it sought to deliberately create diverse and inclusive organizations. In addition to the practices of our peer institutions, we also looked to the for-profit and not-for-profit sectors for best practices and lessons learned.

While the business sector and more urban-based nonprofit organizations are arguably well ahead of many others in the diversification and inclusion of their workforces, we believe Dartmouth has an opportunity to be a leader and innovator in bringing many diverse voices and perspectives to the campus community.

We applaud those organizations with whom we spoke for their generosity in sharing their successes and challenges. We selected these organizations because they have all distinguished themselves and received national recognition for the success of their diversity and inclusion programs, have dealt with geographical challenges, or have new, emerging successful initiatives under way. Their experiences, guidance, lessons learned, and shared commitment were invaluable and inspiring.

### *Process*

We identified a set of for-profit and not-for-profit organizations to interview, using a questionnaire developed by the subcommittee (see Appendix K). The questionnaire was used to guide the telephone interviews that our subcommittee members conducted with diversity officers at each organization. The interviews focused on the following topics:

1. Diversity and inclusion (D&I) objectives in the context of corporate strategy;
2. Quantitative and qualitative measures of success and failure;
3. Top recruiting practices and policies that support D&I performance objectives;
4. Top promotion practices and policies;
5. Top retention practices and policies;
6. Top external outreach practices and policies;
7. D&I training programs; and
8. Corporate climate for employees of diverse backgrounds.

### *Organizations Selected*

Following a review of the 2012 edition of *The Diversity Inc.* “Top 50 Companies for Diversity,” and after mining a wide range of Dartmouth alumni recommendations and contacts, the subcommittee identified the following organizations to interview.



#### For-Profit:

1. Kellogg's;
2. Spencer Stuart;
3. PricewaterhouseCoopers;
4. American Express;
5. IBM; and
6. MasterCard.

#### Not-for-Profit:

1. American Red Cross; and
2. American Cancer Society.

### *Key Findings*

Remarkably, each of the eight organizations that we interviewed reflected nearly identical experiences, themes, and recommendations. The interviewees were unanimous in their commitment to D&I initiatives because “it makes smart business sense.” Many referenced both research and their own experiences that suggest a strong correlation between support for D&I initiatives and organizational performance based on enhanced skill levels, the value of new perspectives, increased commitment and dedication to the organization, successful recruitment and retention of the “best and brightest,” and the creation of a strong, positive organizational culture.

While the benefits of creating a diverse and inclusive organization were undisputed, each organization also echoed that the challenges associated with bringing such an aspirational set of objectives to fruition — creating wholesale culture change, in essence, across large, widely distributed, politically complex, bottom-line-driven organizations — are somewhat daunting. Each organization employed a series of tactics specific to its needs when trying to inculcate diversity, but all found that the most critical ingredient driving their success — from program inception through its evolution and maturation — was the need for the senior leadership to declare, reinforce, and visibly support D&I as a strategic priority for the organization. Each organization highlighted the essential value of the CEO or president serving as chair of a corporate diversity council, routinely highlighting recent diversity initiative breakthroughs and the benefits achieved, and holding himself or herself and the executive team accountable for results. Those organizations with business units in more rural or remote locations felt that their geographic challenges made visible, vocal, and enthusiastic senior leadership participation even more important. All those interviewed acknowledged that progress would be limited, at best, in the absence of this kind of dedicated commitment from the top.

Each organization we interviewed also highlighted the need to put in place the infrastructure required to develop, drive, and support a comprehensive set of D&I initiatives. All of the organizations had developed some version of an office of D&I, with a chief diversity officer or other similar executive leadership position. While some of these functions had

originated out of the human resources department, they were quickly moved out to increase visibility and access to programs and to emphasize the strategic and operational importance of the endeavor. In addition to corporate-level councils or committees, many of the organizations with whom we spoke developed a combination of both business-unit-specific councils and affinity groups. The affinity or resource groups, in particular, serve as valuable support systems for members and effective feedback loops for the organization. Some organizations have been successful in partnering with other organizations such as the NAACP, 100 Black Men, and the National Council of La Raza to provide programming and even support recruitment efforts. The consistency of and commitment to targeted mentoring and resource groups are seen as critical to successful diversity initiatives, particularly when coupled with effective and frequent communications campaigns.

Finally, D&I cannot be viewed as a “program” or a “project” that has a defined beginning and ending. Rather, the organizational leaders we interviewed all emphasized that diversity must be viewed as an organizational value to which all employees are held accountable. To that end, human capital plays a critical role in ensuring that D&I is included in promotion criteria (e.g., does XX bring diverse points of view to problems in a way that helps to solve them?) and in recruiting questions (e.g., what diverse experiences will you bring to this position?). While success in recruiting a diverse workforce is one metric these organizations use to track progress, simply having a measurably diverse workforce is not sufficient. Similarly, diversity cannot be accomplished through quotas. Our interviewees felt that quotas are “a recipe for failure.” Moreover, once recruited, D&I staff need mentoring and coaching to build “connective tissue” between the employee and organization.

Clearly, all of the organizations and leaders with whom we spoke identified D&I as critically important tools in advancing their organizational missions and goals. The progress that has been made in creating sweeping organizational culture change has required that D&I be viewed as critically important strategic assets to the organization. Most importantly, this progress has been made primarily because executive leaders have intentionally and visibly sustained their focus, commitment, and resources on ensuring that a wide variety of perspectives, experiences, and ideas are woven into their organizational fabric.

## **Conclusion and Recommendations**

In accordance with its mission, and through presentations at meetings and subcommittee work, the Ad Hoc Committee on Diversity and Inclusion (AHCDI) has gathered and analyzed available data regarding the hiring and retention of faculty and staff of color and underrepresented communities at Dartmouth College. In so doing, the AHCDI has researched data and best practices regarding recruitment, mentorship, and professional development opportunities within the College community, and has ascertained best practices of peer institutions as well as business and nonprofit entities that are leaders on issues of diversity and inclusion. Each of the above three subcommittee reports concludes with key findings, recommendations, and opportunities to assist with Dartmouth's advancement in this area. The Subcommittee Report on Dartmouth Internal Data provides a "snapshot" review and analysis of Dartmouth and where the College stands today with regard to these issues, concluding with recommendations by faculty and staff (pp. 21-23). The Subcommittee Report on Colleges and Universities examines the best practices of both peer institutions and key universities that share Dartmouth's high ideals for academic excellence and are known for their work in the area of diversity recruitment and retention for faculty and staff (pp. 25-30), highlighting that colleges can learn from one another even in the competitive arena of hiring. The Subcommittee Report on For-Profit and Not-for-Profit Sectors provides an overview of experiences and outcomes of other leading organizations across the country that are at the forefront of diversity hiring and retention (pp. 32-33).

Although the research and findings of the three subcommittees' reports were obtained from different entities across the nation, the following recommendations were common to all three:

1. The president and provost must commit to declaring, reinforcing, and visibly supporting faculty and staff diversity as one of their top-three strategic priorities for Dartmouth's success, and unite the College community in this effort.
2. Mentoring of junior faculty and management training of staff through clearly articulated goals, objectives, and values within an accessible and clarified infrastructure are critical not only to the retention of faculty and tenure achievement, but also for advancement opportunities of minority staff and recruitment.
3. Developing comprehensive short- and long-term diversity strategies linked to the mission and core values of Dartmouth will strengthen the College infrastructure and enhance diversity recruitment.
4. Funding and resourcing for the implementation of immediate and long-term diversity strategies and initiatives are also critical. Conducting ongoing training programs, hiring more diverse department staff, supporting junior minority faculty to complete research and tenure requirements, opening more postdoctoral fellow positions for broadening hiring pools, and leading capital asset planning initiatives such as for faculty and staff housing are all strategies that have proved successful.

5. Conducting periodic evaluations of existing diversity policies and programs, implementing minority faculty and staff surveys and exit interviews, and studying trends and best practices of hiring and retention of departments and divisions are important for accountability measures and to identify the successful departments and learn from these efforts.
6. In light of the recent campus climate events and recent minority faculty and staff resignations, and in line with Dartmouth's mission and core values, it is imperative that diversity issues be dealt with head on. It is essential that organizational cultural change be made for the advancement of an already top-rated educational institution, and that the College recognize the need of all Dartmouth's students for more diverse faculty and staff role models. Such inclusion is key to student success at Dartmouth and beyond.

The AHCDI presents this report with the aim that the leadership and professional team at Dartmouth will examine these ideas for new initiatives and the augmentation of existing programs in ways that will serve the immediate and long-term needs of the College. Dartmouth is poised to make significant progress in the areas of diversity and inclusion as it pertains to the hiring and retention of faculty and staff. It is our hope that Dartmouth will emerge as an institutional leader in these areas.

The AHCDI is grateful to the Dartmouth community, the businesses and nonprofit entities, and the colleges and universities that so generously shared information, data, and best practices. We invite the Dartmouth community to submit comments, questions, suggestions and/or feedback to the Alumni Council or Alumni Liaison Committee.

Respectfully submitted,

The Ad Hoc Committee on Diversity and Inclusion

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