Diversity and Inclusion Plan
Tuck School of Business at Dartmouth
February 16, 2017
1. Overview

The world of business is increasingly diverse in terms of gender and ethnicity. It is also increasingly global. We expect these trends to continue, as the academic evidence supports the view that diversity can improve business performance.¹

The successful education of future business leaders must recognize and respond to these trends. We at Tuck can accomplish this more effectively if our faculty itself reflects this trend. Therefore, one of the goals of the leadership of the Tuck School is to increase the diversity of the faculty, which is a goal of the leadership of Dartmouth College as well. Our long-term aspiration is to develop a pool of talent that permits the demographic profile of the Tuck faculty to resemble the demographic profile of the Tuck MBA student body.

This report responds to the request from Denise Anthony, Vice-Provost for Academic Initiatives, that every academic division at Dartmouth provide an annual plan to promote diversity and inclusion. That request, in turn, is an effort to implement the efforts by President Hanlon and Provost Dever to advance diversity and inclusion at Dartmouth.² Section two of this report examines the diversity of the Tuck faculty in terms of gender, race, ethnicity, and national origin. Section three describes the actions we are taking to recruit, promote, and retain faculty members that promote diversity. Section four describes our efforts to promote diversity and inclusion among students and staff.

² http://inclusive.dartmouth.edu/about/action-plan-inclusive-excellence
2. Tuck Faculty

We begin with a description of the facts. Tuck has 54 faculty members, of which 11 (20%) are female.\(^3\) The percentage of female faculty is roughly in line with the percentage available of 22%, according to Table 1 from the Dartmouth Annual Report on Faculty Diversity.\(^4\)

Unlike gender diversity, there is not a unique useful measure of diversity with respect to ethnicity or national origin. The Dartmouth Report lists 13 minority faculty at Tuck; this minority percentage of 25% is well above the available percentage of business school minority faculty of 18% provided in the Dartmouth Report. The 25% figure can be viewed as either an underestimate or overestimate of the diversity of the Tuck faculty. If one defines an under-represented minority (URM) narrowly, as someone born in the U.S. who self-identifies as African-American, Hispanic, or American Indian, our percentage of URM faculty is currently 4%. Defined broadly to include anyone other than a self-identified white person born in the U.S., the percentage is 43%. The 25% figure reflects a definition of minority faculty as those who are both (1) U.S. citizens and (2) who self-identify as African-American, Hispanic, or Asian. As such, it includes six faculty members born in India, who are not typically thought of as under-represented in U.S. business schools. It also includes faculty of Chinese and Korean descent who were born and raised in the United States. It excludes faculty who were born and raised in countries such as Poland and South Africa. If one of the purposes of faculty diversity is to increase the set of faculty life experiences that enriches our research and teaching, “minority” seems like an inadequate measure of “diversity.” A columnist in *The Economist* emphasizes the importance of

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\(^3\) This figure excludes adjunct professors, visiting professors, and lecturers.

distinguishing between genuine cultural diversity and the box-ticking sort. It is easy for companies to think that they have embraced diversity if they appoint the right number of people with the right biological characteristics. That can be hollow if they all come from the same backgrounds—if, say, all the black people a firm promotes to management are Harvard-educated sons of diplomats.\(^5\)

To begin to address these concerns, we provide in Table 1 a more granular analysis of diversity of the Tuck faculty than that provided by the Dartmouth Diversity Report.

### Composition of Tuck Faculty as of January 5, 2017

by Country or Region of Origin, Ethnicity, and Gender

<table>
<thead>
<tr>
<th>Country or region of origin and/or ethnic self-identification</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S., White</td>
<td>27</td>
<td>4</td>
<td>31</td>
</tr>
<tr>
<td>U.S., Black (not Hispanic)</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>U.S., Asian</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Canada, White</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>South America, Hispanic</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>European, White</td>
<td>6</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>South African, White</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>India</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Australia, White</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>43</td>
<td>11</td>
<td>54</td>
</tr>
</tbody>
</table>

Table 1

The table exclude categories with zero faculty at Tuck, such as American Indians or Pacific Islanders. The South American countries are Argentina and Chile; the European countries are Ireland, Belgium, Italy, Poland, and the United Kingdom.

### 3. Action for faculty recruitment, promotion and retention

Our aspiration to build a more diverse faculty faces two challenges. First, our peer business schools share our aspiration. As we have no ability to affect the supply of potential URM faculty, we are competing with our peer schools over a fixed supply of faculty candidates.

Second, our location within the Lebanon Micropolitan Statistical Area, as defined by the U.S. Census Bureau, is decidedly homogeneous with a population that is 96.8% white, 0.4% African-American, and 0.9% Hispanic. This might make attracting a diverse faculty more challenging. At the same time, we have on our faculty two African-American and three Hispanic colleagues; this surely can make hiring the next URM faculty member easier.

The Tuck School has undertaken several steps to increase the diversity of our faculty. Starting in 2016, we now provide the chair of each search committee a list of URM faculty at the top 25 MBA programs. The associate dean for faculty created this list by going through the websites of the top-ranked programs and identifying all of the faculty in each area for which we have a tenure-track faculty search.

Second, dozens of non-tenure-track faculty teach at Tuck each year. Visitors round out our overall curriculum and help familiarize faculty elsewhere with our many strengths at Tuck. We think of some visitors as an investment in our future tenure-track recruiting success. We will continue to seek diverse visiting faculty, above and beyond our efforts with tenure-track faculty.

Third, the Tuck School provides financial support to The PhD Project. This organization is dedicated to increasing the supply of URM business school faculty, which is necessary for business schools to increase faculty diversity.⁶

Fourth, the Tuck School now arranges workshops on implicit bias for faculty. For example, in October 2016 we arranged for Judy Shen-Filerman to visit. Judy is the CEO of Dreambridge Partners with 25 years of experience as a marketing executive, consultant and entrepreneur. A graduate of Harvard College and Harvard Business School and accomplished

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⁶ [https://www.phdproject.org](https://www.phdproject.org)
leader, Judy led innovative businesses at Procter & Gamble, Campbell Soup Asia and Polaroid. We believe it is important for faculty to be aware of implicit bias that can arise in hiring and promotion decisions. We have incorporated Inclusive Excellence practices, such as attention to implicit bias, into the Promotion & Tenure process.

Fifth, the Tuck deans have had the opportunity to take the Intercultural Development Inventory (IDI) and have participated in debriefing sessions regarding the results of the IDI. IDI is a tool designed to help people to increase their cultural self-awareness and thus enhance their leadership and communication skills.

Sixth, when we identify a URM candidate that the Dean’s office wants to hire, we plan to contact Denise Anthony to discuss making use of the Dartmouth Diversity Recruitment Fund, as well as any other faculty support that Dartmouth chooses to provide.

Seventh, starting in the current academic year, we will ask faculty in their annual activity report to describe the teaching, research, service, and mentoring activities in which they have engaged that has promoted diversity and inclusion at the Tuck School.

Retaining faculty is also an important issue. We are aware that all of our faculty have outside options, particularly our URM faculty. Therefore, we strive to make sure that our URM faculty have reasonable teaching loads and service obligations, and to do what we can to make Tuck an engaging and supportive environment for them.

Tuck leadership is well of the challenge of retaining female and minority faculty. There is some data on retention of female faculty in economics, and it is not encouraging. The 2014 report by the Committee on the Status of Women in the Economics Profession (CSWEP) summarizes the situation this way.
[The] data show a significant and persistent loss of women relative to men in the transition from assistant to tenured associate professor. Of 26 cohorts of new Ph.D.s (1974 – 1999), fully 23 saw a drop in the representation of women. The drop was usually greater than 5 percentage points and shows no obvious improvement over time.\(^7\)

We strive to support all our untenured faculty, and yet these facts make us particularly sensitive to the so-called “leaky pipeline” problem with respect to female faculty.

Finally, we recognize that the benefits of a more diverse faculty do not accrue automatically; we are committed to not only to hire and retain diverse faculty, but to ensure that we obtain the benefits of that greater diversity. Heterogeneous teams exhibit more variance in performance.\(^8\) An effective diverse team needs to build trust to take advantage of that diversity. Accordingly, Tuck strives to create an open environment in which the voices of minority and female faculty are heard.

4. **Staff and students**

Diversity and inclusion are values for our entire community, not just the faculty. Accordingly, we have initiated several programs for staff and students during the 2016-17 academic year.

The orientation program for T’18 students included a Community Values Day, which included a workshop by Professor Martin Davidson on leveraging differences. Professor Davidson used to be on the Tuck faculty, and is on the faculty at the University of Virginia. Second-year students will complete the Intercultural Development Inventory as part of Tuck’s

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\(^7\) The full report is at [https://www.aeaweb.org/content/file?id=702](https://www.aeaweb.org/content/file?id=702)

Inclusive Leadership Initiative. More generally, the MBA Program Office is crafting a new array of programs on personal leadership.

Tuck recently added to its core curriculum a new set of courses and international activities as part of the Tuck Global Opportunities program, which we call TuckGO. From this set, each student selects at least one course, each of which involves travel to a country in which one has not worked or lived prior to coming to Tuck. Each course is carefully designed to help students develop the aptitudes of empathy, awareness, and agility to successfully navigate different business environments.

Staff participate in Implicit Bias workshops, which are similar to those offered to faculty. For example, Judy Shen-Filerman conducted an implicit bias session for staff in October 2016; about 50 staff members attended the session. In addition, Lee Mun Wah conducted an advanced implicit bias training session in February 2016 for faculty, staff, and students. This session featured smaller groups and included a discussion of tougher conversations regarding implicit bias.

Several staff teams, including the MBA Program Office, TuckGO, the Career Development Office, and the Senior Staff Leadership team has taken the Intercultural Development Inventory and participated in debriefs. We are working with Tye Deines, Tuck’s Executive Director of Talent Management, to make the IDI available to all staff at Tuck.