

INCLUSIVE EXCELLENCE REPORT

Office of the Provost | 2019



“Our commitment to diversity and inclusion also arises from our aspirations about the community we want to be, the educational environment we hope to provide our students, and the moral character they will develop during their time with us.”

Rev. John I. Jenkins, C.S.C., President

A SUMMARY OF FACULTY RECRUITMENT EFFORTS, FACULTY METRICS, AND DIVERSITY INITIATIVES

Diversifying the gender and racial composition of its faculty is a priority for the University of Notre Dame. In 2015, all schools and colleges were required to develop a strategic plan for Diversity and Inclusion at the request of Provost Dr. Thomas G. Burish. The diversity plan format is based on guidance from The Advisory Board Company, which in 2008 published *Breakthrough Advances in Faculty Diversity: Lessons and Innovative Practices from the Frontier*.¹ The nationwide study of best practices resulted in an extensive report, more than 170 pages. The report is divided into five strategies.

- 1.** Making the Case (for Diversity)
- 2.** Resourcing the Recruitment Effort
- 3.** Hardwiring the Faculty Search Oversight
- 4.** Spotlighting Diversity Performance
- 5.** Developing Faculty and Improving Climate

¹The University participated in the study, which led to the findings reported, and University of Notre Dame Provost Dr. Thomas G. Burish served as an advisor.

Each school has developed a diversity plan that addresses each of the five areas. As indicated by the titles of each strategy, *Breakthrough Advances in Faculty Diversity: Lessons and Innovative Practices from the Frontier* states **why** diversifying the academy is important [Making the Case (for Diversity)], **how** to engage in recruitment (Resourcing the Recruitment Effort), **what** steps to take to operationalize diversity initiatives (Hardwiring the Faculty Search Oversight), **who** is being successful (Spotlighting Diversity Performance), and **what** strategies are being utilized to advance faculty diversity initiatives (Developing Faculty and Improving Climate).

Each narrative plan is coupled with a tabular summary that provides a holistic overview of the strategies to be employed. Together the five areas provide parameters for each academic unit to detail its commitment to achieving a more inclusive and welcoming academic community, as well as individual approaches for reaching its goal. Each academic unit began producing an annual report in 2016. In 2018, each academic unit drafted inclusive hiring guidelines. This document reviews some key strategic goals from each school and college, pursued from the fall of 2015 – through the spring of 2019— provides demographic data on tenured and tenure-track faculty by race and gender, reviews recent recruitment and search efforts, and spotlights diversity initiatives within the schools and colleges and across the University.

The quest for a more diverse and inclusive campus at the University of Notre Dame is not unlike the quest at other institutions. There have been some successes, yet, challenges remain. Over time, the faculty has become more diverse. See the demographic data in the appendix pertaining to women, Latino and Asian faculty. We, like our peers, still struggle to attract and retain African American faculty. A 2019 study published in

the *Hispanic Journal of Law and Policy* found that few gains have been made in faculty diversity at colleges and universities with the United States of America, especially in regards to African American faculty.

Tenured and Tenure-Track Faculty Overview

In the 2016–2017 and the 2017–2018 academic years, the University employed 901 tenured or tenure-track faculty members. While the total number of this group remained constant, there was fluctuation among the schools and colleges. Of the 901 tenured and tenure-track faculty members employed by the University in 2016–2017, 235 (26.1%) were women. In 2017, the number of women rose slightly to 239 (26.5%). In the 2018–2019 academic year the percentage of women rose again to 246 (27%). In 2016–2017 the number of faculty from under-represented minorities (URM)² were as follows: 50 (5.5%) Latino, 17 (1.9%) Black, 1 (.01%) Native American, 89 (9.9%) Asian, 20 (2.2%) two or more races, and 689 (76.5%) White.³ In 2017–2018, the numbers of faculty from under-represented minorities were as follows: 51 (5.7%) Latino, 20 (2.2%) Black, 1 (.01%) Native American, 91 (10.1%) Asian, 22 (2.4%) two or more races, and 672 (74.6%) White. The data for the 2018–2019 academic year were similar: 53 (5.8%) Latino, 17 (1.9%) Black, 1 (0.1%) Native American, 96 (10.5%) Asian, 23 (2.5%) two or more races, and 672 (74.6%) White. Currently, the faculty from the under-represented minorities is 53 (5.8% Latino), 17 (1.9%) Black, 1 (.01%) Native American, 96 (10.5%) Asian, 23 (2.5%) two or more races, and 670 (73.6%) White.

Thus, during this four-year period, the University as a whole made a modest gain in the number of women and members of under-represented minorities employed in the tenured and tenure-track faculty.

²URM or under-represented minority.

³100% is not possible as some faculty members did not self-identify and nonresident aliens are excluded.

THE SCHOOL OF ARCHITECTURE

In 2016, a team of faculty and administrators from the School of Architecture produced a strategic plan that utilized a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis to identify strengths, weaknesses, opportunities, and threats. Among other things, the plan noted that the school's focus on classical architecture and urbanism set it apart from many of its peers. Identified strengths included the Rome Studies Program and its placement record. Identified weaknesses included a lack of participation by architecture faculty in the undergraduate admissions process, a lack of existing campus diversity, and minimal collaboration with the wider Notre Dame community. The members of the school felt they could enhance their student diversity by more engagement with students. The school identified both short- and long-term goals to create a supportive environment, improve culture, increase the diversity of thought in the curriculum, engage with existing Notre Dame initiatives, and enhance recruitment efforts.

Examples of specific initiatives include:

- Train faculty in implicit bias and microaggressions.
- Participate in Building Bridges.
- Diversify lectures and speakers.
- Support student participation in National Organization of Minority Architecture Students (NOMAS) and Student Association for Women in Architecture (SAWA).⁴

In the 2016–2017 academic year, the School of Architecture annual report documented an increase in the number of women and URM candidates reaching the second and final rounds of the hiring process. In

total, the school hired four individuals, three men, and one woman. Two of the men were members of URM groups. The school posted two positions late in the spring of 2018 that precipitated an increase in the number of applicants for under-represented groups. Although one position resulted in a failed search, the other resulted in a diverse hire.

In addition to its focus on recruitment, the School is building on existing relationships and expanding new ones with historically black colleges and universities, such as Hampton, Tuskegee, and Howard. In 2018, the Institute for Classical Architecture & Art, a professional and educational organization with which the school has close ties, held a workshop led in part by alumni of the school at Tuskegee. The response was very favorable (both faculty and students) there and the school officials were optimistic about opportunities these alliances can provide for both graduate student and faculty recruitment. During the 2018–2019 academic year, the School of Architecture moved from its prior home of 50 years to a new home in Matthew and Joyce Walsh Family Hall of Architecture. In addition, the School celebrated the 50th anniversary of the Rome Studies Program. Although the end of the 2019 academic year signaled the end of celebrations for the Rome Program and occupancy of the Matthew and Joyce Walsh Family Hall of Architecture, the School is preparing for new celebrations as it searches for a new dean to be announced in the spring of 2020 and it engages in succession planning that will allow it to expand course offering.

⁴ *National Organization of Minority Architecture Students and Student Association for Women in Architecture.*

HIGHLIGHT



The School of Architecture faculty and administration supported the creation of a Notre Dame chapter of NOMAS. This is the student arm of the professional organization National Organization of Minority Architecture (NOMA), which works to minimize racism in the profession, supports the advancement of all diverse groups (gender, race, ethnicity, religion, sexual orientation, veteran status, disability, etc.), and advocates for the environment and marginalized communities. In the first year, the School's chapter had more than 30 active members (out of a population of fewer than 200 students). Membership is open to all students regardless of ethnicity, gender, etc. NOMAS joins SAWA and Students for New Urbanism (SNU), which have many shared goals for the support of a diverse profession and as advocates for the environment and marginalized communities.

THE COLLEGE OF ARTS AND LETTERS

The 2016 strategic plan for the College of Arts and Letters stated, “The best available data on faculty diversity within the College of Arts and Letters tell three distinct stories. The first story is a happy one: every year for the last 10 years the college has hired faculty identified as ‘diverse’ at the rate of 20% or more, at times as high as 35% in a given year. The definition of ‘diversity’ used in this first story is a loose one, including faculty from outside the United States.” The plan went on to note the college’s success in hiring Latino faculty due in part to the Institute for Latino Studies and its less successful history in hiring Black faculty. Faculty hiring in Arts and Letters is key to the University’s faculty hiring goals as approximately half of all hires in a given year occur in this academic unit.

Goals in the plan focused on the need to enhance hiring of Black faculty at the following rates:

- Commit two to three faculty lines each year to African American diversity hires.
- Systematically identify names of strong African American scholars at both the junior and senior level in the discipline. Departments should identify three to five potentially moveable or hireable scholars.
- Each division should bring at least one distinguished African American scholar to lecture each year. Funding to support these lectures will come from the dean’s office.
- The Department of Africana Studies and perhaps a Center for Africana Studies should become part of the college mechanism for faculty recruitment.
- Continue support of the Moreau Program with a focus on African American hires.

Unfortunately, hiring of Black faculty in Arts and Letters remains a challenge. During the past four years the College of Arts and Letters has had both gains and losses in African American faculty recruitment and retention. Institutional Research data indicated the following racial demographic composition in the College of Arts and Letters for 2017–2018: 36 (8%) Latino, 1 (.02%) Native American, 20 (5.8%) Asian, 26 (5.8%) Black, 339 (75.2%) White, and 10 (2.2%) two or more races.

In the 2017–2018 academic year, the College of Arts and Letters underwent a transition in leadership resulting in Sarah Mustillo becoming Dean in June 2018. During the 2018–2019 academic year, Dean Mustillo continued and expanded the Diversity and Inclusion efforts begun previously. Most notably, Dean Mustillo seated an ad hoc committee to develop a diversity-hiring plan. The committee recommended the establishment of a guide for writing hiring plans. The guides will be distributed to departments this fall, and the departments in turn will be charged with developing their own plans.

The College of Arts and Letters conducted 16 searches in 2018–2019. Fifteen were open searches. One was as a targeted hire. The applicant data showed no increase in diversity among the applicant pool. However, the percentage of hires from under-represented groups was encouraging. Of the hires, one applicant identified as African American, two as Latino, nine as White, and four chose not to disclose race or ethnicity. Four of the hired applicants identified as female. The composition of the college in the 2018–2019 academic year was 65.6% male, 34.4% female, 12 (2.7%) African American, 36 (8.1%) Latino, 26 (5.8%) Asian, 1 (0.2%) Native, 11 (2.5%) two or more races, 22 (4.9%) nonresident alien, and 332 (74.6%) white.

HIGHLIGHT

“This is the beginning of a long, significant undertaking, but we believe our department is poised to live up to the convictions of the *University Mission Statement* and lead the pursuit for inclusive excellence at Notre Dame.”

Department of History
Inclusive Excellence Committee

Across the University, departments, centers, and institutes have taken on the challenge of defining and creating Diversity, Equity, and Inclusion Plans. One such example is the History Department in the College of Arts and Letters. In August 2017, the Inclusive Excellence Committee of the History Department was tasked with investigating how universities around the country have responded to the growing need for faculty diversity. Committee members studied the policies and practices developed by 17 of our peer institutions. They answered three basic questions: 1.) How is inclusive excellence defined? 2.) Why is inclusive excellence important? 3.) What are the best strategies to search for, recruit, hire, and retain diverse faculty? They found that among these 17 universities, there was broad consensus that inclusivity is how higher education achieves academic excellence. They concluded their work with suggestions for improving recruitment, hiring, and retention practices for the department.

THE MENDOZA COLLEGE OF BUSINESS

In its 2016 strategic plan, the Mendoza College of Business (MCOB) noted that many of its students are drawn to the college because of its Ask More of Business tagline and its dedication to John Cardinal O’Hara’s founding message that “the primary function of commerce is service to mankind.” The college benchmarked the number of women, Black, and Latino faculty at the Association to Advance Collegiate Schools of Business, noting that as an industry more than 85% of the faculty at business schools were White (70.2%) or Asian (15%). Recruitment of female and other diverse candidates is a challenge for all business schools nationally. To promote and foster diversity, inclusion, and equity, the dean, faculty, and students have engaged in a number of initiatives, including support for the PhD Project, the “Women in Business” event co-hosted by the MBA Consulting Club and PwC, and the creation of a one-credit course on gender equity.⁵

MCOB identified several goals:

- Increasing the number of women and URM.⁶ tenured and tenure-track faculty.
- Improving mentoring of women and URMs.
- Establishing a MCOB diversity officer.
- Enhance diversity through visiting scholars, visiting professors, seminar presenters, and lectures.

For the 2016–2017 academic year, there were 87 MCOB tenured and tenure-track faculty members. Of these, 20 (23%) were Asian, 2 (2.2%) were Black, and 3 (3.4%) were Latino. Some 15 (17.2%) of the faculty members were women. During the 2016–2017 recruiting cycle, MCOB increased the diversity of its applicant pool. However, no offers were extended to women, Black, or Latino applicants. During the 2017–2018 recruiting cycle, the female applicant percentage increased from 28% to 33% and the number URM applicants increased slightly. On campus interviews were held for two URM candidates, but neither visit resulted in an offer. Seven female candidates were offered faculty positions and five accepted during the 2017-2018 period.

During the 2018–2019 recruiting cycle, MCOB hired 10 tenured and tenure-track faculty members. The scope of three of the tenured and tenure-track position searches was limited due to the nature of the positions: Accountancy filled an endowed chair position and Management and Operations (M&O) filled two positions with targeted candidates. Including the limited searches in Accountancy and M&O, there were 613 applicants for the tenured and tenure-track faculty positions. The 2018–2019 applicant pool was similar in ethnic diversity to prior years: 309 applicants identified as Asian, 8 as African American, 34 as Latino, 1 as American Indian or Alaskan Native, and 2 as two or more ethnicities. Another 48 applicants chose not to disclose race or identity and 211 identified as White. MCOB added seven male and three female tenured and tenure-track faculty; this increased the female tenured and tenure-track faculty percentage to 22.2% (70 male and 20 female). Two of the new hires identified as Asian and one as Latino, the other seven identified as White. The current ethnic composition of the college’s tenured and tenure-track faculty is 1 (1.2%) African American, 2 (2.4%) Latino, 15 (18.1%) Asian, 5 (6.0%) nonresident alien, and 60 (72.3%) White.

MCOB’s diversity efforts extends beyond the tenured and tenure-track faculty search and the hiring data summarized above. Academic departments, and MCOB leadership, are actively engaged in developing relationships with outstanding female and URM group faculty candidates. During the 2018-19 recruiting cycle MCOB actively targeted ten such candidates for faculty positions, however, these candidates declined offers to join Notre Dame. The five people hired as teaching professors during the 2018-2019 recruiting cycle improved MCOB’s overall ethnic diversity. Additional ongoing efforts to increase gender and ethnic diversity are also taking place through visiting professor and postdoctoral positions.

⁵ *The PhD Project is a nonprofit organization that promotes the entry of African Americans, Hispanic Americans, and Native Americans into academia to earn their doctorates and become business professors.*

⁶ *URM is an acronym for under-represented minorities.*

HIGHLIGHT



In 2018, the Mendoza College of Business created a diversity and inclusion hiring guide. Implementation of those strategies began in the 2019–2020 hiring cycle. Like other academic units on campus, Mendoza has support programs hosted by Mendoza student groups. The MBA student association and related clubs sponsor a number of diversity-related events. The MBA Consulting Club hosted an event related to women in business and diversity at PwC. The MBA Veterans Club hosted a couple of events to support veterans and sponsored students to attend an MBA veterans conference. The MBA Women in Business club had several events to discuss gender equity and collaborated with Professor Joe Holt to create a one-credit seminar to discuss gender equity and the skills necessary to lead a diverse workforce. The MBA Men as Allies club sponsored a discussion by Professor Kasey Buckles on her research on female representation in economics and gender bias.

THE COLLEGE OF ENGINEERING

The College of Engineering's 2016 strategic diversity and inclusion plan noted its desire to have a diverse faculty and the need for improvement. The first female faculty was not hired until the late 1980's. During the past four decades, the college has hired 26 women; unfortunately, only 13 remain among the tenure and tenure track faculty. The College acknowledged in its report a need to improve retention of female faculty. Perhaps more troubling is a lack of racial and ethnic diversity. Of the 124 faculty in the College only three are neither Asian or White. This dearth of gender and racial and ethnic diversity has led to an emphasis on recruitment and retention of other underrepresented groups.⁷

Aware of the need to recruit and retain women and members of underrepresented groups in recent years, the College of Engineering has examined and assessed its recruitment practices. Notably, the applicant pools for open faculty positions during the last three years, 2015–2018, show an increase in the number of women applicants. Racial diversity in the applicant pool remains a challenge. The number of Asian applicants has outpaced all other race categories, including White. In 2018–2019, the College of Engineering was led by an interim dean and choose not have any open tenured or tenure-track searches. One preferred candidate was hired. The current composition of the tenure and tenure-track faculty in the college is 119 (88.5%) male, 14 (10.5%) female, 5 (3.8%) Latino, 1 (.08%) Black, 30 (22.6%) Asian, 6 (4.5%) two or more races, and 89 (66.9%) White.

Ron Metoyer, assistant dean of diversity and special initiatives and his colleagues advance diversity and inclusion in the College of Engineering through a number of the initiatives identified in their initial plan. These included creation and maintenance of a potential faculty database, continuing plans for the biannual symposium targeted to women and URM, and development of a college-wide template for faculty positions.

In 2018, the college conducted a future faculty workshop for women and URM to introduce them to the University, to learn about the participants' research, and to provide them with mentoring. The event was very successful both in the number of attendees and in the reported experience of the participants. The college has also been able to secure funding for the 2020 iteration of the workshop from donors Mike and Donna Gianelli. Finally, the college developed two documents to assist with faculty climate and retention: a hiring guide and a mentoring guide.

⁷ *The College of Engineering has enhanced its recruitment efforts of women and URMs from Latino, Black, and Native American populations. Currently, 21.7 percent of the faculty in the college identify as Asian.*

HIGHLIGHT



The College of Engineering Future Faculty Mentoring Workshop, held biannually, is designed to recruit promising under-represented faculty candidates (i.e., women and minorities) to experience Notre Dame before they go on the job market. The goal is to target candidates in a broad range of career stages, from near graduation down to third-year graduate students who show promise. The workshop consists of opportunities for these future candidates to get to know Notre Dame, present their work (e.g., through a poster session), and receive mentoring/guidance from College of Engineering faculty with regards to navigating graduate school and ultimately obtaining an academic position.

THE KEOUGH SCHOOL OF GLOBAL AFFAIRS

The Keough School of Global Affairs is the first new school at Notre Dame in almost a century. In its 2016 strategic plan, before the doors to the new building even opened in 2017, the school announced an ambitious hiring goal: to add 20-plus faculty members and professional staff positions in its first decade, including many faculty from nontraditional academic settings. The hiring aspirations coupled with the nature of the research provided the School with many opportunities to diversify its faculty. In 2016, nearly all of the faculty in the Keough School of Global Affairs held joint appointments in other schools and colleges, and that is expected to continue. These individuals were counted among the faculty in the other academic units, making a true and accurate count of Keough faculty difficult.⁸

Several goals were identified in Keough's 2016 strategic plan:

- Asking faculty to reflect on diversity in annual evaluations
- Resourcing URM's for nontraditional academic hires
- Closely monitoring the applicant pools
- Providing resources for faculty to attend professional conferences

During the 2016–2017 academic year, the Keough School conducted five open searches for regular faculty and completed six new regular faculty hires, two of which were no-search hires. Among the five open searches conducted, four women were offered positions with one of the four from an under-represented racial group. During the 2017–2018 academic year, the Keough

School conducted five open searches for regular faculty and completed six new regular faculty hires, three of which were no-search hires, and two were internal administrative appointments. In one search, the top candidate did not accept the offer. One female accepted an offer from the remaining positions. A review of applicant pools shows some diversity in the pools for all searches; however, the diversity was not evenly distributed. The School had a total of 367 applicants. The gender breakdown was nearly 50-50, with 197 female applicants and 161 male applicants. If one were to look at the percentage of applicants by total applications from URM's, one might think the pools were diverse because 173 of the 367 applications received came from URM's. However, the number of applicants by race was skewed by a search for an assistant professor in Asian and gender studies, which yielded 136 applicants, of which 90 were Asian.

During the 2018–2019 academic year, the Keough School conducted seven open searches and made one preferred candidate hire. In all of the open searches, the applicant pool included 45% or more under-represented minorities. Two hires were from under-represented groups and three hires were female. The Keough School has collaborated with other colleges to support two spousal hires for visiting faculty positions. In addition, the Keough School anticipates a number of additional visiting or adjunct faculty positions that will increase its diversity.

Most notably, the Dean appointed a Diversity and Inclusion Committee in the summer of 2019 and began to plan diversity training for faculty and directors.

⁸ *The University will need to decide in future years how to capture these individuals.*

HIGHLIGHT



Founded in 2014, the Donald R. Keough School of Global Affairs is the first new school at Notre Dame in nearly a century. In keeping with Notre Dame's mission to place scholarship in service to the common good, the Keough School advances integral human development through research, policy and practice, transformative educational programs, and partnerships for global engagement. The Keough School includes The Ansari Institute, which is dedicated to the study of religion and global affairs. As it grows, the institute aims to serve as a center of public deliberation and education through research, teaching, outreach, and interaction with religious communities worldwide. Nanovic-Jenkins Hall, which houses the institute, also is home to an interfaith prayer room.

THE LAW SCHOOL

The 2016 Notre Dame Law School strategic plan noted it benchmarks its faculty demographics against other American Bar Association (ABA) peer institutions. It also noted that in a 2014 University climate survey, female faculty in the Law School rated their experience higher than their female counterparts did in other academic units.

The Law School benchmarking revealed that peer institutions have on average faculties composed of 40% female and 17% URM. In 2016–2017 and 2017–2018, the Law School faculty totaled 40 members and remained constant with 29 (72.5%) male and 11 (27.5%) female. Racial diversity also remained constant with 34 (85%) of the faculty identifying as White. The faculty included two Latinos, two Blacks, and two individuals identifying as two or more races, for a total URM population of 6 (15%). In 2018–2019, the Law School's full-time faculty totaled 49, 41 of whom were tenured or tenure-track. Of these, 14 were female and eight were from members of underrepresented groups. The Law School lags behind ABA peers in gender diversity, but is on par with ABA peers on race/ethnicity diversity.

The 2016 Law School diversity plan included several goals designed to enhance recruitment efforts including:

- Create a Visiting Assistant Professor program to identify and groom potential applicants.
- Participate in the Indiana Conference for Legal Education Opportunity, a state program established to assist Indiana minority, low-income, or educationally-disadvantaged college graduates pursue a law degree and legal career in Indiana.
- Host a workshop on preparing for the Legal Academy.
- Seek lateral hires.

Over the past three years, the Law School has employed all of these approaches. Of them, the Legal Academy mentoring program and the Visiting Assistant Professor (VAP) program have been most successful. Each has aided in the identification and recruitment of diverse candidates. The Law School created visiting assistant professor positions with a light teaching load for particularly promising candidates who have not yet had an opportunity to begin their teaching and scholarly careers. The VAP positions have allowed the Law School to attract and retain prospective faculty from underrepresented groups.

HIGHLIGHT



The University of Notre Dame is committed to more than compositional diversity; however, two recent announcements at the Law School are noteworthy. G. Marcus Cole (center) was appointed the Joseph A. Matson dean of the Law School and professor of law at the University of Notre Dame by University President Rev. John I. Jenkins, C.S.C., July 1, 2019. In May 2019, Professor Veronica Root Martinez, the Marion Short scholar and director of the Program on Ethics, Compliance & Inclusion, became the first African American woman to obtain tenure. Professor Martinez came to the University in 2012 as an assistant visiting professor.

THE COLLEGE OF SCIENCE

The 2016 College of Science strategic plan noted, “In advancing efforts that foster diversity, Notre Dame is advancing its right to call itself Catholic and a diverse campus community is inextricably linked to academic excellence.” The College of Science reported that it made progress over the last 10 years, especially in hiring and promoting women faculty, and in building a leadership team that is more inclusive of women. Yet it lagged behind in hiring under-represented minority faculty. The college indicated an aspiration to match peer institutions and, optimally, approach departmental populations similar to availability.

Goals identified in the plan included:

- Continue efforts and seek new ways of identifying potential faculty and encouraging application.
- Utilize broad position descriptions.
- Consider unique candidates not covered by any existing search.
- Use a junior (term) chair either to carry out a college-wide search in the manner of the Clare Boothe Luce position, or to secure the acceptance of a highly competitive candidate.

In 2016–2017, the College of Science instituted regular reporting by department chairs on diversity recruitment efforts. It started to track a number of retention factors, and several departments instituted best practice hiring guides. The total number of faculty in tenured and tenure-track positions in 2016–2017 and 2017–2018 remained fairly constant at 174 and 176 respectively. There was no noticeable increase in the number of female members, 37 (21.3%) of 174 and 38 (21.6%) of 176. The number of URM faculty increased slightly during this period. During the 2016-2018 academic years Asian faculty fluctuated between 12.6% and 13.6 %. During the same period the college saw an increase in Latino faculty from 2.9 to 3.9%. nonetheless, racial diversity remains a challenge. The College of Science has no Black/African American tenure and tenure-track faculty.

HIGHLIGHT



Cody J. Smith, Ph.D. is the Elizabeth and Michael Gallagher Assistant Professor of Biological Sciences. Dr. Smith's research interests lie in neural development and regeneration. As he states, "There is a gap in our understanding of how the precise organization of cells in the nervous system impacts human behavior and disease. The Smith lab's goal is to address this by understanding how stem cells and other cell populations build and rebuild the nervous system." Dr. Smith is also interested in the gender equity gap in Science, Technology, Engineering, and Math (STEM). His recent students have been exposed to prominent male and female scientists, students have read the autobiography of Ben Barres, and recently Dr. Smith and his students designed a logo to demonstrate their support for gender equity in the sciences. The logo is displayed in the Smith lab, and Dr. Smith and his students hope it will be adopted by others.

THE HESBURGH LIBRARIES

The Hesburgh Libraries was not among the initial units asked to submit a strategic plan for diversity and inclusion, although it created a librarian-in-residence program in 2000 and has been engaged in diversifying its faculty since then.

The librarian residency offers early-career librarians who are part of a minority racial, ethnic, gender, religious, or other traditionally under-represented group the opportunity for professional-level experience in academic librarianship. The two-year appointment provides an overall immersion into the academic library setting as well as a chance to focus on individual areas of interest.

The 2018 Hesburgh Strategic Plan includes creating a Hesburgh Libraries Diversity Committee, appointing a liaison who is to focus on minority and women faculty recruiting, and creating a hiring guide. The library successfully met its initial goals and is building on its efforts.

Notably, the library's hiring guide has been utilized as a model for other non-traditional academic units. The guide has been shared with Notre Dame International and the Snite Museum units that also hire faculty. The library has established its diversity committee, and the committee has received professional development on facilitation skills and diversity and inclusion. The Diversity Committee in the library formed a book group to read *White Fragility* by Robin DiAngelo, Ph.D. Library faculty were provided facilitation skills by Kevin Barry, director of the Kaneb Center for Teaching and Learning, and Pamela Nolan Young, director of academic diversity and inclusion. Following the discussions and campus visit by Dr. DiAngelo, plans are underway to revamp library hiring practices.

HIGHLIGHT



The Hesburgh Libraries and the Kresge Law Library at the University of Notre Dame created the Librarian-in-Residence Program in 2000 as part of our shared commitment to create a more diverse and inclusive culture within the library profession. The residency offers early-career librarians who are part of a minority racial, ethnic, gender, religious, or other traditionally under-represented group the opportunity for professional-level experience in academic librarianship. In August 2018, our current resident, Arielle Petrovich, joined us for a two-year residency in our specialized services program where she is building on her skills and expertise in archives outreach and instruction, collection curation, and archival processing, as well as an overall immersion into the academic library setting.

CONCLUSION

Compositional diversity alone does not tell the whole story. To propel the University's efforts to become a more welcoming and inclusive community, several initiatives have been undertaken. Building on prior efforts, these initiatives create more focused and sustained actions in support of the University's goal to be more welcoming and inclusive. The actions are broad in scope: Inclusion of information regarding the University's commitment to diversity and inclusion at orientation for new faculty and graduate students including the MBA and ESTEEM programs, the development of a fall and spring inclusivity workshop series, facilitation of workshops for the Kaneb Center for Teaching and Learning, and hosting of several conferences.⁹ The workshops fall broadly into three categories: Inclusive Pedagogy, Fostering Student Success, and Promoting and Fostering Diversity, Equity, and Inclusion. More than 20 workshops are planned for the 2019–2020 academic year.

It is important that members of the University community recognize that the work of diversity and inclusion aligns with the University's mission. To make this connection apparent in the fall of 2018, the University was home to a panel discussion series that examined the five pillars of

a Holy Cross education and inclusive excellence. Panelists from non-secular and secular institutions examined the five pillars of a Holy Cross education—mind, heart, zeal, family, and hope. The panelists and attendees explored why and how Notre Dame's Catholic identity calls us to be a place that is welcoming and inclusive.

Plans to continue the connection between Catholic Social Teaching and diversity and equity are evident in two initiatives held in the fall of 2019. In August, Notre Dame and DePaul University co-hosted a gathering of chief diversity officers from Catholic colleges and universities. Attendees heard a lecture on the history of the diversity and inclusion efforts of the Catholic Church in the United States of America and gathered to discuss best practices for their work. This gathering was prompted by the release of the US Conference of Catholic Bishops Pastoral Letter *Against Racism*.

In September, the Provost Office collaborated with a number of campus offices and departments to host the inaugural Notre Dame Diversity and Inclusion Conference: Open Minds, Loving Hearts, and an Engaged Community. The conference provided an opportunity for all members of the Notre Dame community to learn about and

⁹The Provost Office has sponsored three conferences and a panel discussion in the last three years.

engage with issues of diversity through the connection of Catholic Social Teaching. The daylong event included keynote addresses by Rev. Joseph Brown, S.J., and Robin DiAngelo, Ph.D., author of *White Fragility*. The conference was open to faculty, staff, and students and drew more than 600 participants. It provided a catalyst for deeper cross-campus conversation, increased knowledge and awareness, and fostered inclusion and belonging on campus.

Some of the most significant changes have occurred behind the scenes. These technical changes include an updated Provost diversity webpage, the posting of all faculty positions on the Provost webpage, advertising all faculty positions on the Higher Education Recruitment Consortium website, and enhancing the use of Interfolio. Recent changes in Interfolio data collection processes allow the Provost Office to produce more detailed and accurate reports. The data collected by Interfolio now allows the University to track our applicant pools from application through the hire. In addition, the data aligns the information requested with information that is required for Affirmative Action Planning (AAP) and Equal Employment Opportunity (EEO) compliance.

In 2019–2020, the University will require all tenure and tenure-track searches to review applicant pool data with the director of academic diversity and inclusion. It is hoped that this additional attention will result in more diverse applicant pools and ultimately in more diverse hires.

In addition to the workshops and conferences, in 2017, Dr. Burish asked each School and College to create faculty hiring guides. All faculty hiring guides, with the exception of the College of Arts and Letters, were completed in 2018–2019. The College of Arts and Letters ambitiously is asking all departments to create hiring guides. The guides standardize hiring and recruitment efforts within the academic units. While no two guides are identical, all the guides address key areas such as search committee composition, the language of ads, and the review of applications, and, in some cases, the hiring guides suggest use of a rubric to combat implicit bias.

Attracting, recruiting, and retaining a diverse faculty remains a challenge; however it is our belief that individual changes at the department level, within the Colleges, and University along with efforts to enhance climate and culture, and efforts to enhance the hiring and recruitment process, will in time produce the desired results.

“In our commitment to diversity,
we hope to reflect a global Church that
is richly diverse ethnically and culturally,
yet bound together in a family extending
across the whole of the Earth.”

Rev. John I. Jenkins, C.S.C., President

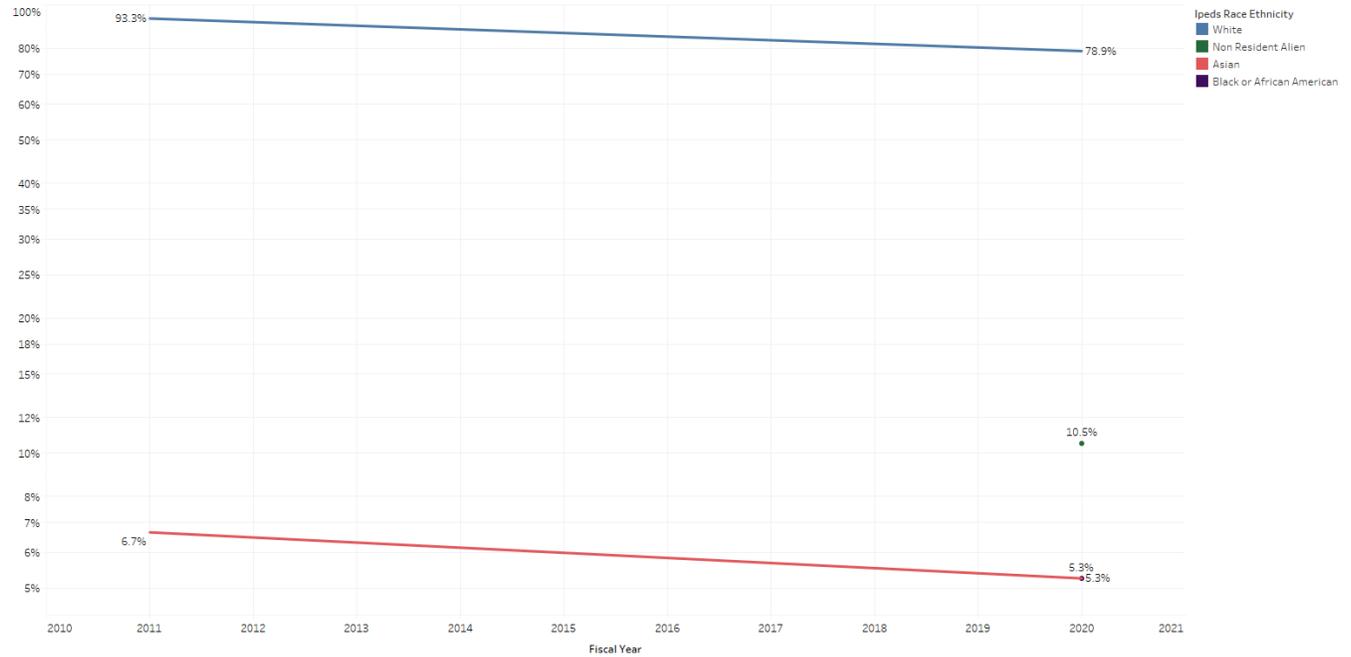
APPENDIX

Faculty Composition from 2011-2020

Charts are specific to a college/school and show the faculty composition based on IPEDS Race Ethnicity for Fiscal Years 2011 and 2020. All charts are on a logarithmic scale.

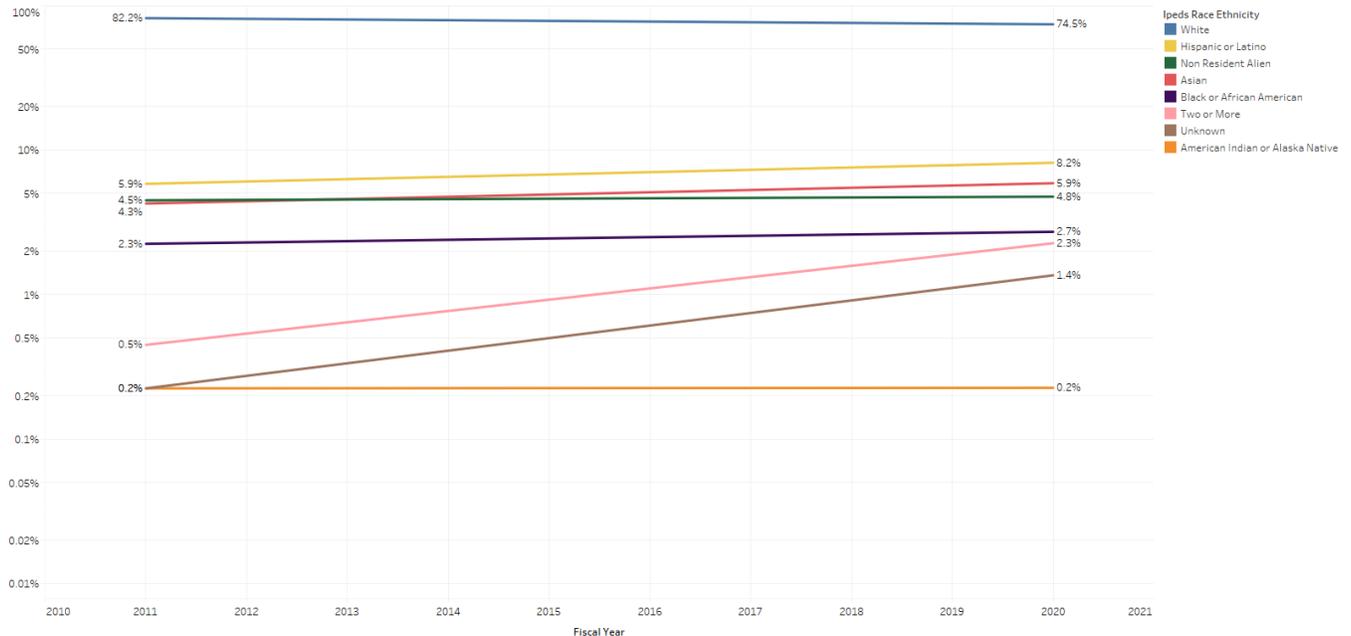
IPEDS Race/Ethnicity by Fiscal Year

Logarithmic Chart
Unit: Architecture
FY: 2011 & 2020



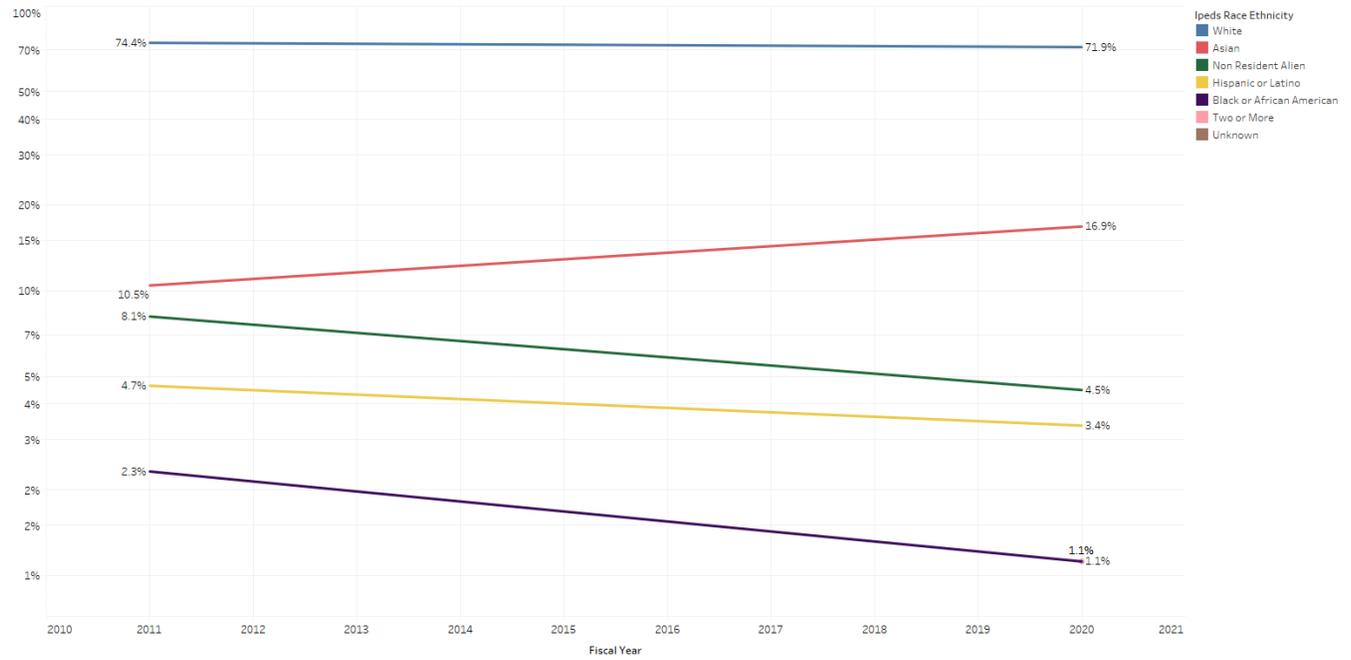
IPEDS Race/Ethnicity by Fiscal Year

Logarithmic Chart
Unit: A&L
FY: 2011 & 2020



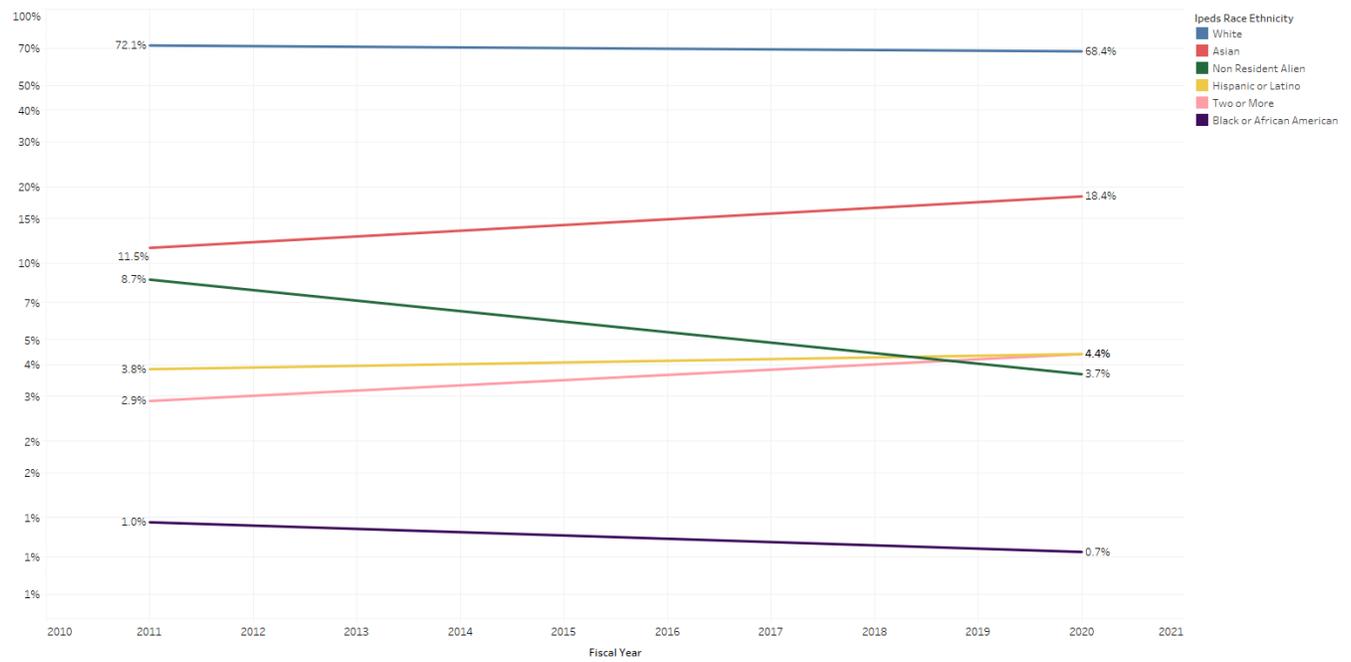
IPEDS Race/Ethnicity by Fiscal Year

Logarithmic Chart
 Unit: Business
 FY: 2011 & 2020



IPEDS Race/Ethnicity by Fiscal Year

Logarithmic Chart
 Unit: Engineering
 FY: 2011 & 2020



IPEDS Race/Ethnicity by Fiscal Year

Logarithmic Chart

Unit: Keough School of Global Affairs

FY: 2011 & 2020

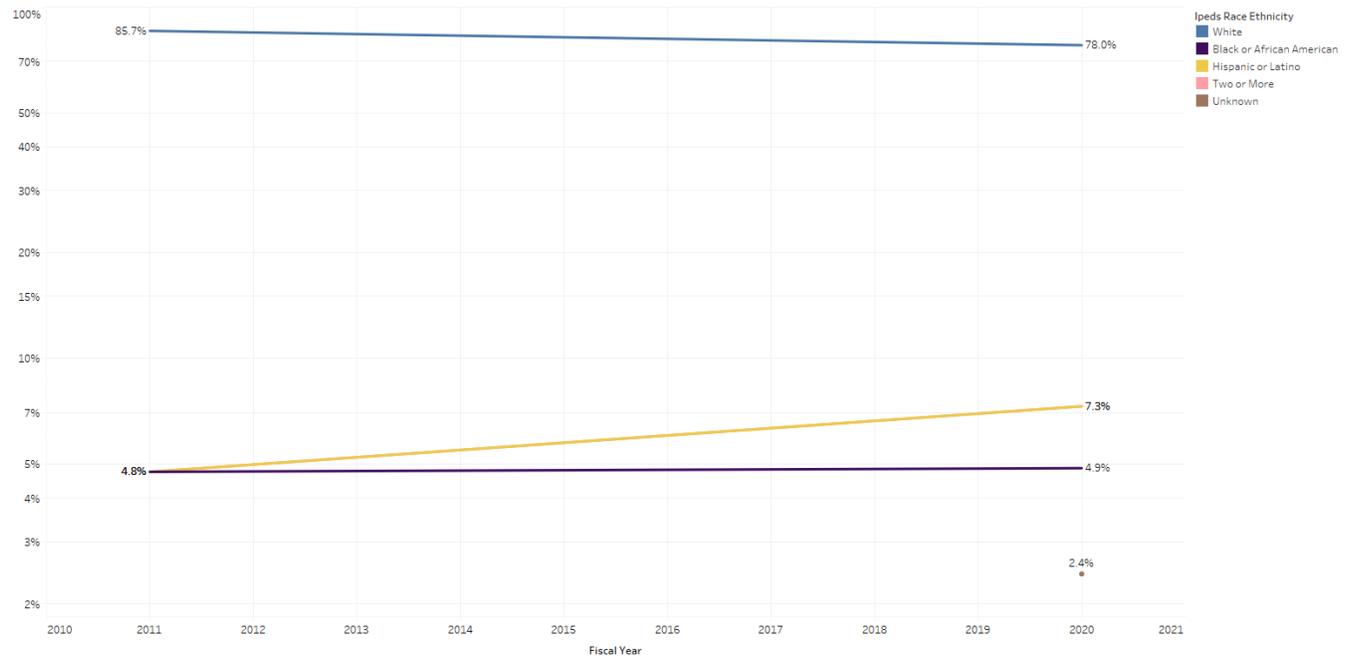


IPEDS Race/Ethnicity by Fiscal Year

Logarithmic Chart

Unit: Law

FY: 2011 & 2020



IPEDS Race/Ethnicity by Fiscal Year

Logarithmic Chart

Unit: Science

FY: 2011 & 2020

