

Dartmouth College
Annual Report on Faculty Diversity & Inclusivity
2015-2016

Office of the Vice Provost for Academic Initiatives

Winter 2017

Annual Report on Faculty Diversity & Inclusivity

Introduction: Strengthening and Diversifying the Dartmouth Faculty

The 2015-16 academic year marked the launch of Inclusive Excellence, a major initiative to affirm Dartmouth's commitment to diversity and inclusion. The Inclusive Excellence process began in the winter of 2016 when President Phil Hanlon '77 and Provost Carolyn Dever charged three working groups (one each for faculty, staff, and students) with creating recommendations for how to increase diversity and foster inclusivity at Dartmouth. The work of these groups informed the [Action Plan for Inclusive Excellence](#), developed by an executive committee comprising of President Hanlon, Provost Dever, Vice President for Institutional Diversity & Equity Evelyn Ellis, and Executive Vice President Rick Mills. The Action Plan outlines Dartmouth's short- and long-term diversity and inclusion goals and the commitment of new and existing resources to these goals, along with clarifying the responsibility and accountability of each goal and related activities.

This report highlights key Inclusive Excellence initiatives that relate specifically to our progress for strengthening the Dartmouth faculty by increasing faculty diversity and inclusion. First we briefly discuss the broad issues of diversity and inclusion, including providing definitions as well some discussion of the research literature for best practices in promoting faculty diversity in higher education. Next we show data on the number of and percentage change in faculty by race/ethnicity and gender (two dimensions of diversity that are closely monitored). Finally, we discuss some of the initiatives to support faculty more broadly and promote inclusivity across campus.

I. What do we mean by Diversity and Inclusion?

As Earl Lewis and Nancy Cantor explain in their 2016 edited volume *Our Compelling Interests: The Value of Diversity for Democracy and a Prosperous Society*, "for democracy to work, we must leverage the range of human actors who contribute to the overall well-being of our society" (Cantor & Lewis, 2016). Their book highlights not only how national population demographics are changing, with increasing percentages of racial and ethnic minorities – both overall and within higher education, but also the related challenges and opportunities for creating more inclusive institutions. Indeed, they argue that "if we fail to educate inclusively, we may well face diminishing prospects for a prosperous society" (Cantor & Lewis, 2016).

In striving for faculty diversity and inclusion, many are often confused by, or have differing views of what these terms mean for higher education (Williams, 2013). While diversity efforts typically focus on historically underrepresented groups in higher education including by race, ethnicity, and gender, other dimensions of diversity such as sexual orientation and gender identity, social class, religious and political affiliations, are also important to foster, even though the latter are not numerically monitored in the same way as race, ethnicity, and gender.

During the Inclusive Excellence process, and in this report, we follow the American Association of Colleges and Universities' conceptual definitions of these terms:

Diversity: “Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations)” (AAC&U, 2016).

Inclusion: “The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions” (AAC&U, 2016).

We use these terms to guide our commitment and our actions to ensure that we value diversity (e.g., racial/ethnic composition of faculty) not in and of itself, but rather because we must leverage diversity to foster the inclusive community necessary to achieve Dartmouth’s core mission: to educate the most promising students and prepare them for a lifetime of learning and of responsible leadership, through a faculty dedicated to teaching and the creation of knowledge. We seek to foster diversity and inclusivity through efforts to support both specific groups (e.g., hiring faculty from traditionally underrepresented groups, Employee Resource Network for LGBT faculty and staff) and broad, community initiatives to promote inclusivity and learning between and among groups and across dimensions of diversity.

II. Faculty Diversity in Academia: National Picture

In recent years, many colleges and universities across the nation have pursued efforts to diversify their faculties with respect to gender and racial/ethnic groups. A diverse faculty produces real benefits for student learning and well-being, for knowledge discovery and creative insights, as well as for the overall intellectual environment on college campuses (Gurin et al., 2004; Milem et al., 2004; Stanley, 2006).

An increasing pipeline of women and racial/ethnic minorities among new PhDs entering the professoriate in recent years contribute to these efforts. For example, according to the [National Science Foundation Annual Survey of Earned Doctorates](#) in 2015, 25% of all doctorates in the US were awarded to people from racial and ethnic minority groups¹, up from about 21% in 2005. Fields vary in the percentage of minorities receiving PhDs. For example, minorities comprise about 18% of new PhDs in physics, 29% in biology, 32% in engineering, 27% in anthropology, and 35% in Foreign Languages.

Women earn nearly half of all new PhDs, a trend that has been true for more than a decade (women comprised 45% of new PhDs in 2005, and 46% in 2015). However, there is great variation across disciplines and subfields in the percentage of women earning PhDs. For example, women comprise about 49% of new PhDs in biochemistry, 25% in math/computer science, 59% in psychology, 39% in political science, 38% in classics, and 25% in philosophy.

Despite high numbers of women earning PhDs, and steady increases among racial and ethnic minorities earning PhDs, the demographic composition of faculties in U.S. higher education institutions has been slower to change. Over the past two decades the overall number of faculty

¹ NSF asks new PhDs who are U.S. citizens or permanent residents to self-identify their racial/ethnic group(s). Minority is defined as Asian or Asian American, American Indian or Alaska Native, Black or African American, Hispanic or Latino, or more than one race.

in higher education has nearly doubled, but with most of that growth in non-tenure-line positions where more women and minority faculty are employed. However, tenure-line faculty positions also increased by about 11% over the same period indicating that increases in the representation of women and minorities among tenure-line faculty was possible (Finkelstein et al., 2016). A recent study of biomedical PhD recipients found that a nine-fold increase in the annual number of minority PhD graduates between 1980 and 2013 translated to only a 2.6-fold growth in the number of minority assistant professors over this same time period (Gibbs et al., 2016). According to a recent study by the [TIAA Institute](#), underrepresented minorities² held only about 13% of faculty positions in 2013, and only 10% of tenured positions (Finkelstein et al., 2016). Similarly, though women overall held 49% of all faculty positions in 2013, women still accounted for a smaller proportion of tenured faculty members than their male counterparts (about 38%, with significant variation across disciplinary fields), and fewer than one in ten women faculty nationally were full professors (Finkelstein et al., 2016).

The slow pace of change in the composition of university faculty is especially frustrating given efforts to diversify higher education over the past two decades. Some of the explanation for little change in faculty composition appears to be that institutions continue to believe some ongoing myths about hiring, including that the pipeline is too limited or that fierce peer competition for too few minority candidates limits hiring faculty of color. However, the idea that there are not enough minority scholars to fill available spots, or that leading institutions all compete for the same handful of candidates, is challenged by actual data. For example, a study of recent science PhDs found that rather than too few minorities or women getting advanced degrees it was more of a failure of providing adequate and consistent career development strategies to enable them to continue in and be successful as faculty (Gibbs et al., 2014; Williams 2013). In examining faculty recruitment practices, Smith (2000) found that only 11% of new PhDs from elite minority fellowship programs at top institutions were actively recruited for faculty positions, and even fewer received multiple offers, suggesting that competition among a limited pool of minority candidates was not the main limiting factor in hiring patterns. A study in the early 2000s of hiring trends across 28 California institutions found that three of five new under-represented minority hires were actually replacements of under-represented minority faculty members who left, thus producing a modest at best effect on the overall composition of institutional faculties (Smith and Moreno, 2006).

Though not the only factors affecting faculty hiring, myths keep many institutions from implementing active, rather than passive, diversity-focused development and search processes (Gasman et al., 2011; Smith & Moreno, 2006). To move forward, institutions must “interrupt the usual” recruitment, search, and hiring practices by implementing comprehensive strategies for ongoing outreach to candidates, changes to search committee criteria (e.g., discussions of multiple dimensions of evaluation), and attention to creating inclusive departments (Smith et al., 2004; Turner et al., 2008). Dartmouth’s Inclusive Excellence Action Plan includes a number of initiatives to address exactly these concerns by changing recruitment and hiring practices, as well as addressing ongoing professional development needs and mentoring of new faculty.

² TIAA defined underrepresented minorities as U.S. citizens or permanent residents who self-identify as American Indian or Alaskan Native, Black or African American, Hispanic or Latino, or more than one race.

III. Faculty Diversity at Dartmouth

In 2014 Dartmouth committed to the goal of increasing the percentage of racial and ethnic minority faculty to 25% of tenure-line³ faculty by 2020. The Inclusive Excellence Action Plan in 2016, committed additional resources to achieving this goal (now \$2 million dollars annually), as well as to increasing the percentage of women faculty in areas where they are underrepresented (e.g., Sciences, Social Sciences, Medicine).

As of November 2015 (most current data), 52% of all Dartmouth undergraduates are women, and 40% are students of color. However, only about one-third (31%) of Dartmouth's full-time tenure-line faculty are women and only about 18% are racial and ethnic minorities.⁴ Dartmouth's current faculty demographics are shown in Tables 1 and 2, and illustrate how gender and racial/ethnic composition varies within and across Dartmouth's schools, over time, and compared to peer institutions. [Note: Detailed information on the composition of Dartmouth faculty, students and staff can be found in the Dartmouth Factbook: <http://www.dartmouth.edu/~oir/data-reporting/factbook/>]

As shown in Table 1, in 2015 Dartmouth had 18% racial/ethnic minority tenure-line faculty overall, a slight increase from 16% in 2010. Overall in Arts & Sciences (A&S) there was no change in the percentage of minority tenure-line faculty between 2010-2015, but there were declines in Interdisciplinary Programs (35% to 32%) and the Social Sciences (13% to 9%), while Arts & Humanities (22% to 25%) and the Sciences (14% to 15%) saw slight increases. Geisel, Thayer, and Tuck all saw slight increases in the percentage of minority faculty from 2010 to 2015, with Geisel at 12%, Thayer at 22%, and at Tuck at 26%, already surpassing the 25% goal.

Also shown in Table 1, women comprised almost one-third of Dartmouth tenure-line faculty overall in 2015, with 36% women in A&S, but only 23% in Geisel, 22% in Tuck, and 14% in Thayer. Overall the percentage of women faculty has declined slightly between 2010 and 2015 (from 33% to 31%). Within A&S, even though the percentage of women faculty varies across divisions (i.e., 51% in Arts & Humanities, 43% in Interdisciplinary Programs faculty, 23% in the Sciences, and 28% in the Social Sciences), all areas saw declines or no change between 2010 and 2015. Similarly, Geisel and Tuck have seen slight declines in the percentage of women on their faculties. In contrast, even though Thayer has the lowest percentage of women faculty overall, Thayer increased the percentage of women faculty between 2010 and 2015.

Table 2 shows how the percentage of women and minority faculty at Dartmouth compare to a set of peer schools defined as a selection of institutions from the Ivy League as well as other

³ Tenure-line faculty include all tenured and tenure-track faculty.

⁴ Racial and ethnic minorities are those who self-identify as American Indian or Alaskan Native, Asian or Asian American, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and those who report two or more races.

comparable private and public institutions who report data through the Association of American Universities Data Exchange (AAUDE) program. The percentage of women faculty at Dartmouth in A&S, Thayer and Tuck are very similar to or even slightly higher than peer institutions. However, the percentages of women faculty at the Geisel school of medicine (in both basic science and clinical divisions) are significantly lower than at peer institutions.

In comparing the percentage of minority faculty at Dartmouth to those at peer institutions, we see significant variation across and within schools. Within A&S for example, departments in the Arts and Humanities have significantly more minority faculty than peers (25% compared to 17%), while departments in Interdisciplinary programs and the Sciences each have slightly lower percentages than peers, but the Social Sciences have a significantly lower percentage of minority tenure-line faculty than do peer institutions. Similarly, Geisel departments have much lower percentages of minority faculty than do peer institutions, while Thayer is slightly lower than peers. In contrast, Tuck has a higher percentage of minority faculty than peer institutions.

Figures 1 and 2 provide a further breakdown of the percentages of women (figure 1) and racial and ethnic minority (figure 2) faculty in A&S at Dartmouth, broken out by rank, and comparing over time and to two sets of peers: schools in the Ivy League, and a set of non-Ivy schools, all of whom participate in the Consortium on Financing Higher Education (COFHE). As shown in Figure 1, compared to both Ivy and non-Ivy peers, Dartmouth has similar percentages of women faculty at the Assistant Professor and Associate Professor ranks, and a higher percentage than peers of women faculty at the rank of Full Professor.

Figure 2 shows a more complicated story for minority faculty in A&S compared to peers and over time. First, it is important to note that COFHE uses *under-represented minority*, defined as those who self-identify as Black, Hispanic, American Indian, or Native Hawaiian/Pacific Islander, which is a narrower definition of minority than that used in Tables 1 and 2. As shown in Figure 2, Dartmouth has seen a precipitous drop from 2010 to 2015 in the percentage of minority faculty at the rank of Assistant Professor, though our percentage in 2015 (9%) is still in line with Ivy (9.3%) and non-Ivy (9%) peers. Dartmouth has seen an increase from 2010 to 2015 in the percentage of minority faculty at the Associate Professor rank (from about 11% to 15%), which puts us well above Ivy and non-Ivy peers in 2015. However, it is problematic to note that the percentage of minority faculty at the rank of Full Professor at Dartmouth has declined between 2010 and 2015 (from about 5% to less than 4%), putting us even further behind our Ivy (about 6%) and non-Ivy (about 5%) peers.

In addition to monitoring the gender and racial/ethnic composition of the faculties at Dartmouth, the Inclusive Excellence Action Plan identified a number of other initiatives to address faculty diversity, including supporting diversity in faculty search processes. The Assistant Provost for Faculty Development is now meeting with representatives from each A&S search committee to provide resources, guidance and support related to recruitment, implicit bias, and decision-making. At Geisel, the Associate Dean for Diversity and Inclusion, with assistance from the Office of Institutional Diversity and Equity (ID&E), discusses how to avoid implicit and explicit bias in the search process with all search committees. Thayer School is in the process of replicating Geisel's model for their own search committees. Tuck follows a similar process in which the Associate Dean for Faculty meets with all search committees to discuss implicit bias and other strategies to promote recruiting a diverse pool of candidates in faculty searches.

IV. Fostering an Inclusive Dartmouth Community

The educational and other benefits of inclusive, diverse communities can be found among higher education institutions, but also in private enterprises, the economy, and the broader society (Hurtado et al., 2003; Milem, 2003; Milem & Antonio, 2005). However, these benefits alone are not enough to produce inclusive learning and professional environments. Instead, experts like Damon Williams and colleagues recommend that diversity and inclusivity must be part of a comprehensive strategy for achieving institutional excellence through a commitment to “the academic excellence of all students in attendance and concerted efforts to educate all students to succeed in a diverse society and equip them with sophisticated intercultural skills” (Williams et al., 2005). Dartmouth has been taking steps to create a comprehensive strategy for making our campus community more inclusive.

In the winter of 2015, Dartmouth hired Rankin & Associates Consulting, experts in assessing *campus climate*, defined as “the attitudes, behaviors, and standards of faculty, staff, administrators, and students concerning the level of respect for individual needs, abilities and potential” (Rankin and Reason, 2008). Campus climate has a far-reaching impact on everything from student learning to faculty productivity and success and, by extension, an institution’s overall effectiveness. In contrast, a number of studies link bias and discrimination to lower levels of job satisfaction, health and well-being, underscoring the importance of campus inclusivity initiatives for all (Chang, 2003; Navarro et al., 2009; Nelson-Laird & Niskodè-Dossett, 2010; Tynes et al., 2013; Silverschanz et al., 2008).

Rankin conducted a comprehensive study of living, learning, and working at Dartmouth with all members of the campus community (including faculty, student, and staff perspectives). The [results of the Community Study](#) (released in the spring of 2016) have and will continue to inform Dartmouth’s diversity and inclusion work. A total of 2,753 people took the study, for an overall response rate of 26% (with different response rates across different constituency groups: among staff = 37% (1,243); among faculty = 35% (368); among undergraduate students = 18% (781); among graduate students = 17% (336); among postdoctoral fellows/research associates = 28% (25)).

In looking specifically at faculty respondents, the study found that more than half of tenure-track (60%) and non-tenure-track (68%) faculty felt comfortable or very comfortable with the overall climate. As in the findings for respondents overall, faculty members comfort with the campus climate varies across groups, with only 46% of women, and 37% of minority faculty members reporting the same level of comfort with Dartmouth’s overall climate.

Considering the core mission for faculty, 74% of tenure-line faculty say teaching is valued at Dartmouth, and 84% say research is valued. However, these positive findings are tempered by the finding that only 24% of all faculty (including tenure-line and non-tenure-line faculty) feel that Dartmouth provides adequate resources to manage work-life balance.

The survey also revealed that a very high percentage of faculty (69% of tenure-track and 53% of non-tenure track) have considered leaving Dartmouth in the prior year. Once again, women (73%) and minority faculty (83%) were more likely than their peers to have contemplated seeking employment elsewhere. When asked why they considered leaving Dartmouth, both women and minority faculty cited “lack of a sense of belonging” more often than any other answer choice provided.

The results of the Community study— even the small subset of data presented in this report — reinforce the critical nature of Dartmouth’s inclusivity work. The Inclusive Excellence Action Plan also includes a number of actions and initiatives intended to promote a more inclusive campus environment, including enhancing opportunities for faculty support, training, mentorship, and professional development. For example, Dartmouth’s institutional membership in the National Center for Faculty Development and Diversity (NCFDD) offers workshops for junior faculty on the tenure-track, and other support through their online site and through campus workshops. In 2016, 620 faculty, non-teaching staff, graduate students, and post-doctoral fellows joined the NCFDD. During the 2015-16 academic year, a number of NCFDD workshops were held on campus for department chairs, deans and other leaders. In addition, Assistant and Associate professors can receive resources to support mentoring both on and off-campus, and including peer mentorship through writing and research groups.

Also in the 2016-2017 academic year, deans of faculty at each school incorporated discussions of diversity and inclusion into faculty orientations, while the Dartmouth Center for the Advancement of Learning (DCAL) incorporated discussions of inclusive teaching into its new faculty orientation. In addition, DCAL offered workshops and seminars on inclusive teaching and reducing implicit bias in the classroom.

V. Conclusion

This report provides a brief overview of changes over time in the demographic composition (racial/ethnic and gender) of Dartmouth tenure-line faculty, as well as some of the initiatives underway to support diversity and a more inclusive community as part of the Inclusive Excellence Action Plan. These initiatives, along with other important ongoing work by many individuals and groups around campus, are necessary to ensure that we meet our commitment to diversity and inclusion as essential to our educational enterprise. As stated in President Hanlon and Provost Dever’s May 2016 Community Letter launching the Inclusive Excellence Action Plan,

“Diversity and inclusivity are necessary partners. Without inclusivity, the benefits of diversity—an increase in understanding, improvement in performance, enhanced innovation, and heightened levels of satisfaction—will not be realized. We commit to investments in both, to create a community in which difference is valued, where each individual’s identity and contributions are treated with respect, and where differences lead to a strengthened identity for all.”

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Table 1: Dartmouth Tenure-line Faculty¹ Composition by Gender and Minority² Status 2010 and 2015

	Total	Women					Minority				
	2015	2010		2015		2010-15	2010		2015		2010-15
	Number	N	%	N	%	% Change	N	%	N	%	% Change
Arts & Sciences	403	146	39	144	36	-3	69	18	72	18	No Change
Arts & Humanities	144	75	54	73	51	-3	31	22	36	25	+3
Interdisciplinary Programs	28	12	52	12	43	-9	8	35	9	32	-3
Sciences	101	22	23	23	23	No Change	14	14	15	15	+1
Social Sciences	130	37	31	36	28	-3	16	13	12	9	-4
Geisel School of Medicine	111	38	24	26	23	-1	12	8	13	12	+4
Basic Science	65	13	19	11	17	-2	7	10	7	11	+1
Clinical	46	25	28	15	33	+5	5	6	6	13	+7
Thayer School of Engineering	37	2	7	5	14	+7	4	15	8	22	+7
Tuck School of Business	51	11	24	11	22	-2	9	20	13	26	+6
Total	602	197	33	186	31	-2	94	16	106	18	+2

Notes

¹Includes all tenured and tenure-track faculty members across four faculties: Arts & Sciences, Geisel, Thayer, and Tuck.

²Includes faculty who self-identify as American Indian or Alaskan Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or two or more races.

Source: Dartmouth's [Office of Institutional Research](#) (OIR).

Table 2: Dartmouth Tenure-line Faculty¹ percentages compared to Peers² for November 2015

	Women		Minority ³	
	Dartmouth %	Peers %	Dartmouth %	Peers %
Arts & Science				
Arts & Humanities	51	46	25	17
Interdisciplinary Programs	43	43	32	34
Sciences	23	21	15	17
Social Sciences	28	33	9	17
Geisel School of Medicine				
Basic Science	17	29	11	21
Clinical	33	45	13	21
Thayer School of Engineering	14	15	22	25
Tuck School of Business	22	22	26	18

Notes

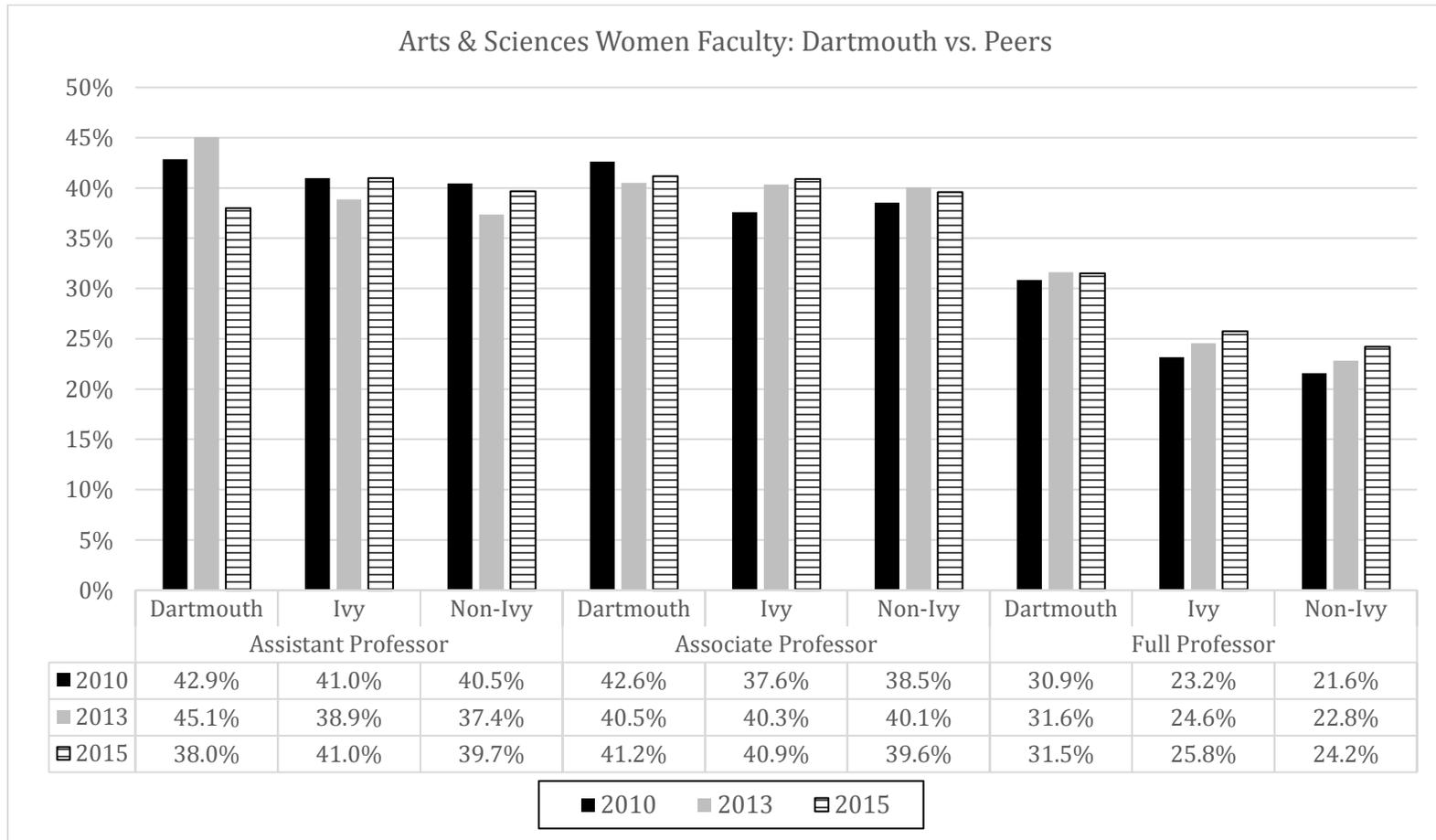
¹Includes all tenured and tenure-track faculty members across four faculties: Arts & Sciences, Geisel, Thayer, and Tuck.

²Refers to data obtained from Ivy and Ivy Plus institutions using the three most current years of data available from the *Association of American Universities Data Exchange (AAUDE)*. Percentages are calculated using data from comparable individual Classification of Instructional Programs (CIP), calculated as distributed weighted averages across academic divisions within Arts & Sciences and entities within Geisel. Tuck and Thayer have singular aggregate availability with comparable AAUDE data.

³Includes faculty who self-identify as American Indian or Alaskan Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or two or more races.

Source: Dartmouth data provided by Dartmouth's [Office of Institutional Research \(OIR\)](#). Peer data provided by Dartmouth's [Office of Institutional Diversity & Equity \(IDE\)](#) November 2016 Faculty Profile report.

Figure 1: Percent of Women Tenure-line¹ Faculty in Arts & Sciences over time, comparing Dartmouth to Ivy and Non-Ivy Peers²



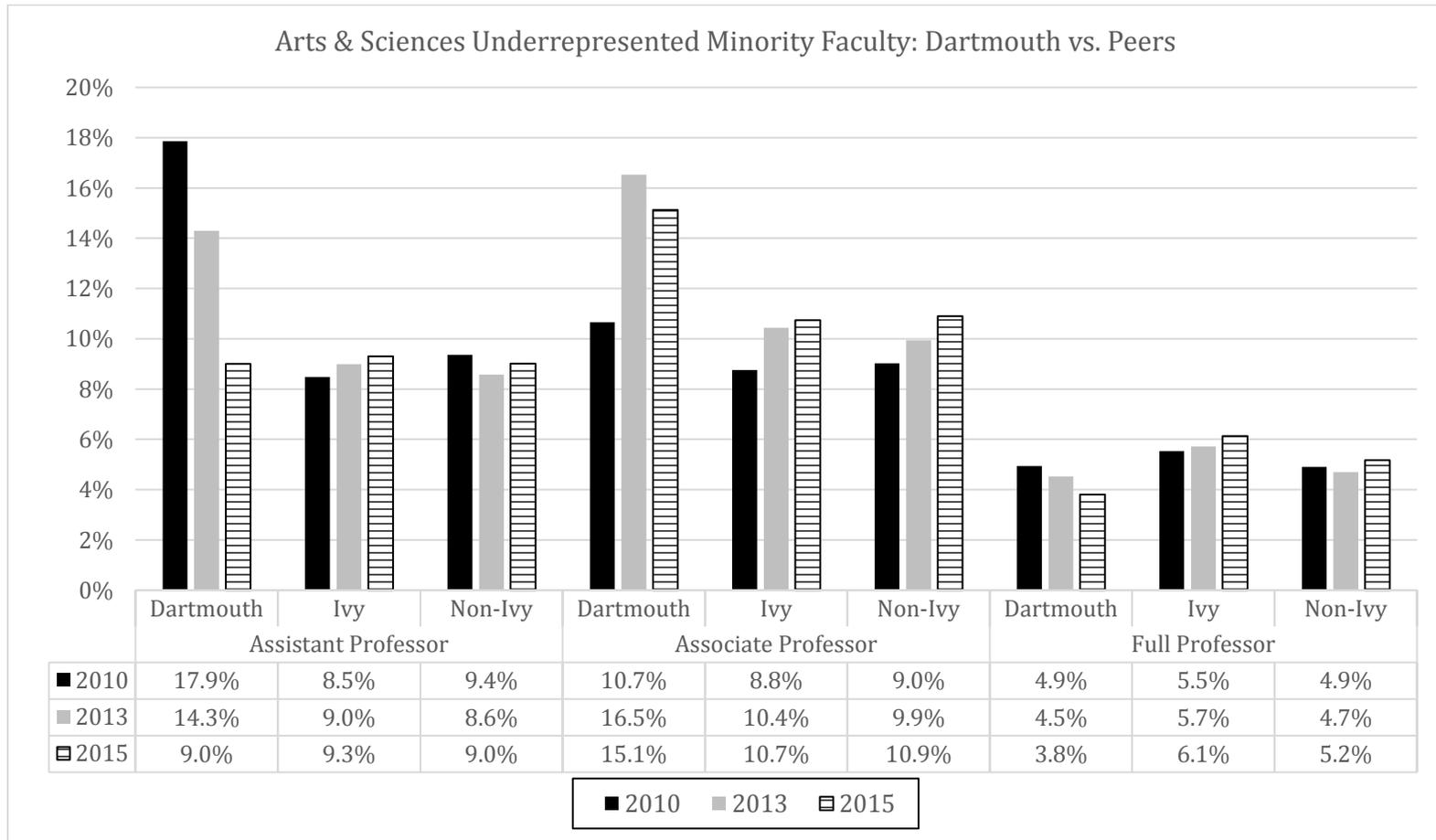
Notes

¹Includes all tenured and tenure-track faculty members in Arts & Sciences only.

²Includes Ivy and Non-Ivy COFHE member institutions who chose to participate in the designated data collection cycle for the specified years.

Source: [Consortium on Financing Higher Education \(COFHE\)](#).

Figure 2: Percentage of Underrepresented Minority¹ Tenure-line² Faculty in Arts & Sciences over time, comparing Dartmouth to Ivy and Non-Ivy Peers³



Notes

¹*Underrepresented Minority* as defined by COFHE includes Black, Hispanic, American Indian, and Native Hawaiian/Pacific Islander. It is important to note that this definition is different from counts and percentages in Tables 1 and 2 in which *Minority* is defined as American Indian or Alaskan Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and two or more races.

²Includes all tenured and tenure-track faculty members in Arts & Sciences only.

³Includes Ivy and Non-Ivy COFHE member institutions who chose to participate in the designated data collection cycle for the specified years.

Source: [Consortium on Financing Higher Education \(COFHE\)](#).