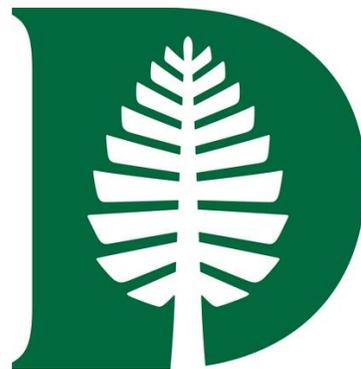


Dean of the Faculty for the Arts & Sciences



Report on Inclusive Excellence

March 2021

MESSAGE FROM THE DEAN OF FACULTY

In 2016 the Dean of the Faculty office prepared the diversity and inclusion plan for the Arts and Sciences in accordance with the Inclusive Excellence framework. This plan included the development of the Blueprint for Equity, Inclusion, and Diversity to serve as an instrument for departments, programs, and administrative units within Arts and Sciences to report on their efforts to create a more diverse and inclusive community. This past year, I requested that chairs and other leaders complete by May 1, 2020 a new Blueprint for Equity, Inclusion, and Diversity in the Arts and Sciences. Shortly afterward, the COVID-19 pandemic led to the closure of campus, with ongoing repercussions for every aspect of Dartmouth's mission. Throughout Spring, Summer, and Fall 2020, Arts and Sciences faculty and staff worked to report on their contributions and challenges relative to Dartmouth's goals for Inclusive Excellence. These reports focused on the 2019-2020 academic year.

In this same time period, a number of events on and beyond campus have substantially changed the context for all of the issues at the heart of Inclusive Excellence goals. As we find ourselves publishing this report in March 2021, the ground continues to shift.

This report cannot fully address the breadth and depth of difficulties currently faced by individuals, academic units, the college as a whole, or society at large as related to diversity, equity, inclusion, and anti-racism. Nor does this report fully account for all the past, present, and future plans related to Inclusive Excellence. Nonetheless, we are publishing this report to represent both a snapshot of Arts and Sciences according to the 2019-2020 Blueprints and a preliminary assessment of the impact of Inclusive Excellence over the past five years. The comparative data presented here highlight accomplishments, and deficiencies, relative to the goals of the Inclusive Excellence initiative.

Achieving substantial cultural change across the College requires that each of us consider our own role in creating a welcoming environment. We all need to examine ongoing impacts of structural inequities and seek solutions. I am pleased with the progress we have made since the inception of the Inclusive Excellence Initiative, yet, much work remains.

To bolster progress across Arts and Sciences, I have redefined several administrative positions. The Assistant Dean for Special Projects, appointed in 2019, assists with coordinating activities related to both Inclusive Excellence and the Campus Climate and Culture Initiative (C3I). In January of 2021, I also appointed a Senior Advisor for Faculty Development, Diversity, and Inclusion. The Senior Advisor plays an instrumental role in advising the Dean of the Faculty office on issues related to faculty recruitment, retention, equity and inclusion, as well as coordinates reporting of Arts and Sciences progress with respect to the Inclusive Excellence and C3I initiatives.

The actions listed in this report are not meant to be complete or comprehensive. Some details about implementations are not as elaborated as they might be. Since the Blueprint process began more than a year ago, before the disruptions of the COVID-19 pandemic, we decided not to delay further. The work of Inclusive Excellence is ongoing and unfinished. We will always be engaging with new ideas, proposals, and requests. This report provides a snapshot of one moment as well as a roadmap to future accountabilities.

Many people have contributed to this report. The process began with the Blueprints, with chairs, directors, and senior staff reporting their actions and perspectives on the 2019-20 academic year. Synthesizing the Blueprint responses was the primary responsibility of Timothy Baker, Assistant Dean for Special Projects, who also contributed to the sections on non-tenure-track faculty. The sections on Staff have greatly benefited from the insights and expertise of Kate Soule, Director of Finance and Research Administration. Further review was provided by: Amanda Bushor, Director of the Operations and Finance Center; Christopher Strenta, Associate Dean for Finance and Operations; and Janet Terp, Chief of Staff for Administration and Advancement. The final report was prepared by Senior Advisor, Michelle Warren, who also reviewed prior reports and public statements related to Inclusive Excellence. Finally, this report has been reviewed and endorsed by the academic Associate Deans: John Carey, Associate Dean for Social Sciences; Samuel Levey, Associate Dean for Arts and Humanities; Daniel Rockmore, Associate Dean for Sciences; and Dennis Washburn, Associate Dean for International and Interdisciplinary Studies.

In presenting this report, I wish to acknowledge the labor and care that so many have invested over many years in advocating for the highest forms of accountability for the institutional transformations that will truly enact the highest ideals of Dartmouth's educational mission.



Elizabeth F. Smith

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OVERVIEW

A diverse and inclusive intellectual community is critical to an exceptional education, scholarly innovation, and human creativity. Dartmouth's [educational mission and core values](#) have long recognized all forms of diversity as the bases of academic excellence. Nonetheless, much work remains to create an environment where all feel welcome and empowered to achieve their greatest potential for learning, teaching, researching, and creating. Dartmouth, like all of society, continues to grapple with historical legacies of exclusion and oppression based on race, color, gender, sexual orientation, religion, disability, socioeconomic background, and many other factors.

The Faculty of Arts and Sciences, as the largest academic division and primary provider of the undergraduate curriculum, has a significant role in upholding Dartmouth's educational mission. The Dean of Faculty (DOF) is the chief academic officer, overseeing educational policies and the curriculum as well as the effectiveness and development of the Arts and Sciences faculty. [Arts and Sciences](#) has forty academic departments and programs, organized into four divisions: Arts and Humanities, Social Sciences, Sciences, and International and Interdisciplinary Studies. In addition, Arts and Sciences hosts three major research centers: the Alan and Fannie 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. Three offices essential to the undergraduate academic experience report to the Dean of Faculty: Office of the Registrar; Office of Undergraduate Advising and Research; Guarini Institute for International Education. Finally, the administrative management of the Faculty of Arts and Sciences comprises two offices: Office of the Chief of Staff for Administration and Advancement; Office of Finance and Operations (which includes the Arts and Sciences Finance Center (ASFC)). The Faculty of Art and Sciences is governed by a number of [standing committees](#) charged with addressing a wide range of academic and educational policies.

This report is the third from Arts and Sciences in response to the 2016 college-wide [Inclusive Excellence](#) initiative. In 2017, the DOF posted the first report on [Blueprints for Equity, Inclusion, and Diversity in the Arts and Sciences](#). In 2019, the DOF posted an updated [Arts and Sciences Diversity Plan](#).

For 2019-20, every department, program, center/institute, and office was asked to complete a new "Blueprint for Equity, Inclusion, and Diversity." The reporting template focused on three key areas: recruitment; retention; mentoring and professional development. The 2019-20 Blueprint was revised from the 2016-17 Blueprint to add new metrics related to mentoring and professional development. The 2019-20 Blueprint also provided space for qualitative comments about challenges, opportunities, and future plans. The Blueprint model of reporting was adopted by the DOF in 2016 after reviewing nearly a dozen diversity and inclusion plans at other institutions of higher education. Our approach builds on efforts over the last decade to recruit and retain the very best faculty and staff. It also draws on strategies that have proven successful on other campuses seeking to institute cultural change.

This report reflects our review of past reports from Arts and Sciences and the [Provost's Office](#), in order to "ensure that our future actions reflect the insights and contributions of previous working groups and task forces, recognizing that people of color have borne the brunt of educating and informing others about the harmful and destructive impacts of racial inequality" (Office of the President, [community](#)

[letter](#), July 1, 2020). In addition, we have carefully reviewed the July 14, 2020 [Open Letter](#) addressed to the Trustees, President, and senior leadership as well as the January 18, 2021 [announcement](#) concerning new institutional commitments related to diversity and inclusion.

These reviews have revealed several shortcomings in the current Blueprint process. For departments and programs, the Blueprints focus almost entirely on tenure-track and tenured faculty. As a result, we do not currently have consistent information about issues related to Inclusive Excellence for non-tenure-track faculty, researchers and postdoctoral fellows, graduate students, staff, and other department and program members. In the future, we will remedy these gaps. We also look forward to incorporating lessons from Inclusive Excellence reports by other deans and senior leaders.

RECRUITMENT

The DOF seeks to recruit talented faculty, researchers, and staff who support and further Dartmouth's educational mission. Recruitment is one significant way that Arts and Sciences contributes to institutional change, new knowledge production, and pedagogical innovation. The DOF, Associate Deans, department and program chairs, senior staff, staff supervisors, and many others work collaboratively with other units around campus, most especially the Provost, IDE, and HR.

Faculty, Tenure-Track and Tenured

The tenure-track and tenured faculty include assistant professors, associate professors, and full professors. Since the beginning of Inclusive Excellence five years ago, 114 tenure-line faculty have been hired in Arts and Sciences, the vast majority as replacements in existing lines.

Since 2015, Arts and Sciences has worked closely with the Assistant Provost for Faculty Recruitment (Michelle Warren 2015-18 and Dean Lacy 2018-20). These efforts have expanded on the trainings and compliance reviews long provided by the Office of Institutional Diversity and Equity (IDE). With support from the Assistant Provost, Arts and Sciences has sought to increase the diversity of applicant pools, review search practices from the perspective of inclusivity, and disrupt the influences of bias in hiring processes. New measures implemented include: encouraging departments/programs to propose searches in subfields aligned with the most diverse applicant pools; standardized language in ads describing Dartmouth's diverse student body; standardized language in ads encouraging applicants to describe their commitment to advancing Inclusive Excellence at Dartmouth; targeted outreach to recipients of diversity-oriented fellowships (e.g. Mellon Mays Undergraduate Fellowship, Ford Fellowship); expanded advertising in venues that focus on race and gender in particular disciplines (including via social media hashtags).

As a result of these efforts, applicant pools have diversified significantly across Arts and Sciences. Between 2015 and 2020, the representation of underrepresented minorities (URM) has increased from approximately 23% to approximately 36%.¹ The overall proportion of URM PhD recipients, according

¹ Data provided by the Office of Institutional Research. For the purposes of Dartmouth College internal reporting, URM here includes all individuals who identified themselves as Asian/South Asian, Black/African American, Hispanic/Latino/a/x, Native American/Native Alaskan, Hawaiian/Pacific Islander, or Multiracial.

the [NSF Survey of Earned Doctorates](#), is approximately 27%. By this broad measure, applicant pools in Arts and Sciences at Dartmouth now exceed the benchmark of availability by a margin of almost 10%. However, in practice we measure availability by discipline, where proportions of representation vary significantly. The Office of Institutional Research (OIR) and Provost Office are currently working on data system improvements that will enable more focused analysis in the future. Nonetheless, current aggregated statistics show measurable improvements in the recruitment of applicant pools.

We do not yet know how well searches maintain the diversity of their candidate pools through to the interview and offer stages (OIR staff are in the process of editing and analyzing the data). However, a number of measures have been implemented to foster equitable review of qualified applicants throughout the hiring process: discussion of bias in recommendation letters; guidance for using consistent criteria in reviewing applications; review of voting and selection methods; review of how committees justify their selections of candidates. These measures are all in addition to the trainings and compliance reviews provided by IDE.

During this reporting period, Arts and Sciences made ten hires through a grant from the Andrew W. Mellon Foundation, “Building a Twenty-First Century Faculty” (2017-2020). For 2020-21, a final group of hires will complete this initiative. The “Mellon Postdoc to Tenure Track” (MPT) program is meant to increase the pace for diversifying the faculty. MPT provides for a two-year postdoc to precede a tenure-track appointment for new hires with a demonstrated commitment to addressing racial underrepresentation in their disciplines and advancing Inclusive Excellence at Dartmouth. Departments/programs that chose to search within the MPT framework were able to broaden their applicant pools to include more ABDs and recent PhDs. For new hires, MPT serves to increase intellectual community through cohort programming while also offsetting the well-documented service and mentoring burdens that Black, Indigenous, and People of Color (BIPOC) faculty often experience. MPT serves as both a recruitment framework and an effort to address persistent challenges with long-term retention.

In the 2019-20 Blueprints, faculty report ongoing conversations, and occasional conflicts, around definitions of diversity, advantages and disadvantages of various decision-making practices, and concerns about the ongoing challenges of recruiting and retaining talented colleagues. Faculty in some disciplines are acutely aware of the relative homogeneity of the pool of potential applicants. They are taking proactive steps to think creatively about how to frame and implement search plans with the greatest potential to contribute to the goals of Inclusive Excellence. Faculty are turning, for example, to the professional organizations in their discipline to contribute to national and international initiatives related to equity and diversity, particularly in relation to race and gender.

Faculty, Non-Tenure-Track

Non-tenure-track appointments in Arts and Sciences include a number of different position titles: Lecturer, Senior Lecturer, Research Assistant Professor, Visiting Associate Professor, Visiting Professor, and others ([Faculty Handbook](#), pp. 87–90).

Non-tenure-track appointments are typically recruited by individual departments and programs to address specific curricular needs or to bring temporary visitors who enhance curricula in various ways.

Often these recruitments take place on irregular timelines as needs arise. Some departments and programs apply the best practices of tenure-track searches to non-tenure-track searches, while others treat such searches in less structured ways.

Appointment at the rank of Senior Lecturer is determined by departments and programs with consultation of the divisional Associate Dean. Generally, Senior Lecturers hold a terminal degree or other appropriate credentials in their teaching field, have a record of teaching effectiveness, and are involved in continuing professional activity. In many cases, Senior Lecturers remain in their appointments over a number of years.

The 2019-20 Blueprints did not ask recruitment questions directly related to non-tenure-track faculty.

Researchers

Researchers include Research Associates (postdoctoral fellows) as well as other titles such as Research Scientist and Research Analyst. Researchers may hold short term appointments of several months or several years; some hold longer term staff appointments.

Postdoctoral fellows are recruited in many different ways. Some appointments are made without formal search while others result from highly competitive national searches. Collectively, postdoctoral researchers bring a regular infusion of emerging research areas, greatly enriching the academic community. Some fellows are part of formal cohort programs: [Society of Fellows](#), [International Relations Fellows Program](#), [Mellon Fellows at the Leslie Center for the Humanities](#), [Neukom Fellows at the Neukom Institute for Computational Science](#), and [Fellows in the Program in Quantitative Social Science](#). Others are hired directly into labs or via other individual or ad hoc arrangements.

Among the postdoctoral cohorts, Arts and Sciences programs and departments regularly host fellows as part of the [Provost's Fellowship Program](#) (PROF), a multidisciplinary cohort of approximately ten predoctoral and postdoctoral scholars, all committed to increasing diversity in their disciplines. PROF was organized in 2016 by Assistant Provost Michelle Warren. It includes Dartmouth's three historic programs: [Charles Eastman Fellow in Native American Studies](#), [Thurgood Marshall Fellow in African American Studies](#), and [César Chávez Fellow in Latinx Studies](#). As part of Inclusive Excellence, the Provost allocated additional funds to double the number and length (from one to two years) of these fellowships. In addition, a fourth fellowship in Asian American Studies was established. Finally, the Guarini School of Graduate and Advanced Studies offers one rotating PROF postdoctoral fellowship to an Arts and Sciences department or program by competitive application. So far, these fellowships have been hosted by Classics, Earth Sciences, History, and Latin American, Latino, and Caribbean Studies. The placement record of PROF fellows into academic appointments is approximately 90%.

The 2019-20 Blueprints did not ask questions directly related to recruitment of research appointments and postdoctoral fellows.

Staff

Staff appointments in Arts and Sciences include exempt and non-exempt positions, primarily in administrative, research, and technical roles.

For recruitment, supervisors have the option to work with HR and IDE to employ best practices, including expanding advertising strategies to newsletters and listservs run by organizations that reach a wide audience, including candidates from underrepresented backgrounds. Supervisors and staff are encouraged to attend workshops on implicit bias and other topics offered by HR and IDE. Supervisors are encouraged to work with HR and IDE to develop a diverse applicant pool and, once the hire is complete, to develop on-boarding plans to help ensure new employees' transitions to Dartmouth are seamless and productive.

The 2019-20 Blueprints delineate various challenges and opportunities with staff recruitment. Supervisors would like more support from HR and IDE in developing diverse applicant pools. Supervisors observe that applicant pools tend not to be very diverse for a variety of reasons (e.g., location of the College, relative lack of diversity in the Upper Valley). Working with the Talent Acquisition Department in HR, however, can prove helpful to the recruitment process. Many offices note that when they do attract a diverse pool of qualified applicants for new positions, they are not always successful with having offers accepted (high cost of living is frequently cited). Senior staff report that more proactive advertising and recruitment could attract more diverse pools of qualified administrative professionals. When new hires are made, supervisors would generally like more support in developing onboarding plans that make employees' transitions to Dartmouth as seamless and inclusive as possible.

RETENTION

The DOF is committed to providing an environment where everyone can thrive. Many factors that affect retention lie in areas outside of the DOF's direct influence. Nonetheless, the DOF, Associate Deans, department and program chairs, senior staff, staff supervisors, and many others have the responsibility to understand the many different ways that people experience campus life and to work toward creating environments where everyone feels welcome and supported in their careers.

Faculty, Tenure-Track and Tenured

Over the past five years, since the beginning of Inclusive Excellence, 89 tenure-line faculty from Arts and Sciences have left Dartmouth: 44 not retained (they resigned to take other positions or were not awarded tenure) and 45 for other reasons (mostly retirements).

When faculty leave Dartmouth for other positions, many factors are involved, from research and teaching opportunities to personal life to campus climate. Faculty retention efforts are both proactive and reactive. Proactively, chairs and Associate Deans work closely with individual faculty members to better understand how to make Dartmouth a more attractive place to work. Some issues have institutional solutions; others prove intractable. When a faculty member receives an offer from another academic institution, deans routinely ask for details and engage in retention negotiations. Some faculty leave Dartmouth for other academic positions, others for careers in government, industry, or non-

profits. In cases where we are unsuccessful in retaining faculty, we encourage exit interviews to gain insights into the factors that led to their decision. More formalized approaches to exit interviews would improve our ability to analyze patterns over time and to address systemic issues.

The 2019-20 Blueprints show the depth of awareness and concern that many faculty have regarding retention. Faculty continue to cite the geographic isolation of the Upper Valley, the relative scarcity of job opportunities for partners, the racial homogeneity of the surrounding area, racism, the lack of services such as hair care, ethnic food stores, and places of worship as retention challenges that impact diversity. Other ongoing concerns expressed by faculty include the lack of childcare/elder care, housing costs, the extra burden on women to manage households, and the disproportionate share of student mentoring responsibilities shouldered by women (of all race and ethnicities) and BIPOC faculty (of all genders). At the same time, a number of chairs commented on positive changes within their department/program cultures because of improvements in the College's misconduct policy, increased training through IDE, and a greater awareness of power differentials between faculty and staff.

The 2019-20 Blueprints also show the impact of the COVID-19 pandemic. Faculty are thinking critically about developing a more inclusive atmosphere in order to create a more supportive network during a time of physical disconnection. Retention is understood by a number of people not just as continuing employment with the institution but as providing the resources and support necessary to maintain the ability to work productively and creatively during a period of intense strain. Many faculty comment on the increased workloads created by remote teaching (increased time to prepare classes, more office hours, etc.) combined with increased family responsibilities and physical fatigue of online work. In response to the pandemic, all tenure-track faculty have been given a one-year extension of their timeline to tenure review. Discussion of responses to the pandemic's impact, and the inequities it has exacerbated, is ongoing across the College.

Faculty, Non-Tenure-Track

Non-tenure-track faculty work at the college for varying lengths of time, some for short-term appointments and some for many years in renewable appointments. Because these appointments are contingent on the number of courses that a department or program has in their budget from year-to-year, the availability of courses is inconsistent. Some departments and programs regularly budget courses for contingent faculty whereas other departments and programs work on a yearly basis of need.

Policies related to benefits and teaching schedules are quite complex for contingent faculty, which brings various risks of inequity and precarity. Non-tenure track faculty are considered benefitted employees if they teach one course per term in three consecutive terms in a single academic year. In most cases, pay and benefits apply only during the terms taught. For this reason, faculty who only teach for two terms (common in the Institute for Writing & Rhetoric) are not eligible for benefits.

Lecturers are eligible for promotion to the rank of Senior Lecturer. Promotion criteria may be specific to individual departments and programs, but the three major criteria are: a terminal degree or other appropriate credentials in their teaching field, a record of teaching effectiveness, and involvement in continuing professional activity. Promotion to Senior Lecturer requires approval by the relevant Associate Dean.

The 2019-20 Blueprints show concern for the increase in precarity for contingent faculty due to budget reductions.

Researchers

Researchers work at the college for varying lengths of time, most in temporary appointments. For this reason, retention has not been a significant area of attention for researcher appointments. Nonetheless, working conditions should be carefully examined regardless of the length of employment.

The 2019-20 Blueprints did not ask questions directly related to research appointments and postdoctoral fellows.

Staff

Departure of staff members often occurs for personal reasons outside of supervisory control (e.g., retirement, relocation for personal reasons). During performance evaluations and regular check-ins, in which conversations about employee satisfaction arise, staff cite low raises, high workloads, and increased benefits costs as areas of dissatisfaction.

Supervisors periodically reach out to staff members who may be at risk of leaving Dartmouth for another institution, seeking to understand what might be prompting them to leave—compensation, partner employment, child care, health benefits, housing, parking, etc. Staff with formal outside offers are asked to share the details of their recruitment packages. In cases where we are unsuccessful in retaining staff, we encourage exit interviews with HR to gain insights into the factors that led to their decision to leave the College.

The 2019-20 Blueprints suggest that supervisors would welcome training in best practices for retention, such as “stay interviews” that can help supervisors better understand what motivates exempt and non-exempt staff to perform at their best. Such interviews could be an important opportunity to learn more about what staff members need from supervisors and the College.

MENTORING AND PROFESSIONAL DEVELOPMENT

The long-term success of Dartmouth’s educational mission includes ongoing opportunities for mentoring and professional development for all faculty and staff. Effective mentoring and substantive professional development are also key components of successful recruitment and retention. Supportive programming can be in tension with the structures of evaluation, particularly for tenure-track faculty. The DOF is cognizant of these challenges within the overarching goal of cultivating innovative research, effective and creative pedagogy, and impactful service that furthers the goals of Inclusive Excellence.

Faculty, Tenure-Track and Tenured

Arts and Sciences faculty participate actively in the campus resources that support mentoring and professional development, such as the [Dartmouth Center for the Advancement of Learning](#) (DCAL). Faculty members and chairs are strongly encouraged to attend workshops offered by IDE and HR (anti-bias training, etc.). Participation in programming with external organizations is also high, such as the

[National Center for Faculty Development and Diversity](#) (NCFDD). Some new faculty have participated in Dartmouth's [Inclusive Pathways for Advancement in the Academy](#) (IPAA) Institute.

Faculty at all ranks, chairs of departments/programs, and Associate Deans are encouraged to review regularly the [Mentoring and Professional Development Guidelines](#) that were adopted in October 2018 in response to the 2016-17 Blueprints. Mentoring and professional development for tenure-track faculty is a crucial responsibility of tenured faculty, chairs, and Associate Deans. Junior faculty meet annually with their chair and Associate Dean. These meetings provide assessment of teaching and scholarship, including teaching evaluations from students and information from the annual Faculty Record Supplement (FRS). In response to the 2016 Inclusive Excellence charge, the DOF modified the FRS to provide an opportunity for faculty to report their activities related to advancing diversity and inclusion.

In a further effort to strengthen faculty development, the 2019 Diversity Plan called for Assistant Professors to be encouraged to develop action plans mapping out goals and benchmarks to help track their progress toward re-appointment, tenure, and promotion reviews. Most departments/programs have made progress in providing this guidance. Many departments/programs have adopted formal mentoring committees, so that junior faculty do not have to rely on one person and can benefit from multiple perspectives and mentoring styles. Similarly, the 2019 Diversity Plan called for more focus on supporting Associate Professors in developing plans toward promotion. All these matters are discussed during orientation for new chairs.

The 2019-20 Blueprints show that departments/programs are increasing their efforts to welcome new faculty to Dartmouth and provide effective support for research, teaching, and service plans. In addition, some chairs have taken advantage of increased remote programming for anti-bias training, diversity-conscious mentoring, and other professional development seminars. Some chairs, however, express concern about disproportionate service loads for some faculty, particularly for BIPOC women. Some faculty would like greater recognition for increased service in areas such as mentoring students (BIPOC, first generation, women, LGBTQAI+) and faculty (women, BIPOC).

During 2020-21, faculty, chairs, and Associate Deans from Arts and Sciences have participated in several workshops through Dartmouth's membership in multi-institution consortia. So far, the [Faculty Advancement Network](#) (FAN) has offered three events; the Faculty Advancement Network of the Northeast (FANN) has offered one. 51 individual faculty have attended at least one event, including chairs and Associate Deans. Surveys show that most participants have found these workshops useful, although tenure-track faculty would like to see more offerings targeted to their specific personal circumstances. Finally, about a dozen faculty completed an intensive training with the [Center for the Improvement of Mentored Experiences in Research](#) (CIMER): these faculty can themselves now offer further trainings on campus.

Faculty, Non-Tenure-Track

Lecturers and Senior Lecturers are invited each year to complete a Faculty Record Supplement to support career development and evaluation.

In support of professional development, chairs and Associate Deans can disburse small conference grants. Centers and Institutes also provide funds for projects conducted by contingent faculty. The Leslie Center for the Humanities offers [project funding](#) for faculty at any rank. The Rockefeller Center offers [Faculty Classroom Enhancement Grants](#). The Neukom Institute offers [CompX Faculty Grants](#) to faculty of any rank. DCAL also provides [Experiential Learning Course Grants](#) to provide opportunities for innovative teaching strategies. Some non-tenure-track faculty have participated in Dartmouth's [Inclusive Pathways for Advancement in the Academy](#) (IPAA) Institute.

Researchers

Postdoctoral mentoring is the responsibility of direct research supervisors, program leaders for cohort programs, and the Guarini School for Graduate and Advanced Studies. DCAL also offers programming designed for postdoctoral scholars. Some postdoctoral fellows have participated in Dartmouth's [Inclusive Pathways for Advancement in the Academy](#) (IPAA) Institute.

In the 2019-20 Blueprints, many chairs expressed concern about the effects of the COVID-19 pandemic on postdocs with respect to expectations for research productivity and employment prospects.

Staff

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. Supervisors are encouraged to meet weekly with their direct reports to assess work assignments and to address areas of success and areas needing improvement. Staff at all ranks are encouraged to participate in professional development opportunities available at DCAL, IDE, and HR.

Some offices offer “shadow” programs that enable staff to learn more about the work of other colleagues in their own department and across campus, particularly those in upper-level positions.

The DOF hosts an annual lecture aimed at broadening knowledge of diversity and inclusion among Arts and Sciences staff.

The 2019-20 Blueprints show that administrators and supervisors continue to seek partnerships with HR and IDE to strengthen the role of diversity and inclusion efforts by staff in the performance review process. Administrators, supervisors, and staff would welcome more concrete guidelines for training and a more robust sequenced curriculum for ongoing professional development related to Inclusive Excellence. Staff note that budget limits and demanding workloads restrict access to national conferences for professional development, although the increase in remote programming may bring more new opportunities. Professional conferences regularly offer sessions on diversity and inclusion and attendees can bring back information to share with other staff. Overall, staff seek more practical and factual training, alongside more engaging conversations about a wider range of issues related to diversity and inclusion.

The 2019-20 Blueprints also show that some staff joined the first cohort of the [C3I Ambassadors](#), which gave opportunities for faculty and staff to work more deeply on issues related to equity. Some offices report offering regular in-office opportunities for staff to learn and discuss together how to improve their work around diversity, equity, and inclusion.

BLUEPRINTS SUMMARY

Faculty Metrics

The graphs below compare metrics that were reported in both 2019-20 and 2016-17 by the chairs of the forty departments/programs and nine centers/offices. Key outcomes include:

- Response rate increased from 77.5% to 95%
- Recruitment metrics improved
- Retention metrics improved
- Mentoring and Professional Development did not change significantly, although a number of new metrics were added for 2019-20

The tables below summarize comparisons between 2019-20 and 2016-17 by percentage. The Blueprint asked for yes/no answers, although some chairs responded with “N/A” (not applicable), likely because the issue did not arise during 2019-20. The Blueprints themselves did not ask for comparisons with 2016-17 nor for retrospective comments about Inclusive Excellence overall.

Faculty Blueprints	Percentage of Total Responses					
	Yes		No		N/A or Unknown	
	19-20	16-17	19-20	16-17	19-20	16-17
Recruitment						
Chairs will become familiar with IDE’s guidelines for faculty and staff recruitment.	97%	94%	3%	3%	0%	3%
Chairs will ensure that equal opportunity statements are included in all job descriptions.	97%	90%	3%	3%	0%	6%
Chairs will post the Dartmouth inclusivity language on their websites.	74%	68%	24%	32%	3%	0%
Chairs will encourage all faculty and staff members to participate in IDE/HR’s recommended options for implicit bias training.	82%	68%	16%	32%	3%	0%
Chairs will encourage search committees to advertise in newsletters, listservs, and prestigious postdoctoral fellow programs aimed at underrepresented scholars and staff members.	95%	87%	3%	6%	3%	10%

Chairs will review the ways in which resources, requirements, and assignments are distributed among faculty and staff members.	92%	94%	8%	6%	0%	0%
Faculty Blueprints	Percentage of Total Responses					
	Yes		No		N/A or Unknown	
	19-20	16-17	19-20	16-17	19-20	16-17
Chairs will review the ways in which your department is creating an environment that is welcoming and inclusive of all faculty and staff.	97%	81%	3%	19%	0%	0%
Search Committee Chairs will become familiar with IDE's guidelines for faculty recruitment and follow its six key strategies.	95%	84%	3%	10%	3%	6%
Faculty and Staff look for opportunities to attend IDE/HR's recommended options for implicit bias training.	84%	74%	13%	26%	3%	0%
Faculty and Staff actively network throughout the year to ensure a rich and diverse applicant pool.	95%	87%	3%	13%	3%	0%
Faculty will annually complete the Faculty Record Supplement Form and highlight their activities to advance equity, inclusion, and diversity.	100%	87%	0%	10%	0%	3%
Retention						
Chairs will, during annual performance reviews of staff, discuss engagement in workshops or presentations that focus on equity, inclusion, and diversity.	74%	58%	24%	39%	3%	3%
Chairs will be sensitive and responsive to potential retention risks among faculty and staff.	100%	97%	0%	0%	0%	3%
Chairs will encourage departing faculty and staff members to participate in exit surveys and interviews.	58%	55%	26%	16%	16%	29%

Faculty Blueprints

Percentage of Total Responses					
Yes		No		N/A or Unknown	
19-20	16-17	19-20	16-17	19-20	16-17

Mentoring/Professional Development						
Chairs will review the mentoring and professional development guidelines and report on efforts in this regard.	89%	94%	3%	3%	8%	3%
Chairs will encourage senior faculty to mentor junior faculty.	87%	97%	3%	3%	11%	0%
Chairs will continue to mentor staff and encourage opportunities for professional development.	95%	94%	3%	6%	3%	0%
Chairs will continue to encourage and promote the involvement of faculty in the National Center for Faculty Development & Diversity.	68%	68%	26%	29%	5%	3%
Chairs will encourage faculty and staff to attend IDE/DCAL/HR workshops on equity, inclusion, and diversity.	76%	74%	16%	26%	8%	0%
Faculty of all ranks will look for opportunities to be involved in the National Center for Faculty Development & Diversity.	68%	71%	21%	29%	11%	0%
Faculty of all ranks and Staff will look for opportunities to attend implicit bias and other training workshops on equity, inclusion, and diversity.	82%	77%	8%	23%	11%	0%
Faculty and Staff of all ranks will look for opportunities to discuss mentoring and professional development with chairs or administrative supervisors.	84%	81%	5%	19%	11%	0%

The 2019-20 Blueprints for academic departments/programs included new questions related to mentoring and faculty development. The following table summarizes the results.

Faculty Blueprints, New Items, 2019-20	Totals		
	Yes	No	N/A or unknown
Mentoring/Professional Development			
Chairs will look for opportunities to nominate faculty for external prizes/awards.	84%	16%	0%
Chairs will encourage Assistant/new Associate professors to develop action plans mapping out goals and benchmarks to help determine progress during the Assistants' first six years and new Associates' early post-tenure years.	79%	8%	13%
Chairs will review action plans from junior and new Associate professors and discuss them as part of your annual meeting with faculty members.	74%	11%	16%
Chairs will continue to meet with junior faculty to outline expectations for tenure and promotion.	87%	0%	13%
Chairs will engage faculty at all ranks in discussions on mentoring and professional development opportunities.	79%	11%	11%
Assistant Professors and new Associate Professors are encouraged to develop action plans mapping out goals and benchmarks to help determine progress during the Assistants' first six years and Associates' early post-tenure years.	79%	5%	16%
Assistant Professors and new Associate Professors are encouraged to discuss progress on their action plans during annual meetings with department/program Chairs.	76%	5%	18%

Staff Metrics

The 2019-20 Blueprints for staff, administrative offices, and centers/institutes were completely revised as a result of feedback from the 2016-17 Blueprint responses. As a result, we did not have comparative data. The following table summarizes the 2019-20 results.

Staff Blueprints	Percentage of Total Responses (2019–2020)		
	Yes	No	N/A or unknown
Recruitment			
Administrators will become familiar with IDE’s guidelines for staff recruitment.	87.5%		12.5%
Administrators will ensure equal opportunity statements in all job descriptions	75%		25%
Administrators will post Dartmouth inclusivity language on their websites	75%	12.5%	12.5%
Administrators will encourage all staff members to participate in IDE/HR’s recommended options for implicit bias training.	87.5%		12.5%
Administrators will encourage positions be advertised in newsletters, listservs, and other publications in the higher education field.	62.5%	12.5%	25%
Administrators will review the ways in which resources, requirements, and assignments are distributed among staff members.	87.5%		12.5%
Administrators will review the ways in which your department is creating an environment that is welcoming and inclusive of all staff.	87.5%		12.5%
If included in recruiting new employees to Dartmouth, staff are encouraged to attend IDE/HR’s recommended options for implicit bias training.	87.5%		12.5%

Staff Blueprints	Percentage of Total Responses (2019–2020)		
	Yes	No	N/A or unknown
Retention			
Administrators will, during annual performance reviews of staff, discuss engagement in workshops or presentations that focus on equity, inclusion, and diversity.	87.5%		12.5%
Administrators will be sensitive and responsive to potential retention risks among staff.	87.5%		12.5%
Administrators will encourage departing staff members to participate in exit surveys and interviews.	87.5%		12.5%
Mentoring/Professional Development			
Administrators will continue to mentor staff at all ranks and to encourage opportunities for professional development.	87.5%		12.5%
Administrators will encourage staff to attend IDE/HR workshops on equity, inclusion, and diversity.	75%	12.5%	12.5%
Staff will look for opportunities to attend implicit bias and other training workshops on equity, inclusion, and diversity.	87.5%		12.5%
Staff will look for opportunities to discuss mentoring and professional development with supervisors	87.5%		12.5%

Undergraduate Curriculum

The 2019-20 Blueprints show a high awareness among the faculty and staff that Dartmouth’s student body is more diverse than the faculty and staff. In addition, more faculty understand the link between today’s students and the future of their disciplines.

Several departments/programs are actively working to revise their curriculum and their teaching strategies to create more intellectually and socially welcoming environments. Some faculty also realize that attracting diverse student cohorts to their discipline is part of successfully recruiting and retaining more diverse faculty cohorts, with the work beginning well before undertaking a search.

Several departments and programs noted that the shift to online formats has allowed for a more diverse set of speakers for classroom guests and community lectures. While people lament the lack of in-person interaction, they are recognizing the pedagogical value of providing a richer offering of global speakers.

Undergraduate Offices

Three offices with substantial responsibilities for undergraduate education report to the DOF and Associate Deans:

- Office of the Registrar
- Office of Undergraduate Advising and Research (UGAR)
- Guarini Institute for International Education

The [Office of the Registrar](#) has engaged in a number of important quality-of-life improvements to their systems as well as creating ways in which student identity is acknowledged and celebrated. In the past couple of years, major changes include:

- Chosen Name, Pronouns, & Gender Identity for Students: as of 2018, all student systems contain comprehensive chosen name, pronoun, and gender identity options.
- Website audit and update for accessibility: the Registrar's staff has reviewed all documents published on the Registrar's website for accessibility. As of early 2019, all documents with accessibility issues have been removed or replaced; staff continue to monitor their materials for accessibility.
- Name Pronunciation tool: as of September 2020, student systems allow students to record a sound file to aid others in correctly pronouncing their name.
- DegreeWorks Upgrade: as of December 2020, the software used for degree audits and planning has been upgraded, with significantly improved accessibility.

The [Office of Undergraduate Advising and Research](#) (UGAR) supports many programs for advising and research, all with elements that further the goals of Inclusive Excellence. Several longstanding programs are specifically designed to address historic underrepresentation in research and academic careers: [Mellon Mays Undergraduate Fellowship Program](#), [Women in Science Project](#), and [E.E. Just Program](#). In Fall 2020, UGAR staff posted a [Response to Racial Injustice and Inequality](#), which sets out specific plans for actions to redress inequality and bias.

The [Office of Pre-Major Advising](#) oversees faculty-student advising for first-year and second-year students. When making matches among faculty across the divisions, assignments are made by considering a variety of student and faculty demographic data in addition to care regarding service burdens that disproportionately impact BIPOC and women faculty members. The Assistant Dean works closely with the leadership of [OPAL](#), [NAP](#), [FYSEP](#), and other communities on campus to promote cross-campus engagement and resourcing for all students. Departments and programs have begun to establish and activate mentoring networks for BIPOC and socio-economically disadvantaged students and the Assistant Dean works with those faculty groups to better promote meaningful faculty-student matching.

The [Guarini Institute](#) manages off-campus programs, a complex global operation with multiple stakeholders on and off campus. This work touches almost 60% of enrolled students and most academic

departments and programs. Programs operate in approximately 30 different countries and more than 50 locations worldwide. In relation to Inclusive Excellence, staff work to address diversity and inclusion in every aspect of their operations, from student outreach and advising to encouraging faculty professional development and training. Staff are in the process of highlighting diversity and inclusion resources related to off-campus programs on their website directed toward three main stakeholders: students, faculty, and families. Dartmouth, for example, is a member of the [Diversity Abroad Network](#), which regularly offers webinars as well as other resources.

In the 2019-20 Blueprints, offices that employ students report making strong efforts to hire students of diverse backgrounds. In addition, various offices are working to make the diversity of their own staff more visible on their websites.

Centers and Institutes

Three centers/institutes report to the DOF and Associate Deans:

- Alan and Fannie Leslie Center for the Humanities
- Nelson A. Rockefeller Center for Public Policy and the Social Sciences
- William H. Neukom Institute for Computational Science

The [Leslie Center for the Humanities](#) supports projects and programming proposed by faculty of all ranks as well as students in the Arts and Humanities. The center is a member of various consortia that support diversity and inclusion initiatives in the Arts and Humanities, including the New England Humanities Consortium (NEHC) which sponsors the [New England Faculty of Color Working Group \(FOCWG\)](#). The Leslie Center selects 2-3 Mellon Postdoctoral Fellows each year from a large and diverse applicant pool, applying best practices to mitigate bias and incorporate the goals of Inclusive Excellence. For 2019-20, the Leslie Center participated in the Emerging Voices Fellowship sponsored by the American Council of Learned Societies (ACLS), defining a postdoctoral fellowship focused on anti-racist pedagogy.

The [Nelson A. Rockefeller Center](#) is a catalyst for public policy research, teaching, and deliberation. Dedicated to providing an interdisciplinary perspective on policy-related topics, the Center fosters a commitment to the ideals of public service and informed public debate exemplified by Nelson A. Rockefeller, former governor of New York State and Vice President of the United States. In relation to Inclusive Excellence, staff of the Center report that they consider diversity and inclusion essential operational principles in developing a high functioning team. For all recruitment and hiring processes, they report including criteria related to Inclusive Excellence as part of a rigorous review of standards and competencies.

The mission of the [Neukom Institute for Computational Science](#) is to support a broad view of computational investigation across campus and to catalyze creative thought throughout the Arts and Sciences, Engineering, Medicine, and Business, for undergraduates, graduate students and faculty. The Neukom Institute did not report on Inclusive Excellence in 2019-20.

Administrative Offices

The Office of the Dean of Faculty includes two offices that manage the administrative operations of Arts and Sciences.

- Office of the Chief of Staff for Administration and Advancement, led by Chief of Staff Janet Terp and four staff members.
 - The office helps advance the priorities of the DOF and serves as a liaison to the College's advancement and communication units. On behalf of the DOF, it is responsible for stewarding benefactors and communicating with a broad array of campus partners and constituents.
- Finance and Operations is led by Associate Dean Chris Strenta and two Directors, Amanda Bushor for the Operations and Finance Center (ASFC) and Kate Soule for Finance and Research Administration. Overall, Finance and Operations manages budget development, department/program course allocations, and various resources and processes for faculty affairs.
 - The ASFC focuses on financial transactions and reporting and data systems
 - Finance and Research Administration focuses on budget development, grants administration, and staff HR matters.

In the 2019-20 Blueprints, senior staff report ongoing attention to Inclusive Excellence, both in relation to staff themselves and in relation to the faculty and students served by their offices. The administrative offices have key roles in every aspect of Arts and Sciences, including ensuring that public communications reflect the diversity of backgrounds and experiences of faculty, students, and staff. With relatively high faculty/staff and supervisor/staff ratios, staff continue to face challenges in achieving all their service goals.

Selected Highlights 2019-20

- In Spring 2020, Professor Bruce Duthu, the Samson Occom Professor of Native American Studies, offered a webinar for Arts and Sciences staff that examined issues of race and identity through the lens of the film *Dawnland*, which he helped produce. The event was well attended and there was a lively discussion following the film.
- In June 2020, faculty from AAAS, Theater, English, and Geography organized a webinar entitled "Converging Pandemics: Black Life in a State of Emergency." This session was a conversation among Esther Armah, executive director of the Armah Institute of Emotional Justice, Ruha Benjamin, Associate Professor of African America Studies at Princeton University, and Che Gossett, PhD candidate at Rutgers University. The discussion, focused on "Do Black Lives Matter?", provided a safe place for addressing the need for emotional justice. The event was attended by 300 students, faculty, and staff.

- The Leslie Center for the Humanities organized two community forums under the “Troubled Times” theme. The first, held in June 2020, was aimed at creating space to connect and to discuss the protests against police violence that erupted nationwide and around the world in the wake of the killing of George Floyd. The second forum, in July 2020, focused on helping participants reach a deeper understanding of antiracism and to develop concrete strategies for dismantling structural racism and replacing it with a proactive antiracism approach. The events were well attended with each attracting nearly 300 students, faculty, and staff.
- One of the capstone orientation events for the Class of 2024 was the Shared Academic Experience lecture given by Professor of Government Sonu Bedi. Aimed at promoting community dialogue and reflection, Professor Bedi’s remarks focused on the importance of engaging in respectful disagreement when analyzing complex issues. Students were assigned readings from his most recent book, *Private Racism*, and came prepared, asking thoughtful questions and making insightful observations.
- Several Arts and Sciences faculty and staff participated in the “C3I Ambassadors” program to broaden and share knowledge about the [Campus Climate and Culture Initiative](#).
- The [Consortium of Studies in Race, Migration, and Sexuality](#) (RMS) is an interdisciplinary group of faculty members interested in promoting transnational thinking in race, ethnicity, gender, and sexuality across area and U.S. ethnic studies. The DOF has provided seed funding to explore these ideas including recommendations on curriculum, co-curricular activities, mentoring/advising, and research priorities.
- Earth Sciences is redesigning the imagery used in Fairchild Hall, on their website, and on their teaching materials to better convey, at all levels, that EARS research is performed by a diverse group of scholars across multiple settings. EARS has also created a departmental committee on diversity and inclusion to develop and implement programming, policies, and strategies. The department web page includes a [Diversity](#) tab that outlines this work as well as academic resources.
- Music has created the Antiracist Commons (ARC) to “take swift action on a number of social justice issues facing the College’s music community write large.” There are four broad pillars focusing on students, artists, the local community, and scholarly engagement. In addition, Director of Popular Music Ensembles Walt Cunningham and Associate Professor of Music Will Cheng are collaborating on a project called [Artivism](#) (a portmanteau of “artistic activism”) that seeks to create experiences, dialogue, and progression around race, gender, diversity, and inclusion using the platform of student-driven performance and expression.
- Theater is partnering with Academics for Black Wellness and Survival to help faculty “enhance the safety and wellness of Black students, staff, faculty, alumni/ae, and community members.”
- English has offered workshops focusing on equity, inclusion, and diversity run by the Michigan Center for Research and Teaching.

ACTIONS

The actions and status assessments listed here represent a snapshot as of March 2021. In preparing these lists, we have reviewed previously published reports, plans, and announcements as well as the 2019-20 Blueprint responses. In addition, we have reviewed a number of internal reports. The actions identified here are not a comprehensive list of past, present, or future actions: many departments/programs, governance committees, administrative offices, staff, and others across Arts and Sciences have taken actions related to Inclusive Excellence that may not be represented here. For the purposes of this report, we have used the same categories as prior reports and the Blueprints: recruitment, retention, and mentoring/professional development. In the future, we will evaluate whether other topics should be added. The leadership of Arts and Sciences welcomes suggestions at any time for future actions that should be considered.

INCLUSIVE EXCELLENCE AGENDA

In 2016, the President and Provost charged the deans to address four major topics for Inclusive Excellence. In the 2016-17 report on [Blueprints for Equity, Inclusion, and Diversity in the Arts and Sciences](#), the DOF reported on how the Faculty of Arts and Sciences had addressed those topics. Here, we report on their status in 2020-21.

1. “Review the tenure and promotion processes, and report on outcomes and proposed new practices.”
 - a. The Committee on Organization and Policy (COP) and the DOF determined that: “while the faculty handbook required updating to improve clarity and consistency in the sections pertaining to tenure and promotion, we did not identify steps in our current process that would obviously advantage or disadvantage particular faculty members.”
 - i. Since 2017, the Faculty Handbook reflects these clarifying edits.
 - b. The COP also suggested: “a more extensive analysis of the appropriateness of the length of the tenure clock, the role of the associate dean in the process, and the relative contribution of service to the decision may be warranted and suggested the formation of an ad hoc committee for this analysis.”
 - i. The COP did not take up these issues in 2017-18, 2018-19, or 2019-20.
 - ii. For 2020-21, the COP and the Committee on Faculty (COF) have formed a joint sub-committee to study issues related to this charge.
2. “Find a rational means to measure and balance institutional workload, including mentoring, across the faculty.”
 - a. In 2017-18, the COP recommended that an ad-hoc committee address the matter of how service is defined, measured, and valued.

- i. In 2020-21, this discussion is ongoing.
 - b. In 2017-18, the COP reviewed “the number of faculty committees and their membership with the aim of possibly reducing the number of committees and/or faculty membership while retaining their effectiveness.”
 - i. In 2020-21, this discussion is ongoing.
 - 3. “Develop co-curricular offerings for students on cross-cultural communication, and supporting faculty governance processes working to establish an undergraduate requirement on human difference.”
 - a. Between 2016 and 2018, the Committee on Instruction (COI) worked to create guidelines for determining which set of existing courses and proposed new courses would meet this requirement, replacing the current “W, NW, and CI” designations. Language that would have allowed new general education requirements to be implemented was approved at the Arts and Sciences Faculty Meeting on May 7, 2018.
 - b. During 2018-19, the COI and the Committee of Chairs encountered a number of challenges in implementing the new requirements. In light of the many areas of unresolved disagreement, the DOF paused implementation of the new curriculum. Ultimately, the faculty rescinded its vote and did not implement any changes in the general education requirements.
 - c. In 2020-21, the COI does not have this issue on its agenda.
 - 4. “Ask faculty and senior staff to describe their efforts to enhance diversity and inclusion on campus as a part of their annual performance reviews.”
 - a. In 2017, the DOF revised the annual Faculty Record Supplement (FRS) to include a section to report on efforts to advance diversity and inclusion.
 - b. In 2017, The DOF developed a Faculty Record Supplement form to evaluate and support the career development of contingent faculty.
 - c. For staff, the DOF uses the performance review template provided by HR, which includes the following criterion within a broader rubric about service: “Embraces Dartmouth’s commitment to maintain a diverse and inclusive workplace.” The HR template does not currently include a specific section for reporting on contributions to Inclusive Excellence.

DEAN OF FACULTY INITIATIVES

Beyond the specific charges from the President and Provost, the DOF has taken further actions to strengthen Inclusive Excellence across Arts and Sciences, in accordance with the [Deans' Goals](#) stated in 2016.

1. In 2017-18, the DOF and Associate Deans developed a set of guidelines on mentoring and professional development for faculty at all ranks. The guidelines address those providing guidance as well as those receiving it: [Mentoring & Professional Development](#).
2. In 2019-20, the DOF revised the Blueprint template:
 - a. to include more metrics related to mentoring and professional development.
 - b. to request more detailed qualitative information regarding “challenges, opportunities, and plans for the future.”
3. In 2019-20, the DOF created a handbook for Associate Deans to provide more detailed guidance and consistency across the four divisions.
4. In 2018, the DOF created a new job description for an existing staff position, Assistant Dean for Special Projects. Currently filled by Timothy Baker, the Assistant Dean supports Inclusive Excellence by working with the Blueprints and other diversity and inclusion projects.
5. In accordance with Dartmouth’s senior leaders’ response to the [July 14, 2020 Open Letter](#) (email, July 27, 2020), in August 2020 the DOF authorized three searches for faculty who study [racial injustice, systemic racism, and institutional equity](#). Two of these positions maintain existing attention to these areas and one expands the number of faculty researching and teaching in these areas.
6. Effective January 1, 2021, the DOF strengthened the work of Inclusive Excellence with the creation of a new position, Senior Advisor for Faculty Development, Diversity, and Inclusion. Currently filled by Michelle Warren, the Senior Advisor is part of the DOF’s senior leadership team, working closely with the Associate Deans, chairs, senior staff, Assistant Dean for Special Projects, and others to create more strategic and effective approaches to diversity, equity, inclusion, and anti-racism across Arts and Sciences.
7. In January 2021, the DOF dedicated further resources to Inclusive Excellence with the redefinition of an existing administrative assistant position to work with the Senior Advisor as well the Executive Assistant to the Dean of Faculty.
8. In January 2021, with input from the Special Advisor to the President, Matt Delmont, and other faculty, the DOF issued a call for proposals for co-taught courses on Racial Inequality, Racial Justice, and/or Anti-Racist Activism. Funds will be provided for approved courses to be offered for up to three years.

9. In January 2021, the DOF revised the nomination call for new Associate Deans to emphasize responsibilities for and experiences with Dartmouth’s commitments to diversity, equity, and inclusion.
10. In February 2021, the DOF undertook a historical analysis of the demographic characteristics of the faculty who have held endowed chairs at several benchmark dates (2004, 2010, 2020). Around the time of the first benchmark, the DOF changed the policy for endowed chair appointments to limit their term, with the goal of diversifying the endowed cohort over time. The 2021 review showed that between 2010 and 2020, the total number of endowed chairs increased by 25%. In this same period, BIPOC representation nearly doubled as a proportion of BIPOC Full Professors. Meanwhile, however, women’s representation has fallen slightly.
11. In March 2021, the DOF, Associate Deans, and Senior Advisor revised the Faculty Recruitment Authorization (Form 1) to: require more information about how search proposals are developed, enhance review of search committee composition, foreground policies related to recruitment and retention, encourage cross-unit collaborations, and formalize the approval role of the Senior Advisor.

IN PROGRESS

Recruitment

- Continue to contribute to “Dartmouth’s drive to achieve 25% faculty of color by 2027, a primary goal of Inclusive Excellence” ([President’s Office, January 18, 2021](#)), while remaining attentive to differences across demographic groups and disciplines.
- Develop further recruitment strategies aligned specifically with the “hiring initiative for BIPOC faculty and faculty who study racial injustice, systemic racism, and institutional equity” ([President’s Office, January 18, 2021](#)).

Retention

- As part of the [Campus Climate and Culture Initiative](#) (C3I), departments and programs have started participating in the Academic Department Climate Surveys, led by Vicki May, Professor of Engineering and Director of the Academic Department Climate Initiative. As results from the climate surveys are compiled, the DOF, Associate Deans, Senior Advisor, and Assistant Dean for Special Projects will work to integrate C3I with Inclusive Excellence to address the most urgent needs of individual faculty and of departments/programs.

Mentoring and Professional Development

- The role of faculty service in tenure, promotion, and compensation, has been a longstanding concern. Faculty regularly refer to the burdens of “invisible service” (such as involvements related to underrepresented identities) and inequities in the distribution of visible service (particularly for faculty from underrepresented backgrounds). Some faculty believe that service

of all kinds should carry more weight in re-appointment, tenure, and promotion. The “rationalization” of institutional workloads was among the original charges of the Inclusive Excellence initiative. Progress around this complex issue has been minimal, despite ongoing discussions in governance committees.

- The 2019 Diversity Plan called for greater attention to mentoring by encouraging assistant professors to develop actions plans mapping out goals and benchmarks to track their progress toward tenure review. The 2019-20 Blueprints show that most, but not all, departments/programs have been implementing this recommendation.
 - Associate Deans are using the 2019-20 Blueprints to address gaps in mentoring at the department/program level.
- The 2019 Diversity Plan called for greater attention to mentoring by encouraging new associate professors to develop action plans mapping out goals and benchmarks to track their progress toward promotion to Full Professor. The 2019-20 Blueprints show that most, but not all, departments/programs have been implementing this recommendation.
 - Associate Deans are using the 2019-20 Blueprints to address gaps in mentoring at the department/program level.
- The DOF is developing a handbook for chairs to provide more detailed guidance and consistency across departments and programs.

Blueprints and Accountability

- The 2019-20 Blueprint responses reveal some gaps in the three areas of accountability: recruitment, retention, and mentoring/professional development. The Senior Advisor and Assistant Dean for Special Projects are creating Blueprint Accountability Checklists to identify the specific areas where respondents checked “no” for any metric. The Associate Deans will use the checklists to address these gaps with the relevant units.
- The Inclusive Excellence framework calls for [departments and programs to update and make public their diversity plans](#). For Arts and Sciences as a whole, the DOF has done so with [a summary of the 2016-17 Blueprints, a 2019 Diversity Plan](#), and this 2021 report. However, the [July 14, 2020 Open Letter](#) to Dartmouth’s senior leaders rightly points out that specific plans at the department/program level have not been published consistently across Arts and Sciences. The 2019-20 Blueprints did not ask for reports on progress toward this goal. Nonetheless, some departments/programs have developed and posted plans. The DOF, Associate Deans, Senior Advisor, and Assistant Dean for Special Projects will use the Blueprint Accountability Checklists to identify successful models as well as gaps for further development.
- Arts and Sciences is preparing a Demographic Report to accompany this narrative report, using three benchmark years to assess the impact of Inclusive Excellence (2010, 2015, 2020).

FUTURE PLANS

Recruitment

- Collaborate with IDE to strengthen and broaden the training of search committees in methods for mitigating structural biases in recruitment and selection.
- Broaden and deepen engagements with best practices for diversity, equity, and inclusion beyond search committees to whole departments/programs.
- Increase the use of best practices related to Inclusive Excellence for non-tenure-track faculty and postdoctoral researcher recruitment.
- Review the Affirmative Action guidelines in the Faculty Handbook with advice from IDE to determine any recommended changes.

Retention

- In accordance with the [July 1, 2020 message from Dartmouth's senior leadership](#), the leadership of Arts and Sciences will collaborate with other diversity and inclusion leaders across campus to develop a better understanding of the kinds of new actions that will be most welcome and effective for improving the climate for BIPOC faculty, instructors, researchers, staff, and students.
- Use improvements in data systems to better understand if there are disparities in retention patterns, and, if so, how they might be addressed.
- Examine DOF communications for consistent attention to issues of diversity, equity and inclusion.

Mentoring and Professional Development

- Encourage senior faculty to consult and adopt [DCAL guidelines](#) for conducting the teaching observations that are part of the tenure and promotion process for junior faculty.
- Seek a better understanding of how to improve mentoring and professional development for contingent faculty.

Blueprints and Accountability

- After the 2016-17 Blueprints, the ASFC worked with ITC to develop an online Blueprint. However, the tool was not used for the 2019-20 Blueprint due to changes in the questions and format. ASFC will assess reporting formats again before the next Blueprint report.
- Before the next Blueprint report, the questions will be revised to better address: comparisons with prior reports, diversity plans, non-tenure-track appointments, postdoctoral appointments, graduate students, and other areas outlined above.

- DOF leadership will review and update language in the Faculty Handbook related to inclusivity, such as gender, disability, and other factors.