

Arts and Sciences Diversity Plan

Overview of the Faculty of Arts and Sciences

Arts & Sciences is Dartmouth's largest academic division with nearly 650 faculty members, of whom 430 are tenured/tenure-track assistant, associate, and full professors. The curriculum offers roughly 2,100 courses each year to 4,400 undergraduates.

The Office of the Dean of Faculty (DOF) is comprised of the dean, four associate deans, assistant deans, and administrative staff. As the chief officer for the Arts and Sciences, the Dean oversees the educational policies, programs of instruction of the Faculty, and all matters related to the effectiveness, development and well-being of the Faculty. There are a number of offices, centers, and institutes that are also under the purview of the DOF, including: the Office of the Registrar; the Leslie Center for the Humanities; the Nelson A. Rockefeller Center for Public Policy and the Social Sciences; the William H. Neukom Institute for Computational Science; the Guarini Institute for International Education; the Office of Undergraduate Advising and Research; the Office of the Chief of Staff for Administration & Advancement; and the Office of Finance and Operations.

Past and Ongoing Efforts

The DOF has worked diligently to create an academically rich and diverse faculty. Historically, the deans have used their annual retreat to review the overall composition of the Arts and Sciences faculty and develop a recruitment plan that best responds to the needs of the departments and programs.

In recent years, additional steps have been taken to strengthen both recruitment and retention of the best faculty and staff. The Provost's diversity liaison has been invaluable in working with the associate deans, department/program chairs, and search committees to develop strategies in support of Dartmouth's Action Plan for Inclusive Excellence. These strategies are detailed below.

Faculty Recruitment

- Develop proactive recruiting strategies to build more diverse applicant pools.
- Identify department/program specific recruitment strategies using faculty data provided by the [Office of Institutional Diversity and Equity](#) (IDE). This effort also includes reviewing the [Survey of Earned Doctorates](#) to determine which subfields are inherently more diverse (e.g., labor economics is more diverse than other economics fields) and seeking out candidates from academic subfields that have concentrations of minority scholars.
- Share "best practices" for building an academically excellent and diverse faculty with department/program chairs and faculty serving on search committees. This effort includes expanding advertising strategies to newsletters and listservs run by

associations of minority scholars and prestigious postdoctoral fellows' programs aimed at minority scholars (e.g., Ford Foundation).

- The Provost's office has made available to departments/programs additional and flexible resources to recruit faculty members who would add diversity to the recruiting department/program.
- We also strongly encourage chairs and search committee members to attend implicit bias training workshops sponsored by the provost's office, IDE and Human Resources (HR).

Faculty Retention

- The DOF proactively reaches out to faculty who may be at risk of leaving Dartmouth for another institution to better understand what might be prompting them to leave—compensation, trailing partner, childcare, health benefits, housing, parking, etc.
- We routinely ask faculty with formal outside offers to share the details of their recruitment packages.
- In cases where we are unsuccessful in retaining faculty, we encourage exit interviews both with the deans and with IDE to gain insights into the factors that led to their decision to leave the College.

Mentoring/Professional Development

- Junior faculty members meet annually with the appropriate associate dean and the department/program chair. These meetings provide assessment of teaching and scholarship, including information from the faculty member's record supplement form, and teaching evaluations from students.
- All faculty members are encouraged to provide information about ways in which the College can better support them.
- All faculty members are encouraged to participate in professional development opportunities available at the [Dartmouth Center for the Advancement of Learning](#) (DCAL).
- All faculty members are encouraged to take advantage of programming offered by the [National Center for Faculty Development and Diversity](#) (NCFDD).
- All faculty members, and department/program chairs in particular, are strongly encouraged to attend workshops (implicit bias training, etc.) offered by IDE and HR.
- Faculty at all ranks, chairs of departments/programs, and deans are encouraged to regularly review the [Mentoring and Professional Development Guidelines](#) document that was adopted in 2017.
- The faculty record supplement has been modified to provide an opportunity for all faculty to report their activities related to supporting a climate of inclusivity and

diversity on campus. The DOF has also developed a faculty record supplement form to evaluate and support career development of contingent faculty.

Building the Academic Pipeline

- In recent years, the College has put new emphasis on the recruitment of postdoctoral fellows in a wide array of disciplines and through a variety of mechanisms, such as the [Society of Fellows](#) and [International Relations Fellows Program](#), as well as fellowship programs supported by the [Leslie Center for the Humanities](#), [Neukom Institute for Computational Science](#), and [Program in Quantitative Social Science](#). This represents a large flow of talented young scholar-teachers and affords us the opportunity to enrich and diversify our academic community.
- The DOF also invests in initiatives that support the success of underrepresented undergraduates, some of whom may choose to pursue academic careers. These programs include the [Mellon Mays Undergraduate Fellowship Program](#), [Women in Science Project](#), and [E.E. Just Program](#).

Additional Efforts - Raising Awareness

- The DOF provides annually all new faculty and new chairs with an orientation session.
- The Dean of the Faculty communicates with faculty each fall via memo to reaffirm Dartmouth's commitment to providing an inclusive and open learning environment, reiterating college policies, and directing faculty to relevant campus resources.
- Faculty serving on the Committee on Student Life (COSL) have an opportunity to better appreciate issues of diversity and inclusion that affect students and discuss ways to address these issues inside and outside of the classroom.
- The DOF periodically offers a diversity lecture aimed at broadening knowledge of inclusion and diversity among arts and sciences staff. The most recent lecture was "[Infinite Receptors](#)," given in the Spring 2019 by Professor of Studio Art Enrico Riley, who discussed how themes of race and identity play a role in art. Other lecturers have included Professor of Anthropology Deborah Nichols, Associate Professor of Government Sonu Bedi, Professor of Religion Randy Balmer, and Associate Professor of Native American Studies Melanie Taylor.

Staff Recruitment

Arts and Sciences is also committed to recruiting, retaining, mentoring, and offering professional development opportunities for exempt and non-exempt staff.

- Supervisors partner with HR and IDE to utilize "best practices," including expanding advertising strategies to newsletters and listservs run by organizations that reach a wide audience, including underrepresented populations.
- Supervisors and staff participating in the search process are encouraged to attend workshops on implicit bias and other topics offered by IDE and HR.
- Supervisors work closely with HR and IDE to develop a diverse applicant pool.

- Supervisors are encouraged to develop on-boarding plans to help ensure new employees' transitions to Dartmouth are seamless and productive.

Staff Retention

- The DOF proactively reaches out to staff members who may be at risk of leaving Dartmouth for another institution to better understand what might be prompting them to leave—compensation, trailing partner, child care, health benefits, housing, parking, etc.
- Supervisors are encouraged to periodically conduct “stay interviews” to better understand what motivates exempt and non-exempt staff to perform at their best. These interviews are also an important opportunity to learn more about what staff members need from supervisors and the College.
- We routinely ask staff with formal outside offers to share the details of their recruitment packages.
- In cases where we are unsuccessful in retaining staff, we encourage exit interviews to gain insights into the factors that led to their decision to leave the College.

Staff Mentoring/Professional Development

- Supervisors are encouraged to meet weekly with their direct reports to assess work assignments and to address areas of success and areas needing improvement.
- Supervisors annually review the overall performance of their direct reports, providing feedback on accomplishments and areas needing improvement as well as recommending professional development opportunities to enhance performance.
- Exempt and non-exempt staff are encouraged regularly to report ways in which the College can better support them;
- Staff at all ranks are encouraged to participate in professional development opportunities available at DCAL, IDE, and HR.

Accountability

In response to the President and the Provost's 2016 Inclusive Excellence charge, the deanery reviewed nearly a dozen diversity and inclusion plans at other institutions of higher education. From those plans, and in consultation with the appropriate offices at Dartmouth, the DOF constructed a rubric for assessing and promoting diversity, [*A Blueprint for Equity, Inclusion, and Diversity in the Arts & Sciences*](#), which builds on efforts over the last decade, described above, to recruit and retain the very best faculty and staff. It also draws on strategies being used at other colleges and universities to institute cultural change on their campuses.

The blueprint focuses on three key areas—recruitment, retention, and mentoring/professional development. The plan has two components: 1) a set of action steps to be pursued by faculty, chairs, deans, administrators and staff; and 2) an evaluation tool to collect data on progress in these areas.

The blueprint provides a uniform way of gathering and analyzing data related to the three key areas of building a more inclusive and welcoming community.

Additionally, the creation in 2017 of the mentoring and professional development guidelines for faculty provide clarity around the expectations of faculty, department/program chairs, and the deans. The document includes a detailed set of recommendations that will help create a culture is that is more welcoming and supportive of members of our academic community.