



GEISEL  
— SCHOOL OF —  
MEDICINE  
AT DARTMOUTH

## Geisel Plan for Diversity, Inclusion and a Respectful Workplace

### Mission

Geisel School of Medicine at Dartmouth (Geisel) believes a diverse and inclusive community of students, fellows, residents, faculty and staff enhances our mission to provide exceptional education, advance biomedical discovery, and improve health locally, nationally, and globally. Dartmouth recognizes diversity as relating to race, color, religion, sex, age, national origin, sexual orientation, gender identity or expression, disability, veteran status, marital status, or any other legally protected status. In addition, Geisel recognizes diversity includes differences in socioeconomic background and other less easily defined measures that comprise the rich breadth of human experiences, talents and attributes. Geisel strives to encompass a wide spectrum of values, tenets, interests and viewpoints in the belief that a diverse and inclusive community is essential to fostering a collaborative knowledge environment.

### Rationale

The imperative need for diversity and inclusion in our workforce is well demonstrated. Empirical studies have conclusively demonstrated that a diverse workforce measurably improves decision-making, problem solving, creativity, innovation, and flexibility and that workforce diversity positively correlates with organizational performance (1-7). For this reason, many leading corporations have worked toward creating diverse and inclusive climates for competitive advantage. Diverse teams are more creative, perform better at problem solving, and result in better decision making than homogeneous teams. Research clearly demonstrates that working and learning in an environment that is diverse in thought and perspective results in improvement in the educational quality and outcomes for students of all backgrounds. [Nearly fifty percent of medical school students are women](#) and [42% identify as non-white](#). However, for 2015 (latest data available), the [Association of American Association Medical Colleges](#) (AAMC) reports that only 39% of academic medical faculty members are women and only 35% of full professors are women. Similarly, [the representation of non-white academic faculty](#) lags changing demographics: faculty members who identify as Black/African American or Hispanic/Latino or Spanish origin comprise only 3 and 2% of academic medical faculty, respectively and only 1% for each group of full professors.

The change in the biomedical workforce needs to reflect the changing national [demographics](#) and corresponding needs of the communities we serve. Our ability to have a positive impact on the health of the populations we serve requires that we recruit and retain students, trainees, faculty and staff that reflect the diversity of the population. Having this breadth of perspectives will allow us to educate students on societal issues, to offer links to the community, to foster innovative scholarship, and to provide role models and mentors. The case for diversity is not about numbers. It is, rather, about creating a culture of inclusiveness in which differences such as race, ethnicity, gender, age, sexual orientation, and other physical abilities are valued and where barriers to reaching an individual's full potential are removed.

## **Professional Standards**

In addition to the commitments to diversity and inclusion that were incorporated into the original Geisel Diversity Plan (2012-2016), in recent years, current events have underscored the need to also directly incorporate sexual respect as part of our revised plan. We at Geisel espouse the following principles put forth by Dartmouth College:

We value integrity, responsibility, and respect for the rights and interests of others, all central to the College's [Principles of Community](#)." We are dedicated to establishing and maintaining a safe and inclusive campus where all have equal access to the educational and employment opportunities the College offers. We strive to promote an environment of sexual respect, safety, and well-being.

Our mission and goals are governed not only by our parent institution, Dartmouth College, but also by our accrediting bodies, the Liaison Committee on Medical Education (LCME), the Council on Education for Public Health (CEPH), and the Commission on Institutions of Higher Education (CIHE) of the New England Association of Schools and Colleges (NEASC). Standards set out by these accrediting bodies are provided in Appendix 1.

As a member of the AAMC, we are further guided by the AAMC's statement:

The Association of American Medical Colleges is deeply committed to increasing diversity in medical schools. This commitment extends to increasing the number of minority physicians available to serve the nation's growing minority population, expanding areas of research undertaken by medical academics, and raising the general cultural competence of all physicians.

The [AAMC has recently updated their commitment to diversity](#) to include embracing a broader definition of diversity to encompass evaluating cultural competence in education and training, in providing future directions for advancing diversity and inclusion in academic medicine, and for increasing diversity in the biomedical workforce.

Similarly, the [NIH has explicitly recognized the importance of diversity in biomedical research](#):

...diverse teams working together and capitalizing on innovative ideas and distinct perspectives outperform homogenous teams. Scientists and trainees from diverse backgrounds and life experiences bring different perspectives, creativity, and individual enterprise to address complex scientific problems. There are many benefits that flow from a diverse NIH-supported scientific workforce, including: fostering scientific innovation, enhancing global competitiveness, contributing to robust learning environments, improving the quality of the researchers, advancing the likelihood that underserved or health disparity populations participate in, and benefit from health research, and enhancing public trust.

**Goals of the Current Diversity Plan:**

To align with these national missions, and to meet our own institutional goals in advancing diversity, inclusion, equity, and creating a respectful workplace, we commit to the following three aims:

- I. Raise Awareness of Importance of Diversity, Inclusion and a Respectful Workplace.**
- II. Improve Recruitment and Retention of a Diverse Faculty, Staff and Student Body.**
- III. Provide Resources that Support Programs that Enhance Diversity, Inclusion, and Respect.**

**I. Raise Awareness**

**A. Search Committees:**

*Expectations:*

1. All members of search committees for faculty and senior staff hires (Dartmouth College employees) will be provided information on implicit bias (its basis and how to mediate against it); goals for interview structure and appropriate/inappropriate questions. This includes the requirement that all search committee members take at least one of the [Project Implicit](#) tests;
2. All search committees will be composed of individuals who are themselves representative of a diverse and inclusive workforce;
3. All ads placed for faculty and senior staff hires will be reviewed/edited to assure that language is welcoming to a diverse and inclusive panel of applicants;
4. All search committee members will be informed of and asked to provide information to applicants on resources for diverse recruits (e.g., Employee Resource Network ([ERN](#)) and [EmpowHER](#));
5. Geisel will continue to provide funding for placement of ads with organizations that represent under-represented groups;
6. Geisel will continue to provide search committee members with appropriate documentation and resources to guide their search processes (Appendix 2).

*Responsible individuals:*

Dean of Faculty Affairs (Geisel) and Dartmouth College Director of EO/AA.

*Assessment:*

Dean of Faculty Affairs (Geisel) and Dartmouth College Director of EO/AA will meet at least annually to discuss efficiency of outreach efforts and to track progress as measured by:

- a. Numbers of women and non-majority applicants in search pools;
- b. Numbers of women and non-majority applicants on short-list;
- c. Numbers of women and non-majority applicants offered positions;
- d. Numbers of women and non-majority applicants who accept positions;
- e. Survey both majority and non-majority candidates to assess the important considerations that led them to accept a position at Geisel;

- f. Survey both majority and non-majority candidates to whom positions were offered, but declined, to inquire if they would be willing to tell us why they chose a different institution.

**B. Campus Educational Outreach:**

*Expectations:*

1. Presentations will be made to major units (departments and other staffing entities) to present information on the basis for, repercussions of, and approaches for counteracting implicit bias and information on Title IX responsibilities and policies for faculty and staff. These units include:
  - a. Geisel Diversity Council;
  - b. Academic departments (faculty and staff);
  - c. Clinical sections (faculty and staff) at both Dartmouth Hitchcock and the VA Medical Center;
  - d. Senior leadership groups (e.g., Dean's Academic Board);
  - e. The Admissions Committee;
  - f. Groups of staff (e.g., FOA&M, student services, admissions);
  - g. Appointments, Promotion and Tenure Committee;
  - h. Departmental promotions committees.

Unit presentations will be completed within AY2016-2017 and will be repeated annually for units whose composition is expected to change markedly from year to year (e.g., Diversity Council, Admissions Committee) and biennially for other units;

2. Dartmouth College will require all employees to take online sessions on Title IX;
3. Presentations will be made annually to all newly matriculating students (medical and graduate students) to discuss critical aspects of sexual respect and consent and to inform them of policies on these issues.

*Responsible individuals:*

Dean of Faculty Affairs, Associate Dean for Diversity and Inclusion (Geisel), Title IX Coordinator at Dartmouth College, and Dartmouth College Director of EO/AA.

*Assessment:*

Responsible individuals will track presentations annually to assure appropriate coverage.

**C. Cultural Climate**

*Expectations:*

1. The Geisel School of Medicine will continue to collect data on cultural climate are collected through a number of different mechanisms (e.g., annually through vehicles such as the AAMC Medical School Graduation Questionnaire, [GQ](#)) and on a broadly institutional basis (e.g., [Rankin and Associates-led campus climate survey](#)). Data will continue to be reported to the LCME, CEPH and NEASC.

2. Geisel will provide an interactive [website](#) (Canvas/Qualtrics) to gather anonymous, real-time input on issues related to diversity and inclusion in the undergraduate medical education (UME) pre-clinical curriculum.

*Responsible individuals:*

Senior Associate Dean for Medical Education, Chair, Department of Medical Education, Associate Dean for Diversity and Inclusion; DICE (see below) student representatives, Director of DICE, and Geisel Diversity Liaison for Student/Resident Advising.

*Assessment:*

Feedback from the website, the impact of this information on cultural competency in the curriculum, and input from both students and faculty on the efficacy of the online interactions will be assessed at the end of each quarter by the team of responsible individuals (*vide supra*) and the Chair of the Medical Education Committee.

Feedback will be provided to both the course directors and medical education committee. DICE representatives will follow up with course directors at the conclusion of the course to ensure content is adjusted and augmented to better model cultural competency and awareness. Feedback to individual faculty members may also be provided by the Associate Dean for Diversity and Inclusion and or the Geisel Diversity Liaison for Student/Resident Advising.

**D. Community Awareness:**

*Expectations:*

1. Geisel will reorganize the current Office of Diversity and Inclusion and the Multicultural Affairs Office into a single unit with a synthesized and expanded mission that will also incorporate community outreach efforts: the Geisel Office for Diversity, Inclusion and Community Engagement (DICE);
2. DICE will coordinate announcements and advertisement of events and programs related to its mission through a centralized process that is then communicated to Geisel's Office of Communications & Marketing (e.g., Geisel Insider, Dartmouth Medicine magazine);
3. Geisel will substantively update and revamp its website, with a particular emphasis on the presentation of information related to DICE;
4. Geisel will improve local communication of events related to the DICE mission through dissemination of information by Operations Directors/Department Administrative staff;
5. Geisel will improve coordination and outreach of events related to the DICE mission across campus by actively partnering with other schools;
6. Geisel will increase awareness of events and accomplishments related to the DICE mission by coordinating with the Geisel and Dartmouth College alumni councils and related partners in the Joint Development Office (Geisel/Dartmouth-Hitchcock) and in Dartmouth College Advancement. In particular, we will work to:
  - a. Increase efforts to inform alumni/ae of ongoing efforts related to diversity and inclusion at Geisel through publication of profiles of students/faculty and staff.
  - b. Increase interactive communication with alumni/ae to form and strengthen a network with women and alums from non-majority groups:
    - Through social media;
    - Through interactions at professional organizations.

*Responsible individuals:*

Director of DICE, Geisel Diversity Liaison for Student/Resident Advising, Vice President (or interim VP) for the Geisel/Dartmouth-Hitchcock Joint Development Office, and Director of Communications & Marketing.

*Assessment:*

The Geisel Diversity Council, which includes the Associate Dean for Diversity and Inclusion and faculty, student and staff members of DICE will make an assessment at the end of each academic year as to;

- a. Numbers of events sponsored or co-sponsored by Geisel that address issues of diversity, inclusion and community outreach, as well as attendance at those events (both on-campus and off);
- b. Numbers of publications or other media presentations that highlight non-majority students/faculty/staff or programs related to DICE goals.

**E. Redress**

*Expectations:*

In addition to mechanisms for addressing complaints arising related to issues related to diversity and inclusion (e.g., through Title IX, the College Ombudsperson, the Dean of Faculty Affairs, or through the Senior Associate Dean for Medical Education), Geisel will continue to provide an process through which students can anonymously raise issues to the Geisel Ombudsperson that will then be addressed by Geisel Faculty Liaisons for student/faculty relationships who reach out to faculty/staff to address these issues (while retaining student anonymity). The Geisel Ombudsperson was established in 2011 to address issues relevant to element 3.6 (mistreatment). While not limited to diversity, this officer and liaisons associated with this program often address issues related to discrimination.

*Responsible individuals:*

Geisel Ombudsperson and identified Geisel Faculty Liaisons.

*Assessment:*

The Senior Associate Dean for Medical Education, The Associate Dean for Diversity and Inclusion, the Director of DICE, the Geisel Diversity Liaison for Student and Resident Advising will meet annually with the Geisel Ombudsperson to review reports and outcomes.

**II. Improve Recruitment and Retention of a Diverse Faculty, Staff and Student Body**

**A. Recruitment**

*Expectations:*

1. Geisel will continue to educate search committees on the importance of diversity and inclusion, as well as on the role of implicit bias (*vide supra*);
2. Geisel will send diversity ambassadors to national meetings. These individuals will be charged with promoting staff and faculty opportunities at Geisel;

3. Geisel will continue to support and to further strengthen existing pipeline programs to enhance recruitment of a diverse and inclusive student body in to the medical student class;
4. Geisel faculty and staff will continue to support recruitment of a diverse and inclusive student body into PhD and Masters programs in which they participate through the School for Advanced and Graduate Studies at Dartmouth, as well as for the MPH Program that runs solely through Geisel;
5. The Associate Dean for Diversity and Inclusion, the Director of DICE, and the Geisel Diversity Liaison for Student/Resident Advising will work with Geisel UME Admissions Committee to standardize processes for interviews and assessment;
6. DICE will enhance relationships with the [Pathways to Medicine Program](#) in Arts and Sciences to provide enhanced mentoring to promising non-majority pre-health undergraduates with the goal of also encouraging such students to apply to Geisel;
7. Geisel will work with the Associate Dean for Graduate Medical Education (Geisel/Dartmouth-Hitchcock) and the Director of Human Resources at Dartmouth-Hitchcock to augment efforts to attract promising non-majority medical students into residency programs at Dartmouth Hitchcock and to hire promising residents to faculty positions in the Academic Medical Center Line at Geisel;
8. Geisel will work with both Geisel and Dartmouth College alumni organizations to publicize employment opportunities for faculty and staff through alumni media outlets and to promote enhanced awareness of recruitment opportunities at alumni events;
9. K-next: Geisel will continue to support a pipeline program for recruitment of junior faculty through this mentored award program.

*Assessment/Responsible Individuals:*

Geisel tracks recruitment of non-majority students, faculty and staff on an annual basis. The Dean of Faculty Affairs will assess whether there has been increased applications to ongoing searches and increased successful recruitment of non-majority applicants to faculty searches. As noted above, The Dean of Faculty Affairs (Geisel) and Dartmouth College Director of EO/AA assess:

- a. Numbers of women and non-majority applicants in search pools;
- b. Numbers of women and non-majority applicants on short-list;
- c. Numbers of women and non-majority applicants offered positions;
- d. Numbers of women and non-majority applicants who accept positions;
- e. Survey both majority and non-majority candidates to assess the important considerations that led them to accept a position at Geisel;
- f. Survey both majority and non-majority candidates to whom positions were offered, but declined, to inquire if they would be willing to tell us why they chose a different institution.

The Senior Associate Dean for Medical Education and the Dean for Advanced and Graduate Studies have comparable responsibility for assessing the success in MD and PhD student recruitment, respectively.

**B. Retention**

1. Each Department Chair or her/his/their designee (e.g., Section Chief) will continue to be required to meet annually with each faculty member as per LCME Elements and the



- document entitled [Academic Appointments Promotions and Titles at the Geisel School of Medicine at Dartmouth](#) (APT document). During these meetings, Chairs will:
- a. Convey information to faculty members as to how they are meeting expectations for advancement in rank along the timeframe as laid out in the APT document or for professors, expectations for rank itself;
  - b. Discuss areas where the faculty member may require support for meeting expectations. In particular, to provide appropriate mentoring support either through existing institutional programs (e.g., [The Grant Proposal Support Initiative](#); GPS; or through formation of mentoring teams as outlines in the APT document;
  - c. Meet with the Dean of Faculty Affairs to discuss advancement opportunities for faculty member who are meeting/exceeding expectations; especially those who are from non-majority groups or whose activities may facilitate professional advancement of non-majority groups;
  - d. Meet with the Dean of Faculty Affairs to discuss support mechanisms for faculty members who are not on an appropriate trajectory to meet expectations for advancement in rank;
  - e. As outlined in the APT document, all faculty members shall also convey information to their Chairs as to efforts made in their research programs, in their teaching or in their service with respect to meeting institutional goals of enhancing diversity and inclusion. Such efforts may include their own efforts to hire more diverse staff, students, or faculty; to augment representation of diverse populations in their curricular materials, or to serve on committees (internally or externally) that work to meet these goals.
2. Each Department Chair<sup>1</sup> or her/his/their designee (e.g., Section Chief) will report annually to the Associate Dean for Diversity and Inclusion on the efforts made within their Department to recruit/retain and support faculty, students and staff that enhance diversity and inclusion at Geisel;
  3. Each Department Chair will request that any faculty or staff member within her/his/their unit who leaves Geisel complete a standardized exit interview to be submitted to the Dean's Office in order to assess the reasons for the faculty/staff member's departure. This information, in turn, will be used to inform and improve retention strategies where possible;
  4. The Geisel School of Medicine will continue to collect and monitor data on diversity and inclusion of faculty, postdoctoral fellows/research associates and staff are collected annually by Dartmouth College's Office of Institutional Diversity and Equity as part of our Affirmative Action Plan (AAP). Employees of Dartmouth College, as well as Dartmouth-Hitchcock (D-H) and the Veterans Affairs Medical Center (VAMC) are included in Geisel's AAP. These data will be assessed in order to judge the success or make adjustments to processes above;
  5. The Geisel School of Medicine will continue to collect data on cultural climate through a number of different mechanisms (e.g., annually through vehicles such as the AAMC Medical School Graduation Questionnaire, [GQ](#)) and broadly on an institutional basis (e.g., [Rankin and Associates-led campus climate survey](#)). These data will be assessed in order to judge the success or make adjustments to processes above.

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<sup>1</sup> "Chair" designates Chair or Institute Director with respect to TDI and NCCC.

*Responsible individuals:*

Department Chairs, Dean of Faculty Affairs, and Vice President for Institutional Diversity & Equity.

**III. Providing Resources:**

The Geisel School of Medicine will continue to provide financial and administrative support for programs that enhance diversity, inclusion and community outreach through the following mechanisms:

1. The Associate Dean for Diversity and Inclusion;
2. The Director of DICE;  
Support for this office has been enhanced in 2016 through the recruitment of an administrative assistant;
3. The Geisel Diversity Liaison for Student/Resident Advising;
4. The Geisel Diversity Council;
5. The Geisel Professional Development Fund which provides support for women and individuals from non-majority groups at Geisel;
6. The Associate Dean for [Global Health/Center for Health Equity](#) ;
7. Student programs coordinated through DICE;
8. Advertisements for faculty searches in journals/website that target non-majority professional groups.

## Appendix 1: Diversity Standards for Accrediting Bodies

### A. Elements for Accreditation from [the LCME](#):

**3.3 Diversity/Pipeline Programs and Partnerships:** A medical school has effective policies and practices in place, and engages in ongoing, systematic, and focused recruitment and retention activities, to achieve mission-appropriate diversity outcomes among its students, faculty, senior administrative staff, and other relevant members of its academic community. These activities include the use of programs and/or partnerships aimed at achieving diversity among qualified applicants for medical school admission and the evaluation of program and partnership outcomes.

*The document that follows pertains to Element 3.3, Diversity/Pipeline Programs and Partnerships. It was created by the LCME in an effort to assist schools in understanding what the LCME considers important when it makes judgments related to diversity in the learning environment. This information is provided as a guide for those who are working in this important area. It is important to understand that, like all accreditation issues, there will be evolution over time, and that these guidelines should be taken as just that - guidelines. The LCME retains the ability to make individual judgments related to this and all standards and elements in the full context of the medical education program leading to the MD degree.*

### **LCME CONSENSUS STATEMENT RELATED TO SATISFACTION WITH ELEMENT 3.3, DIVERSITY/PIPELINE PROGRAMS AND PARTNERSHIPS March 31, 2015**

#### A. Statement of Satisfactory

Medical education programs will be found to be satisfactory with Element 3.3 when they have all of the following:

- A mission-appropriate diversity policy with identification of diversity groups for students, faculty and senior administrative staff.
- Ongoing systematic recruitment and retention activities, e.g. pipeline programs and partnerships, to achieve mission-appropriate diversity outcomes in its students, faculty and senior administrative staff.
- Methods to evaluate the effectiveness of activities to achieve the mission-appropriate diversity outcomes.
- Evidence of effectiveness of the diversity efforts, including offers made and numbers reflecting progress in achieving mission-appropriate diversity outcomes. Evaluation of the sufficiency of the numbers may consider the context of the institution, reasonable timelines for achieving measurable mission-appropriate diversity outcomes, and other supporting data indicative of success in achieving mission-appropriate diversity outcomes.

#### B. Statement of Satisfactory with a Need for Monitoring

Medical education programs will be found to be satisfactory with a need for monitoring with Element 3.3 when they have satisfactory findings for most areas listed in section A above, but may have one or more of the following:

- Appropriate policies and/or activities so recent as to not yet have demonstrable results.
- Evidence of effectiveness in recruiting and retaining identified diversity groups for students, faculty, and senior administrative staff including offers made and numbers reflecting early progress. Monitoring is necessary to assess the longer-term effectiveness of practices.

C. Statement of Unsatisfactory

Medical education programs will be found to be unsatisfactory with Element 3.3 when they LACK one or more of the following:

- A mission-appropriate diversity policy with identification of diversity groups for students, faculty and senior administrative staff.
- Ongoing systematic recruitment and retention activities, e.g. pipeline programs and partnerships, to achieve mission-appropriate diversity outcomes in its students, faculty and senior administrative staff.
- Methods to evaluate the effectiveness of activities to achieve the mission-appropriate diversity outcomes.
- Evidence of effective recruitment and retention programs including the offering and acceptance of positions to qualified student, faculty, and staff applicants who are in the school's diversity groups.
- Sufficient progress toward attaining the numbers of students, faculty, and senior administrative staff from the school's diversity groups to meet its mission-appropriate diversity outcomes.

**3.4 Anti-Discrimination Policy:** A medical school does not discriminate on the basis of age, creed, gender identity, national origin, race, sex, or sexual orientation.

B. Standards for Accreditation from [the CIHE](#):

*Standard Five: Students.* Consistent with its mission, the institution sets and achieves realistic goals to enroll students who are broadly representative of the population the institution wishes to serve. The institution addresses its own goals for the achievement of diversity among its students and provides a safe environment that fosters the intellectual and personal development of its students. It endeavors to ensure the success of its students, offering the resources and services that provide them the opportunity to achieve the goals of their educational program as specified in institutional publications. The institution's interactions with students and prospective students are characterized by integrity.

5.12 In providing services, in accordance with its mission and purposes, the institution adheres to both the spirit and intent of equal opportunity and its own goals for diversity.

*Standard Six: Faculty and Academic Staff.*

6.4 The institution employs an open and orderly process for recruiting and appointing its faculty. Faculty participate in the search process for continuing members of the

instructional staff.

6.5 The institution ensures equal employment opportunity consistent with legal requirements and any other dimensions of its choosing; compatible with its mission and purposes, it addresses its own goals for the achievement of diversity among its faculty and academic staff. Hiring reflects the effectiveness of this process and results in a variety of academic and professional backgrounds, training, and experience. Each prospective hire is provided with a written agreement that states explicitly the nature and term of the initial appointment and, when applicable, institutional considerations that might preclude or limit future appointments.

6.6 Salaries and benefits are set at levels that ensure the institution's continued ability to attract and retain appropriately qualified faculty and academic staff whose profiles are consistent with the institution's mission and purposes. Faculty and academic staff are provided with substantial opportunities for continued professional development throughout their careers.

Standards for Accreditation from [the CEPH](#):

**Diversity. The program shall demonstrate a commitment to diversity and shall evidence an ongoing practice of cultural competence in learning, research and service practices.**

**Interpretation.** Recognizing that graduates of public health programs may be employed anywhere in the world and work with many different populations, programs should provide a learning environment that prepares their students with broad skills regarding diversity and cultural competence, within the context of their own institution's mission statement. Systematic, coherent and long-term efforts to incorporate elements of diversity are expected at all levels including faculty, staff, students, curriculum, research and service. Programs can accomplish these aims through a variety of practices including incorporation of diversity and cultural competency considerations in the curriculum; recruitment/retention of faculty, staff and students; policies that are free of harassment and discrimination; reflection in the types of research conducted; and cultural considerations in service or workforce development activities.

Cultural competence, in this context, refers to skills for working with diverse individuals and communities in ways that are appropriate and responsive to relevant cultural factors. Requisite skills include self-awareness, open-minded inquiry and assessment and the ability to recognize and adapt to cultural differences. Reflecting on the public health context, recognizing that cultural differences affect all aspects of health and health systems, cultural competence refers to the skills for recognizing and adapting to cultural differences. Each program must define these terms in its own context.

Aspects of diversity may include age, country of birth, disability, ethnicity, gender, gender identity, language, national origin, race, refugee status, religion, culture, sexual orientation, health status, community affiliation and socioeconomic status. CEPH understands that the definition of diversity in international settings, as well as the ability to track such data, differs greatly from that in the United States. This does not,

however, relieve international institutions from the obligation to demonstrate efforts and outcomes related to diversity and cultural competency.

**Required Documentation.** The self-study document should include the following:

- a. A written plan and/or policies demonstrating systematic incorporation of diversity within the program. Required elements include the following:
  - i. Description of the program's under-represented populations, including a rationale for the designation.
  - ii. A list of goals for achieving diversity and cultural competence within the program, and a description of how diversity-related goals are consistent with the university's mission, strategic plan and other initiatives on diversity, as applicable.
  - iii. Policies that support a climate free of harassment and discrimination and that value the contributions of all forms of diversity; the program should also document its commitment to maintaining/using these policies.
  - vi. Policies and plans to recruit, develop, promote and retain a diverse faculty.
  - vii. Policies and plans to recruit, develop, promote and retain a diverse staff.
  - viii. Policies and plans to recruit, admit, retain and graduate a diverse student body.
  - ix. Regular evaluation of the effectiveness of the above-listed measures.
- b. Evidence that shows that the plan or policies are being implemented. Examples may include mission/goals/objectives that reference diversity or cultural competence, syllabi and other course materials, lists of student experiences demonstrating diverse settings, records and statistics on faculty, staff and student recruitment, admission and retention.
- c. Description of how the diversity plan or policies were developed, including an explanation of the constituent groups involved.
- d. Description of how the plan or policies are monitored, how the plan is used by the program and how often the plan is reviewed.
- e. Identification of measurable objectives by which the program may evaluate its success in achieving a diverse complement of faculty, staff and students, along with data regarding the performance of the program against those measures for each of the last three years. See CEPH Data Template 1.8.1. At a minimum, the program must include four objectives, at least two of which relate to race/ethnicity. For non-US-based institutions of higher education, matters regarding the feasibility of race/ethnicity reporting will be handled on a case-by-case basis. Measurable objectives must align with the program's definition of under-represented populations in Criterion 1.8.a.
- f. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses, and plans relating to this criterion.

## Appendix 2: Protocols for Faculty Hiring and for Search Committees

We recognize that diversity and inclusion are at the very core of our educational mission and are catalysts for institutional and educational excellence. We are committed to building an excellent academic environment, which includes efforts to build a diverse and inclusive faculty. With this goal in mind, departments and programs are asked to develop strategies that incorporate [diversity and inclusion](#) as key parameters in their efforts to recruit and retain faculty.

*Dartmouth is committed to the principle of equal opportunity for all its students, faculty, staff, and applicants for admission and employment. For that reason, Dartmouth prohibits any form of discrimination against any person on the basis of race, color, religion, sex, gender identity or expression, pregnancy, age, sexual orientation, marital or parental status, national origin, citizenship, disability, genetic information, military or veteran status, or any other legally protected status in the administration of and access to the College's programs and activities, and in conditions of admission and employment. Dartmouth adheres to all applicable state and federal equal opportunity laws and regulations.*

Information on defining minority, veteran, and disabled applicants for Geisel may be found in the document entitled *Faculty Recruitment and Selection: A Guide For the Dartmouth College Arts and Sciences Faculty* on the website for [Dartmouth's Institutional Diversity & Equity](#).

### Search Committee Procedures:

- All search committees should comprise individuals who are qualified to assess the applicant pool for any identified search and who reflect diverse segments of the academic community with respect to criteria such as racial, gender, and ethnic diversity; disabilities and veteran status; and different academic areas or intellectual approaches relevant to the hire.
- Search Committee members for prospective hires by Geisel (Dartmouth College) are **required** to take training on one of the [Project Implicit®](http://implicit.harvard.edu/) implicit association tests (IAT: <http://implicit.harvard.edu/>).
- Search Committees are strongly encouraged to use standard questions for all candidates during interviews, to allow comparable time for all interviews, and to use standardized assessments for all candidates. Evaluative metrics should include those attributes that are relevant to the position.
  - For example, assessments should not be made on a sense that the candidate is a good “fit” as this can be interpreted as the candidate conforming to social norms that might exclude otherwise qualified individuals.
  - Search committees can use metrics such as professionalism, collegiality, ability to work well in teams etc. to define attributes required for the position.
- Search committees should also ensure that adequate time is allowed for vetting of candidates.
- Search committees may not contact individuals who have not been listed as references by the candidates without candidates' permission. Such inquiries may jeopardize a candidate's standing at his/her current institution if she/he is not the accepted candidate in the search. This process may also introduce bias in the evaluation (see below).

- If additional referees are contacted for candidates, search committees should make sure that the balance of the number of people contacted is equitable across the candidate pool (i.e., do not contact 10 people for one candidate and 2 for another).
- Search committees should review the list of acceptable and non-acceptable questions below and information on best practices to recruit a diverse and inclusive faculty.
- While not required, we also recommend that search committee members may want to review one of the following:
  1. The AAMC module [Exploring Unconscious Bias in Academic Medicine](https://www.aamc.org/initiatives/diversity/learningseries/346528/howardrossinterview.html) (<https://www.aamc.org/initiatives/diversity/learningseries/346528/howardrossinterview.html>)
  2. The Google unbiased training module: <https://www.gv.com/lib/unconscious-bias-at-work> (*cut and paste this address into your browser-it gets corrupted as a hyperlink*)
  3. Facebook (individual modules on specific topics): <https://managingbias.fb.com> (*cut and paste this address into your browser-it gets corrupted as a hyperlink*)



## Subappendix B: Best Practices to Recruit a Diverse and Inclusive Faculty

This information is from Northwestern University (2004), with some very minor modifications to their document.

### RECRUITING

- ***Be proactive:*** Effective searches are proactive searches in which the search committee energetically seeks out promising prospects. Especially in fields in which they are in great demand, excellent female and minority scholars can be confident of good employment and are not likely to be “marketing” themselves energetically. Your institution needs to identify such scholars and persuade them to allow themselves to be considered here.
- ***Cultivate promising prospective colleagues:*** Effective recruitment is often a multi-year process. Try to identify outstanding graduate students/postdoctoral fellows in the midst of their graduate study – not only when they are “on the market.” This can be accomplished through contact with colleagues at other institutions, participation in targeted conferences, and visits to sister schools for seminars. In some fields, there are organizations and conferences that specifically serve women and minorities, and it can be useful for our faculty to participate in them. Invite such graduate students to visit Dartmouth periodically, to attend conferences, etc.
- ***Cast a broad net:*** Highly qualified scholars can occasionally be found in unexpected places. Do not limit your search to a parochial list of institutions. Advertise or otherwise announce openings in publications or other venues, which might attract the special attention of minority or female scholars.
- ***Consult directories of minority and/or female recipients of terminal degrees:*** Various such directories are published, including those by the CIC (Committee on Institutional Cooperation) and by scholarly organizations in many disciplines.
- ***Consider Dartmouth graduates who have established themselves elsewhere:*** Dartmouth does not customarily hire its own graduates (MD or PhD) immediately following their postgraduate training study. However, departments should consider inviting back to the institution female and minority graduates (including undergraduate alumni) who have established themselves at other institutions. Both the Geisel and Dartmouth College Alumni Associations may be helpful in identifying potential candidates.
- ***Contact colleagues who have departed Dartmouth:*** Former Dartmouth colleagues, now serving other institutions, can be a resource for suggestions of outstanding female and minority graduate students and scholars who should be considered. In some cases, the former colleague may be willing to consider returning to Dartmouth.
- ***Be flexible and alert to opportunities:*** Define and advertise searches broadly enough so that outstanding female and minority prospects can be fully considered, even though they may not be in the precise sub-discipline envisioned in the search.

Geisel will provide financing for advertisements in approved venues that reach out to specific under-represented minority groups.

- ***Consider post-doctoral or visiting positions as a transition to continuing appointment:*** The offer of an initial year in a non-tenure-track post-doctoral position with reduced teaching expectations may be very attractive to a junior scholar who has completed graduate study with unusual speed. For established scholars, a period as a visiting faculty member at Dartmouth may give him/her an opportunity to discover whether Dartmouth offers a congenial environment.

Geisel has established the K-next Program as part of ongoing initiatives to enhance diversity of the faculty at Geisel School of Medicine. This program seeks senior level postdoctoral scholars and early career scientists or physician/scientists who will be supported through mentored K award mechanisms with the expectation that successful candidates will transition to an Assistant Professor faculty position following completion of the award.

- ***Ensure that on visits prospects meet with female/minority faculty in cognate departments:*** In accepting a position, a faculty member is making a decision based partly on a judgment as to whether (s)he will feel part of a congenial community of scholars. Especially when a potential colleague is recruited into a department thinly populated by women or under-represented minorities, it is important to introduce the prospect to faculty members beyond the hiring department.

If candidates ask, make them aware of The Employee Resource Networks (ERN: [http://www.dartmouth.edu/~ide/employee\\_resource\\_networks/](http://www.dartmouth.edu/~ide/employee_resource_networks/)) at Dartmouth College, which welcome and include faculty and staff (for employees of the College, DH, and WRJ VAMC) and their families for GLBT, Veterans, Latino Council, Native American Network, International employees, Black Caucus, and Asian Pacific Islander Caucus.

- ***Capitalize on Dartmouth's comparative advantages:*** Among the distinctive characteristics of Dartmouth are its tradition of interdisciplinary work, its collaborative culture, and its location in a remote or rural setting that provides many opportunities usually found only in more populous regions. The latter characteristic may be especially attractive for a prospect coming from an institution located in a major metropolitan area.

If you view an aspect of Dartmouth/the Upper Valley as an advantage (e.g., the ease of participating in outdoor activities or artistic offerings at the Hop or in Lebanon), make all candidates aware of such "positives." Do not assume that certain groups will not be interested in a given activity because of factors such as their race, ethnicity, sexual orientation or gender identity.

- ***Enlist the assistance of the administration when necessary:*** The hiring of female and minority faculty is a core responsibility of schools and departments, and in most cases, such hiring can take place in the context of available slots, etc. Occasionally, however, such hiring requires creative approaches. Insofar as possible, the central administration will assist in school and departmental efforts to enhance the diversity of the faculty.

Please be sure to contact the Associate Dean for Diversity and Inclusion and the Dean of Faculty Affairs at Geisel to explore such options.

One of the primary goals of the Provost’s Office at Dartmouth is to enhance recruitment and retention of a diverse faculty at Dartmouth, and resources/creative approaches to make such hires have been and are available to achieve this goal. The Search Committees should contact the Dean of Faculty Affairs at Geisel to explore potential creative solutions through Geisel or jointly with The College.

- **Dual Career resources:** Recruiting and retaining highly qualified faculty and staff is a top priority at Dartmouth College. Increasingly, outstanding applicants may have an accomplished spouse or partner seeking employment. Dartmouth recognizes that meeting the needs of two careers is crucial for a successful recruitment. We encourage prospective candidates and hiring departments to review our current [Arts and Sciences faculty](#) listings, [Geisel School of Medicine](#) faculty listings, and [Dartmouth College Human Resources](#) employment website. Search Committees should feel free to contact the Dean of Faculty Affairs at Geisel to explore such hires.

AREA OF INQUIRY	ACCEPTABLE AREAS OF INQUIRY	UNACCEPTABLE AREAS OF INQUIRY*	LEGISLATION
Military Service	Inquiry into service in the US armed forces, including rank attained, branch of service, or any job-related experience.	To ask type of discharge. To request military service records before hiring. To ask about military service in armed service of any country but the US.	Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974 (Public Law 93-508)
Education	To ask what academic, professional or vocational schools attended. To ask about language skills, such as reading and writing foreign languages.	Specifically ask the nationality, racial, or religious affiliation of schools attended. To ask how foreign language was acquired.	Title VII
References	To ask by whom the candidate was referred for the position. Names of persons willing to provide professional and/or character references for applicant.	To request references specifically from clergy or any other person(s) who might reflect race, color, religion, sex, national origin, or ancestry.	Title VII
Relatives	Name and address of parents or guardian of minor applicant. Name, relationship and address of person to be notified in case of an emergency after hiring.	Names of applicant’s relatives other than those already working for the institution.	Title IX
Work Schedule	To ask willingness to work required work schedule. To ask if applicant has military reservist obligations.	To ask willingness to work any particular holidays.	Title VII

Address/Housing	To request place and length of current and previous addresses. To ask for applicant's phone number and how he or she can be reached if a number is not available.	To ask applicants if they own their own home or rent, or if they live in an apartment or house. Specific inquiry into foreign addresses that would indicate national origin. Name or relationship of person with whom applicant resides.	Title VII
Organizations	To ask about organizational membership--professional, social, etc.--so long as affiliation is not used to discriminate on the basis of race, sex, or national origin. Offices held, if any.	To request listing of all organizations, clubs, societies, and lodges to which applicant belongs or has belonged.	Title VII
Photographs	May be required after hiring for identification purposes.	To take pictures of applicants during an interview.	Title VII
Conviction, Arrest, and Court Record	Inquiry into actual convictions that relate reasonably to performing a particular job.	Any inquiry relating to arrests, court, or conviction records not substantially related to job in question.	
Other Qualifications	To inquire about any area that has direct reflection on the job applied for.	Any non-job-related inquiry that may present information permitting unlawful discrimination.	

AREA OF INQUIRY	ACCEPTABLE AREAS OF INQUIRY	UNACCEPTABLE AREAS OF INQUIRY*	LEGISLATION
Name	a. For any purposes, inquiry into whether the applicants work records are under another name.	a. To ask if a woman is a Miss, Mrs., or Ms. b. To request applicant to give maiden name, or any other previous name he/she has used.	Title VII of the Civil Rights Act of 1964, as amended by the EO/AA Act of 1972. Title IX (Higher Education Act)
Age	a. Certificate after hiring.	a. To ask age or age group of applicant. b. To request birth certificate or baptismal record before hiring.	Age Discrimination in Employment Act of 1967.
Birthplace/ National Origin/ Citizenship	a. Ask for birth certificate or other proof of US citizenship after hiring. b. Whether a US citizen. c. If not, whether intends to become one. d. If US residence is legal. e. If spouse is a citizen.	a. To inquire into national origin or birthplace of applicant or applicant's family. b. Date of citizenship.	Title VII
Race/Color	a. To indicate that the institution is an equal opportunity employer. b. To ask race for affirmative action	a. Any inquiry that would indicate race or color.	Title VII

	plan statistics, after hiring.		
Sex	a. Indicate that the institution is an equal opportunity employer.	a. To ask applicant any question which would indicate sex, unless job related. (An example would be a locker room or rest room attendant.)	Title VII and Title IX
Sexual Orientation	a. To indicate that the institution prohibits discrimination on the basis of sexual orientation.	a. To ask an applicant any question that would indicate the applicant's sexual or affectional orientation.	Dartmouth College Policy
Religion	a. To state normal hours and days of work require by the job to avoid possible conflict with religious convictions.	a. To ask an applicant's religion or religious customs or holidays. b. To request recommendations from church officials.	Title VII
Marital/Parental Status	a. Whether applicant can meet work schedules or has activities, commitments or responsibilities that may hinder meeting work attendance requirements. b. Inquiries, made to males and females alike, as to duration of stay on job or anticipated absences.	a. To ask marital status before hiring. b. To ask about the number and age of children, child care arrangements and plans to have more children before hiring for insurance purposes.	Title VII and Title IX
Disability	a. If candidate is able to carry out the essential functions of the job. b. After a conditional offer of employment, may inquire whether person has a disability to determine whether person needs a legally required "reasonable accommodation."	a. To ask job applicants general questions about whether they have a disability or about the nature and severity of their disability.	Rehabilitation Act of 1973/Americans with Disabilities Act of 1990

\* There are conversational contexts in which some of these questions may emerge appropriately and at the invitation of the candidate. However, questions along these lines, when initiated by an interviewer or pursued too extensively, can raise inference of improper motivation and can be used as evidence of discrimination.

### Appendix 3: Resources for Undergraduate Medical Education and Pipeline Programs

1. Multicultural Affairs:
  - a. Scholarships/program support ~54K
  - b. Materials-~4K
  - c. Stipends (speakers)/conferences - ~4K
  - d. Travel—recruitment for pipeline programs/speakers: ~23K
  - e. Conferences ~1K
  - f. Student societies
2. Support for the Geisel Diversity Council evening meeting meals
3. Admissions department:
  - a. Travel and registration fees for the faculty chair of the admissions committee to participate in the annual minority student recruitment fair at the American Association of Medical Colleges annual meeting in 2014 and in 2015.
  - b. Travel and registration fees for the Director of Admissions (Aileen Panitz) and the faculty chair of the admissions committee to the Northeast Association of Advisors for Health Professions in Albany, NY (6/11-14/2015), including minority student recruitment fair.
  - c. Travel and registration fees for the Director of Admissions (Aileen Panitz) to the 2015 AAMC Minority Student Medical Career Fair in Miami.
  - d. Travel and registration fees for the Director of Admissions (Aileen Panitz) to the UC Davis Pre-Medical and Pre-Health Professions National Conference.
  - e. Travel and registration fees for the Director of Admissions (Aileen Panitz) to the UC Davis Pre-Medical and Pre-Health Professions National Conference.
  - f. Travel and by the Director of Admissions (Aileen Panitz) to the Summer Medical and Dental Education Program (SMDEP) at Yale for medical education advising and recruitment.

#### Activities by Shawn O’Leary (Director) and DICE ( data are for 2015)

- Presentation to the Minority Association of Premed Students at Rochester University
- Presentation to the Minority Association of Premed Students at Dartmouth College
- Presentation to the Native American Research Initiative at the University of Utah
- Attended the Summer Medical and Dental Education Program at Case Western Reserve School of Medicine
- Attended the Summer Medical and Dental Education Program at the Yale School of Medicine
- Presentation to the Johns Hopkins Center of American Indian Health
- Attended the National Institutes of Health Biomedical Sciences Recruitment Fair
- Presentation to the National Institutes of Health Native American Internship Program
- Presentation to the University of Southern Illinois MEDPREP post bac students
- Presentation to the Xavier University premed community
- Presentation to the Middlebury College premed community
- Presentation at the Student National Medical Association Regional Conference at the Yale School of Medicine
- Attended the Association of American Medical Colleges Minority Recruitment Fair in Baltimore, MD

**Programs, scholarships and medical student organizations (reflects subvention and sponsored programs support)**

- Harvard Pilgrim Healthcare Foundation has provided support for our urban scholars program. This program provides immersion experiences in urban settings, monthly journal reviews, a mentoring program for underserved students in a Manchester, NH high school, medical Spanish courses, and work with incarcerated adolescents. This year the US program has been selected to receive a MLK social justice award.
- [Culture InSight](#) through Harvard Pilgrim provided a review of diversity initiatives at Geisel as part of a grant we had with them to be consultants on the state of diversity education, the pipeline, the med societies. As part of the grant, we convened a NH Health Professions Schools learning collaborative--this has resulted in a \$1million grant from SAMSA to work together across professions providing SBIRT training (screening and brief intervention and referral to treatment for substance abuse). This will be inter-professional and have a focus with the underserved in the state. Shani Dowd (Director, Culture InSight) is leading initiatives called Convenings in which we participate—goal is to advance healthcare for underserved populations; the first one is the transgender population.
- The [Schweitzer Fellowship](#) supports a lot of diversity work---one this year (2015?) is with the LGBTQ community. It helped build the migrant clinics program: we are putting in for a public health award this year. It is thriving.
- The alternative spring break trips--to New Orleans, Minnesota, NYC, Philly, Miami, Chicago provide immersion diversity experiences
- [Urban Health Scholars](#)-The Director of Multicultural Affairs leads trips to urban areas/urban refugee clinics
- [Rural Health Scholars Program](#)
- [Indian Health Services Trips](#)
- [Indian Health Research Internships](#)
- [Migrant Health Project](#)
- Multiple events for MLK day
- Support by the Alumni Council for visiting alums from under-represented groups (e.g., [Roy Wade](#))
- Schwartz Fellows projects (~1K)—e.g., funded student’s project on implicit bias.
- [The Student National Medical Association \(SNMA\)](#)
- [qMD](#)
- [Lifelines Literary Journal](#)
- [LMSA](#) (Latino Medical Student Association)—Students from Geisel have raised the funds to host the 43rd Annual Regional Conference (February 20, 2016, ***Fortaleciendo Raíces: Uniting efforts in the changing face of healthcare,*** represents the desire of our organization to address the health of Latinos through partnerships with academic institutions, medical educators, government officials, and the community.
- [Minority Alumni Speaker Series \(MASS\)](#)
- [MLK Celebration Events](#)
- [Recruitment Partnerships to Broaden Diversity](#)
- Cultural Competency Seminars

**Other Groups that Address Diversity at Geisel**

- [The Maimonides Society](#)
- [American Medical Woman's Association \(AMWA\)](#)
- Dana Library: [Cultural Awareness Healthcare](#)

### **Pipeline programs**

Overall, Geisel School of Medicine does well with recruitment of well-qualified minority students and also with conversion of acceptances into matriculations. For example, the class entering in 2015 contains 11 African American/Black students and 12 students who self-designate as Hispanic (12 and 13% of the class, respectively). We had offered admission to 36 African American/Black and 32 Hispanic applicants, meaning that 30.6% and 37.5%, respectively, of members of these groups accepted our offer of admission. These conversion rates (from acceptance to matriculation) track very closely our overall 33.8% capture rate for the matriculating class. Nevertheless, the medical school has established three pipeline agreements to enhance diversity that are currently in effect. The best established is a pipeline program with Southern Illinois University's MEDPREP postbaccalaureate program. This pipeline program has been quite successful and has resulted in the matriculation of 5 students (to date) who are in our current first and second year classes. Our Director of Multicultural Affairs and our Associate Dean for Student Affairs visits the program on an annual basis to conduct group and individual sessions to advise on the medical school application process and on financial aid for medical students. These sessions have been very well received and, we believe, have contributed to a high rate of success in applying to medical school for this group of highly motivated but economically disadvantaged and academically underprepared candidates. This year the Director of Multicultural Affairs and the chair of the admissions committee visited and ran a day-long workshop (that included individual counseling and advising sessions) for MEDPREP students.

The second main pipeline program that we have is with Xavier University of New Orleans (a historically black university). This has been in effect for the past three years. This early assurance program (for students in their junior year) requires the student to achieve minimum scores on the MCAT, which they take after the application and interview process. It is noteworthy that, over the past three years, we have gone from a total of two applications in this pipeline to ten for the current admission cycle. Up until this year, the former associate dean for diversity and inclusion, Either the Associate Dean for Diversity and Inclusion or the Director of Multicultural Affairs visits Xavier regularly to counsel and advise students relative to the medical school application process (including expectations on the part of medical schools, how to present themselves in the medical school application process and financing of medical school) as part of our agreement with Xavier.

The third pipeline program for diversity is with Middlebury College. This is part of a larger early assurance program with Middlebury and is connected with their recently implemented science Posse program, which is designed to enhance educational opportunities for minority students in STEM fields. They recently enrolled their first undergraduate students into this program and these students will be eligible to apply for admission to Geisel in their junior year (next year). As with our other pipeline programs, we pay regular visits to Middlebury to present sessions to prospective medical students (regardless of where they wish to apply) with several goals. These



sessions include group and individual meetings to discuss several things: the medical school application process; how to present oneself effectively during the process; and the intricacies of financial aid and paying for medical school. During AY 2014-15 the Associate Dean for Student Affairs and the Chair of the Admission Committee traveled to Middlebury and met with their premed committee regarding the progress of their science Posse program, in anticipation of these students become eligible for application to Geisel through our early assurance program. The Director of Multicultural Affairs presented a well-received session for their Posse Program students this fall.

#### Appendix 4: PhD/MS Outreach Programs

- ABRCMS- ABRCMS is the largest, professional conference for minority students to pursue advanced training in science, technology, engineering and mathematics (STEM), attracting approximately 3,300 individuals, including 1,700 undergraduate students, 400 graduate students and postdoctoral scientists and 1200 faculty, program directors and administrators. <http://abrcms.org/>
- SACNAS-SACNAS is a society (and annual conference) of scientists dedicated to fostering the success of Hispanic/Chicano and Native American scientists. The annual conference attracts students from all over the country. <http://sacnas.org/>
- Ivy plus symposium - The Ivy Plus Symposium came into being in 2012, following a period of several years of discussion between faculty and administrators at the Ivy League and peer universities about ways to enhance diversity at the graduate level, as a step toward enhancing diversity in the faculty and at every level of the academy and beyond. <http://www.ivyplussymposium.com/ivy-plus-schools/>
- The Minority Access to Research Careers (MARC) – We visit schools that have MARC programs. These programs seek to increase the number of highly trained underrepresented biomedical and behavioral scientists in leadership positions that can significantly impact the health-related research needs of the nation.
- McNair - We visit schools that have McNair scholars. The McNair Scholars Program is a federal TRIO program funded at 200 institutions across the United States and Puerto Rico by the U.S. Department of Education. It is designed to prepare undergraduate students for doctoral studies through involvement in research and other scholarly activities. McNair participants are either first-generation college students with financial need, or members of a group that is traditionally underrepresented in graduate education and have demonstrated strong academic potential. The goal of the McNair Scholars Program is to increase graduate degree awards for students from underrepresented segments of society.
- Leadership Alliance – We are an active member in the Alliance and Jane Seibel, Director of Graduate Recruiting and Diversity for the Graduate Studies Office, sits on the board. The Leadership Alliance is a national consortium of more than 30 leading research and teaching colleges, universities, and private industry. We are united by a shared vision – to train, to mentor and to inspire, a diverse group of students from a wide range of cultural and academic backgrounds into competitive graduate training programs and professional research-based careers. <http://www.theleadershipalliance.org/>.

This program also provides an excellent potential future recruitment mechanism as students in this program come to Dartmouth and work in research labs, providing them with first-hand experience of the academic community at Dartmouth.

- Dartmouth graduate studies also publishes recruiting articles:

<http://sites.dartmouth.edu/gradforum/2013/10/28/graduate-student-recruiting/>  
<http://sites.dartmouth.edu/gradforum/2014/03/27/ivy-plus-symposium/>

- The Geisel School of Medicine provides financial support for Ms. Jane Seibel, Director of Graduate Recruiting and Diversity for the Graduate Studies Office.
- Each year, The Molecular and Cellular Biology Program, the graduate program that has the largest number of PhD students at Dartmouth, provides incentives in scholarships to under-represented minority students.

## Appendix 5: K-Next Program

The K-next Program at the Geisel School of Medicine at Dartmouth has been established as part of ongoing initiatives to enhance the diversity of the faculty. Candidates supported by mentored K awards or other comparable mechanisms may be hired as senior level postdoctoral scholars or early career physician/scientist with the expectation that if successful during the course of the mentored training, they will transition to an Assistant Professor faculty position following completion of the award.

- Program will not be restricted; however, priority will be given to applicants who fulfill our goal of enhancing representation of under-represented groups on the faculty at Geisel.
- Program will provide a pathway for talented trainees, especially those that will enhance the representation of diverse faculty on the Geisel faculty, to transition to a tenure-track faculty position following successful conclusion of their training.
- Examples of support mechanisms: K awards, COBRE, R25, T32—any mentored training mechanism.
- For tenure-track positions, successful candidates must come through a national search or a waiver from a search, but may be hired with different scholarly qualifications based on the expectation that these will be developed during the period of the mentored award.
- The K-next program offers the advantage that, since individuals will come to Dartmouth under a mentored training period, they will assume their faculty positions already having an established network of senior faculty support. Such support will play a pivotal role in underpinning the professional success of these new faculty members and in increasing Dartmouth's ability to retain them.
- Program may provide opportunities for candidates to hold a faculty position here while retaining an appreciable fraction of their effort in other communities that may be more conducive to their research and may also provide living environs with greater diversity than can be found in the Upper Valley.

## **Appendix 6: Professional Development Fund**

### **Fund to support and advance the professional development of women and under-represented minorities on the faculty and staff at the Geisel School of Medicine**

Opportunities to increase the diversity of the faculty and staff require not only efforts to attract and recruit more diverse hires, but also to provide advancement/development opportunities for women and groups that are under-represented in the faculty (especially senior ranks) and in leadership positions at Geisel (staff and faculty).

To meet this goal, the medical school commits to provide up to \$15,000 in matching funds from central sources annually to complement departmental support provided for faculty and staff members at Geisel to attend programs committed to the professional advancement of women and under-represented minorities. Programs can be those specifically focused on women or under-represented minorities, but do not have to be so (i.e., may be a non-targeted leadership or development program).

As noted above, it will be the expectation that costs for these programs will be equivalently born through central support and by a match from non-central medical school funds derived from each candidate's home department. The Dean's Office will consider exemptions to this policy where warranted (e.g., a talented candidate and an excellent training opportunity, but the department does not have the required funds).

The Dean's Office will make a call for proposals in September of each academic year for applications due within that academic year, and will constitute a review committee to provide a recommendation to the dean on the merit of the proposals and applicants.

Depending on the interest, the types of programs, and applications, multiple candidates may receive support.

Candidates may apply with a request for any programs they feel would be worthy of support, but some of the programs that may be appropriate and/or for which the school has provided past support include:

1. [Executive Leadership in Academic Medicine \(ELAM\)](#)
2. [HERS](#)
3. [AAMC Minority Faculty Career Development Seminar](#)
4. [Harvard Women in Education Leadership Academy for Innovative Higher Education Leadership](#)
5. [NACUBO: Women's Leadership Institute](#)
6. [W.K. Kellogg National Leadership Program](#)
7. [ACE Aspiring Leaders Program](#)

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