



Student Assembly Task Force Report: Minority Professor Recruitment and Retention

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Introduction

Purpose of the Student Assembly Diversity and Community Affairs Committee

As spelled out in the Student Assembly constitution, the Diversity and Community Affairs committee “shall address the general concerns of inclusiveness and pluralism in the Dartmouth community, issues of: race, ethnicity, religion, nation of origin, gender, sexual orientation, age, ability, and socioeconomic status, as well as the particular concerns of groups including but not limited to GLBTQ students, women students, students of color and international students. This committee shall designate at least one member to research impending motions;”

Dartmouth must do its best to recruit and retain faculty who represent the students they teach and the diverse society in which we all live. Dartmouth’s scholarly pursuits are enriched by bringing together students and faculty of different backgrounds, interests, experiences and perspectives.

In keeping with the goals and aims of Student Assembly, the purpose of this report is to examine the lack of retention and recruitment of minority professors, including, but not limited to, race, sexual preference, gender, age, and socioeconomic status. College administrators, faculty, and students have observed a lack of diversity within many academic departments; much of this is due to low minority faculty retention. The aim of this report is to:

- 1.** Research and evaluate the cause of this trend of low minority faculty retention,
- 2.** Present this information to Student Assembly, the college administration, the general student body,
- 3.** Propose possible solutions, and courses of action.

In the winter term of 2006 a survey was administered by Student Assembly to assess student opinions on diversity within the faculty. It asked students how many courses they have taken that were taught by minority faculty, what they thought of the number of minority professors at the college, and who in the administration should be

responsible for increasing diversity within the faculty. In response to the survey, the committee determined that a lack of diversity within the faculty is a serious issue that has to be addressed and worked on. The Diversity and Community Affairs Committee recognizes that the College has struggled to increase faculty diversity and retain minority faculty. This report continues to investigate the college's efforts, historically and at present, to increase the diversity within Dartmouth faculty.

In the spring term of 2006, the Diversity and Community Affairs Committee conducted a series of interviews with twenty-eight professors in the Arts and Science, Medical, and Thayer Schools to assess their opinions of diversity within the Dartmouth faculty. These interviews are confidential, as they include the personal accounts of professors, and the committee does not wish that professors' status at the College be determined based on their responses.

In order to better understand the frustrations of the college and trends in the College's efforts, the Diversity and Community Affairs Committee researched the College's historical efforts from 1971 to 2005 to increase diversity among the faculty. This research was done in fall of 2006. We used 1971 as a starting point from which to assess the College's efforts, as this was the date that the college began to seriously take action towards diversifying the faculty in the form of sex desegregation.

Current Statistics

We commend the college for their work in making the Dartmouth faculty the most proportionately diverse in the Ivy League. However, we urge against a complacent interpretation of this data. Owing to the faculty's small size, what seems like a sizable percentage of ethnic faculty translates to only a handful of individuals; further, the aggregate percentages proffered by the data disguise the disparities which exist between departments.

Some of the recommendations made by this report are not new, but rather expressions of support for current efforts being made by the Administration. However, beyond mere congratulations they should be read as advocating for a re-doubling of these efforts.

Methodology

Our methodology was constructed with the intent of collecting unbiased and random data. We began the process by sending out a request for interviews to the heads of each academic department, whom we asked to pass the information on to their faculty. Those who responded to our request were interviewed by members of the Committee. These interviews were conducted using a set of questions developed by the committee as a whole. These questions referred to individual demographic data of the subject, the perceptions and experiences of unequal treatment and of diversity on the campus during that faculty member's time at Dartmouth, their opinion on the cause of the low retention rate of diverse faculty, their opinions and suggestions about the role of Student Assembly, and the actions that should be taken to correct these issues. The interviews taken were summarized, and relevant aspects of individual interviews were integrated into the report.

Additionally, members of the committee sought statistics in regards to Affirmative Action and minority faculty retainment. Through the Rauner Special

Collections Library, the Affirmative Action Plans produced by the college itself were acquired for the pertinent years, from 1971 to 2005. The trends and evaluations of the data were interpreted by unbiased committee members who had never before seen the data.

Efforts of the College Since 1971

Prior to 1995, the percentage of minority faculty in tenured or tenure-track positions increased at a greater rate than that of the general faculty. However, the percentage of minority faculty has steadily increased since 1995 at a rate only roughly commensurate with aggregate faculty growth.

Further, the methodologies employed by the College to collect relevant data about minority faculty recruitment and retention are inadequate. Data collected from Rauner Library about the ethnic/gender makeup of faculty and appointed faculty is extremely vague. It makes no reference to how many faculty departed in a given year, and this number cannot be extrapolated from the present data. Not only should this number be present, but additionally, an attempt should be made to break down departing faculty into several other categories, such as retiring faculty or those individuals going on sabbatical. Accurate metrics for retention and recruitment are crucial in terms of identifying deficits and formulating strategies to work through them. However, we do understand that EO/AA data collection is governed by Executive Order 11246; publicly reporting on the specifics of why people leave can be a violation of privacy in some instances owing to the small size of the Dartmouth faculty body, and we would never recommend any course of action which could jeopardize the rights of our Professors. However, we do believe that steps could be taken within the law to make information more available.

Professor Interviews

During the course of the 2005-2006 school year, members of the Diversity and Community Affairs Committee interviewed Dartmouth professors to get their opinion on diversity within the faculty. Committee members interviewed over thirty professors who chose to be interviewed. In general, nearly all thirty agreed that diversity is not well represented at Dartmouth. Additionally, almost every professor admitted to feeling at a disadvantage whether it was because of race, ethnicity, gender, sexual orientation, or age. Diversity as a personal issue tended to be the major topic of discussion during the interviews. Throughout the interviews, the universality of the problem of a lack of diversity on campus was constantly recognized. We recognize, however, that this was a small pool of faculty, and the interviews may not reflect the opinions of the faculty body as a whole.

Members of the faculty, regardless of their background, believed that there were certain factors which affected minority faculty retention rates at Dartmouth. Some of those factors dealt with Dartmouth's location. The rural setting of the Upper Valley was often mentioned, which one English professor described as "not exactly the most diverse place or the most hospitable to people in the sense that there isn't really a good place outside the Hanover area where you could, say for instance, raise a family, or just for economic or social sanity." Other professors mentioned the high price of living in Hanover. As a single person of color, faculty members had the potential to feel isolated

because there were no places to meet or look for other people from similar backgrounds. Minority professors with families also mentioned the potential to feel out of place saying that the lack of an urban environment and others from similar backgrounds could make it hard to bring up children in Hanover.

Although many faculty members stated that Dartmouth has been doing a good job in actively trying to recruit faculty members from diverse backgrounds, quite a few professors believed that the individual departments were not as diverse as they could be. They said that some departments have greatly increased the number of faculty members from diverse backgrounds over the last few years while other departments continue to hire white male professors from similar backgrounds. Some of the minority professors expressed feeling that there is always the uncomfortable notion of feeling like the token professor in their department. In the interviews, there were also subtle references as to whether or not minority professors are at Dartmouth to fill a quota or based on merit. Many professors who identified as members of a racial minority group expressed constantly being forced to do things that benefit their race on campus at the risk of hurting their careers. For example, one professor expressed the possibility of doing too much work with interdisciplinary programs such as African and African American studies, Asian American studies, etc. at the risk of breaking down relations with his home department and missing out on getting votes for such issues as tenured positions.

In reviewing the interviews, respondents were asked whether they thought the lack of diversity is a problem that could be fixed, or whether they thought it to be a natural result of such factors as geographic location or current minority representation in the overall academy. Faculty recruitment and retention seems to be trapped in a vicious cycle; the lack of diversity among faculty is a major reason of the unwillingness of many minority professors to come teach at Dartmouth, thus Dartmouth can not hope to increase retention effectively.

When asked what the administration could do to improve diversity amongst the faculty, interviewed professors responded with a general suggestion that something needs to be done, although not necessarily with a clear consensus as to what. Ideas ranged from Dartmouth making a stronger financial commitment in promoting itself as a place where “free-ranging discussions” are made about diversity to having minority professors specifically be involved in recruitment to reflect a diverse face to the public. The idea of minority professors recruiting minority professors is thought to allow for prospective candidates to see a visual representation of the diverse population of the school. Many stressed a stronger dual commitment to the increasing and accommodating diversity from the administration as well as fellow faculty. A professor from the summed it up that, “We need to do our best to make it known that it’s ok to be different here at Dartmouth, that in fact you’re encouraged to be here.”

As for the Student Assembly, the professors agreed that the Student Assembly could possibly play a major role in minority recruitment by unifying as one voice to speak to the administration. This pertains not just to students on Student Assembly, but also to the student body as a whole. The same professor insisted, “The administration does listen to students, and the trustees do listen. I know it doesn’t always seem like it, but it does matter.” A professor said that it is not just about stressing diversity as an issue, but rather about pushing for a specific, constructive plan by which more diversity could be achieved. A male physics professor did not necessarily agree that the Student

Assembly had much power, but he did consent that collecting data from different departments and observing the composition of each department was an important first move.

Recommendations

At this point, members of the Diversity and Community Affairs seek to provide recommendations for retaining minority professors at Dartmouth College. These recommendations come after careful consideration of the aforementioned data, peer institution reports, and interviews. Our recommendations are as follows:

First, there must be sustained and renewed coordination between the organizations and offices that impact hiring of faculty, administrator, and staff. Dean of Faculty, Human Resources, Institutional and Diversity and Equity, Office of Public Affairs should all meet and discuss best hiring practices.

Second, the administration must overhaul the data collection mechanisms and methods in regards to faculty make-up and retention. The data available to us was very vague, making it difficult to deduce any sort of conclusions regarding minority faculty retention. As an Ivy League institution Dartmouth has a specific responsibility to accurately collect and present this data. Data relating to the reasons specific faculty members have left (sabbatical, retirement, personal, etc.) must be included as well, so as to give the College better feed back in regards to retaining minority faculty. Once again, we do understand that EO/AA data collection is governed by a federal regulation: executive order 11246. Publicly reporting on the specifics of why people leave can be a violation of privacy in some instances; it is too easy to identify who people are when the numbers are small.

Third, we support and encourage more extensive use of advertising to minority graduate students and academic professionals through specific journals and other avenues, and general applicant pool formation overseen by the Office of Diversity and Equity should be audited (see appendix A2).

Fourth, the Dartmouth administration must make a formal and written and public commitment to diversify its faculty body. Professors who are considering Dartmouth will see it as an institution where they might want to work. For an example of how this was done at Stanford, see appendix A3.

Fifth, as one of the most powerful landowners in New Hampshire, Dartmouth College should make a continued effort to help meet the high cost of living in Hanover. This can be done through broader housing subsidies, which would require an increase in faculty salaries, or through subsidized housing (either through the college, or jointly with the town of Hanover). We are currently in contact with the College Housing Department to find out more about this process, and have been informed that there are currently 300 additional housing units being constructed for faculty near the community.

Sixth, in recruiting a diverse faculty, the administration must focus not just on overall school diversity but on departmental diversity as well. The idea being that it is important for minority professors to be surrounded by not only a diverse community at-large, but also by a diverse intimate intellectual community as well.

Seventh, a faculty committee overseeing academic departments should be formed consisting of senior faculty and administrators from each academic department, deans, and the Provost. At peer institutions, such committees meet once a month to discuss progress within their departments and share strategies.

Eighth, a mentorship program specifically geared toward retaining minority junior faculty should be put into effect. This will give junior faculty support and build a stronger community which will lead to higher retention. (See appendix A4.)

Ninth, the administration must provide more support for minority faculty in terms of providing systems where racism and other forms of discrimination (perceived or otherwise) or a lack of respect among peers can be reported.

Tenth, there is a need to increase the overall sense of community at Dartmouth by including students, administrators, and faculty in a joint, ongoing discussion about campus diversity as a whole. Student Assembly can play a pivotal role by creating dialogue about these issues. Creating a strong community that involves both students and faculty has two effects; the first is the allowance of the unobstructed flow of intellectual ideas between students and faculty. The second is the ability of students to adequately express to minority faculty that their presence, as well as diversity in experiences and ideas is deeply valued and needed at Dartmouth College.

Eleventh, the College must compile and publish, online and offline, a list of resources which new or prospective faculty can go to for help regarding professional or personal issues such as faculty development or housing. The list should enumerate specifically which services each office or resource provides. For an example of how this can be done, see appendix A5.

Appendix A: Related Materials from Peer Institutions

A1) Harvard's Guidelines for Recruitment

The recruitment process is often more important than the hiring process when including the best available talent in a faculty search. Identifying a broad pool of applicants during the search requires that search committees educate themselves in the variety of academic and professional networks available.

Search Committee Guidelines: The faculty handbooks on the appointment processes for each School offer basic search committee guidelines; some have undergone recent revision and are more comprehensive than others. The following guidelines come from scholarly articles on search processes for the most excellent, diverse pool of applicants:

- * Ensure that the composition of the search committee is diverse in background, perspective and expertise.
- * Educate members of search committees about best hiring practices.
- * Work with professional ethnic and women affiliated societies (e.g. Society of Black Engineers, Society for Women in Science).
- * Use job descriptions indicating educational or scholarly links to the study of gender, race or ethnicity where appropriate.
- * In the sciences, add criteria in faculty job descriptions for successful experiences working with diverse student groups.
- * Employ intervention strategies to enhance the traditional search processes by using spousal hires, expanded job descriptions, or modification of usual requirements to meet program needs.
- * If a search pinpoints more than one best candidate, possibly hire all such candidates; that is, temporarily enlarge the department for an unexpected opportunity of hire.

For African American and Native American faculty, a combination of links to their field of research, or "diversity indicators," and special hire interventions is critical. Traditional or regular search processes in fields unrelated to diversity typically do not yield diverse hires. For more information on these strategies see: Johnson and Wiley, 2000; Smith, Turner, Osei-Kofi, and Richards, 2004; and Turner, 2002 in the annotated bibliography. From <http://www.faculty.harvard.edu/01/011.html>

A2) See <http://www.faculty.harvard.edu/01/0112.html> for a list of minority-oriented professional organizations from which faculty could potentially be recruited.

A3) See <http://www.stanford.edu/dept/provost/diversity.pdf>, page 4, for an example of a formal commitment to diversity within the faculty.

A4) See <http://www.stanford.edu/dept/provost/diversity.pdf>, page 8, for an example of guidelines for faculty mentorship and counseling.

A5) See <http://www.stanford.edu/dept/provost/diversity.pdf>, page 11, for an example of a list of resources for new or prospective faculty members.

A6) See <http://www.stanford.edu/dept/provost/diversity.pdf>, page 14, for a list of applicable legal precedents for handling affirmative action issues regarding faculty recruitment and retention.

A7) President Wright's Speech 2003, where he commits to faculty diversity:

"We also need to do better to retain our best faculty. Competitive compensation is necessary to this goal - but it is not sufficient to reach the goal. We have had some losses that frustrate me and, I believe, set back some of our best efforts. Last summer I asked the Provost to meet with the academic deans in arts and sciences and with the office of institutional diversity and equity to review these situations. Among other things, we need to all work harder to provide opportunities for faculty spouses and partners. As a follow-up to these issues I will encourage the Dean of Faculty to consider with the Committee on Organization and Policy and/or the Committee on the Faculty whether we need to pursue any specific new initiatives. In all instances, success in this regard will require a shared commitment to the goal in all of the departments and areas that appoint and hire. I would also like to see us build on our success in hiring faculty of color and women. This is a matter of institutional importance and priority. We have had some notable recent success in this area and compare well with our peers, but this may say more about the academy as a whole than it does about us.

In addition to expanding the faculty, achieving more competitive compensation, addressing spouse and partner professional issues, and providing support for scholarship we also need to develop more support for teaching innovation and development. Excellent teachers do not just happen - they need to be encouraged and rewarded and they need information and feedback on what works and what does not work and what new technologies and pedagogies can be used effectively. Despite our strong teaching culture here, we have not done well in providing this support. A generous donor has just agreed to provide \$3 million of endowment that, with existing gifts for this purpose, will fund the operation of the Center for the Advancement of Learning. We have identified space in the Baker Library in the former periodicals room for this activity."

<http://www.dartmouth.edu/~presoff/speeches/2003/1027.html>

Resources Consulted:

Affirmative Action Reports located in Rauner Special Collections Library

Faculty Handbook

Office of Institutional Diversity and Equity

Office of Pluralism and Leadership

Office of Institutional Research

Dartmouth Ombudsman

Human Resources

Administrators interviewed:

Dean of Faculty, Carol Folt

Dean of College, Dan Nelson

Institutional Diversity and Equity, Michelle Meyers

Vice President of Diversity, Stuart Lord

Office of Pluralism and Leadership, Mattie Stevens

Office of Pluralism and Leadership, Nora Yasumura

Future administrators to be interviewed:

Nels Armstrong

President Wright

Provost Scherr

Daryl G. Smith, *Achieving Faculty Diversity: Debunking the Myths*, Association of American Colleges and Universities, 1996.

Instructional Faculty Minority and Gender Composition Statistics for Ivy League Institutions

	Dartmouth College ¹	Harvard University	Yale University ²	Princeton University ³	Columbia University ⁴	Brown University ⁵	University of Pennsylvania	Cornell University ⁶
Total Faculty	647	N/A	1,481	1060	3,392	823	N/A	1,869
Total Minority Faculty ⁷	142	N/A	224	169	722	94	N/A	265
Percent Minority Faculty	22%	N/A	7%	16%	21%	11%	N/A	14%
Total Women Faculty	239	N/A	506	312	1257	271	N/A	564
Percent Women Faculty	37%	N/A	34%	29%	37%	33%	N/A	30%
Total Non-Resident (International) Faculty	43	N/A	N/A	135	263	101	N/A	120
Percent Non-Resident (International) Faculty	7%	N/A	N/A	13%	8%	12%	N/A	6%

¹ Dartmouth College Common Data Set 2006-2007

² Yale University Common Data Set 2005-2006

³ Princeton University Common Data Set 2005-2006

⁴ Columbia University Statistical Abstract, Fall 2005

⁵ Brown University Common Data Set 2005-2006

⁶ Cornell University Common Data Set 2006-2007

⁷ *Minority faculty*: includes faculty who designate themselves as black, non-Hispanic; American Indian or Alaskan native; Asian or Pacific Islander; or Hispanic.