Final Recommendations

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Background

In Summer 2013, Dornsife College of Letters, Arts & Sciences decided to pull back from previous practice in monitoring diversity efforts across the College in academic year 2013-14 in order to assess how departments and search committees would respond. Previously, a diversity report was required from each search committee before finalists could be brought onto campus. The Vice Dean for Diversity would decide, based on the report and tracking of diversity efforts, whether a search committee had done due diligence in trying to cast their net widely. No monitoring of targeted hiring by departments had previously
been done. On average, no more than one or two searches per year had been stopped since 2008-09, when this process was first initiated.

An evaluation of the efforts in faculty diversity hiring during 2013-14 was then initiated. Although it was difficult to accurately do the assessment, given the lack of information on diversity coming from the search committees to the Dean’s office, the following was concluded:

- Faculty diversity in gender in those departments we regularly monitor (all Natural Sciences and Mathematics, Philosophy and Economics) was largely unaffected by the change in monitoring. Indeed, several searches in the Natural Sciences had multiple female finalists.
- Faculty diversity in racial/ethnic categories was severely affected by the lack of monitoring. With close to twenty searches underway in the College, only one search possibly had a racial minority finalist, one candidate in the Portuguese search in Spanish & Portuguese.
- Targeted hires also lacked diversity. The only targeted racial/ethnic candidate was the failed attempt to rehire a prominent African-American historian by the History Department.
- Overall, somewhere between 90 to 100 finalist candidates for tenure-track jobs in Dornsife College were considered by departments in 2013-14, either as a result of searches or targeted efforts. Besides the two candidates mentioned above, none were Black, Latino or Native American.
- Not surprisingly, no new Black, Latino or Native American faculty members were hired in 2013-14, in any of our three divisions.

As a result of this evaluation, discussions around a new approach were begun to encourage faculty diversity in our searches and targeted hires, and “casting the net widely” when considering new faculty positions and hires. The Dornsife Council for Faculty Diversity was created in 2014-15 to advise on new approaches to achieve and maintain faculty diversity in USC Dornsife College of Letters, Arts & Sciences. The charge to this initial Dornsife Council for Faculty Diversity was:

1) Identify best practices used in higher education, especially at our peer institutions, used to promote faculty diversity hiring and retention.
2) Advise the Vice Dean for Diversity and Strategic Initiatives on approaches to increase faculty diversity hiring and retention at USC Dornsife.
3) Propose new approaches for use at USC Dornsife throughout its three academic divisions for advancing faculty diversity hiring and retention.

In October 2014, the Dornsife Council for Faculty Diversity began to meet regularly and discuss our charge. Our first action was to take a current audit of racial diversity among the faculty ranks in Dornsife College (see Appendix #1). We noted that progress had been stalled on faculty diversity for several years, and recent retirements, deaths, and denials of tenure made even the progress achieved to date very tenuous.

The Council then began a long process of looking at what other peer institutions had attempted and discussing how USC Dornsife College might enact a new plan of action on faculty diversity. After a year of deliberations, the following recommendations are being made to the Dean of Dornsife College:

- Targets and Opportunity Funding
- Casting the Net More Widely
- New Programs for Enhanced Opportunity
- Accountability and Acknowledgement of Diversity Efforts
- Implementation
Targets and Opportunity Funding

1) Encourage targeted hires to achieve faculty diversity. Achieving faculty excellence through diversity hiring should be the top priority of this program.
2) Create opportunity fund for diversity hiring.
3) Create ability to move quickly on diversity hiring, which requires flexibility and speed.
4) Create generic advertisement to promote diversity hiring.
5) Prioritize a development effort for faculty racial/ethnic diversity, similar to the Women in Science & Engineering (WiSE) initiative.

Casting the Net More Widely

6) Allow research centers and interdisciplinary programs to suggest hiring lines or targets that are likely to yield diverse faculty applicants, and run interdisciplinary searches coordinating with departments.
7) Create system to identify young scholars among Ph.D. students and postdocs who would bring diversity as faculty hires to departments.
8) Tap into early Associate professors who would bring diversity.

New Programs for Enhanced Opportunities

9) Create a broad minority postdoctoral fellowship program.
10) Create an interdisciplinary Institute for Latino & Latin American Studies.
11) Create a faculty recruitment program in STEM for mentorship of students from underrepresented and underserved populations.
12) Go to outside foundations, such as the Mellon Foundation, for support of these new programs.

Accountability and Acknowledgement of Diversity Efforts

13) Conduct a yearly audit of faculty diversity in Dornsife each Fall semester, and make those findings public.
14) Conduct annual evaluations of Department chairs and Domain Vice Deans on promotion of faculty diversity.
15) Create a wider program for mentoring diverse junior faculty and associate professors across Dornsife.
16) Encourage the university to make the tenure process more transparent to the candidates for tenure and promotion.
17) Create a Dornsife annual prize for promoting faculty diversity.

Implementation

18) At least one full-time staff member should be assigned to support the implementation of this plan, and that staff member should report to the Dornsife Vice Dean for Diversity and Strategic Initiatives.
19) This plan should be implemented in phases to be determined by the Vice Dean for Diversity, in consultation with the Dean of the College and the continued Dornsife Council for Faculty Diversity.
20) The Dornsife Council for Faculty Diversity should be continued as a permanent committee under the Dornsife Vice Dean for Diversity to help oversee implementation and success of this plan, and its members should be acknowledged as campus champions for faculty diversity in Dornsife College.

The following report discusses the rationale behind each of the proposed recommendations, as well as including appendixes that helped govern our discussions and recommendations.
Targets and Opportunity Funding

1) Encourage targeted hires to achieve faculty diversity. Achieving faculty excellence through diversity hiring should be the top priority of this program.

2) Create opportunity fund for diversity hiring.

3) Create ability to move quickly on diversity hiring, which requires flexibility and speed.

4) Create generic advertisement to promote diversity hiring.

5) Prioritize a development effort for faculty racial/ethnic diversity, similar to the Women in Science & Engineering (WiSE) initiative

After a thorough review of practices at other institutions, the Dornsife Council for Faculty Diversity recommends that the strategy of targeted hiring be used to make advancements in faculty diversity with the top priority being the recruitment and hiring of excellent and diverse candidates. It is clear that current strategies have not led to a robust program of advancing faculty diversity in Dornsife College and that, indeed, overall numbers of underrepresented racial minority faculty have been on a slow decline in recent years. Almost all of our peer institutions use targeting hiring to complement their search processes (see Appendix #2), and there is no reason why USC cannot compete for some of the most sought after underrepresented minority faculty in the nation. Indeed, it is clear to the Dornsife Council that the lack of a coherent strategy to achieve excellence and diversity has kept us from attracting the very best diverse faculty candidates across all fields. The Provost Office has successfully launched targeted hiring to advance specific growth in faculty excellence in particular fields; there is no reason why the same approach could not be used to advance faculty excellence and diversity, especially in identifying and hiring underrepresented minority faculty.

In order to do this, an opportunity fund should be created by the Dornsife Dean’s Office to encourage each division to actively consider hiring faculty who would bring increased diversity to the faculty ranks. This fund should be managed through the Dean’s Office, and be promoted by the respective Domain Deans in their areas of specialization. We suggest that the numbers hired through the fund can be adjusted yearly depending on the success of the opportunity fund and the overall process of advancing faculty diversity. In addition, cluster hiring in all areas should be considered to rapidly advance diversity in
certain intellectual areas. The Dornsife Council can suggest important intellectual areas where cluster hiring is feasible and likely to lead to excellent and diverse faculty hiring.

This opportunity fund should create the ability for Dornsife College to move quickly to hire faculty members that will bring diversity to the ranks, after careful review by the relevant departments and Deans. Flexibility and speed are critical to making successful offers to the most sought after underrepresented minority faculty members at any rank, and careful preliminary vetting is a prerequisite to be in a position to move quickly at the hiring stage. A generic advertisement to promote diversity hiring in Dornsife College should be launched each year in the Chronicle of Higher Education (much like is currently done to promote the various Provost initiatives), which will both get the word out to the widest number of potential candidates and create the opportunity to move quickly once a candidate is identified and vetted.

We believe that this strategic effort also creates a potential fundraising priority for the Dornsife Advancement Office, similar to the effort that brought about the Women in Science and Engineering (WiSE) initiative at the university. Targeted funding for advancing faculty excellence and diversity throughout the college could create excitement among supporters of Dornsife of the possibility of being a national leader in creating a diverse and excellent faculty for the challenges of the 21st century.
Casting the Net More Widely

1) Allow research centers and interdisciplinary programs to suggest hiring lines or targets that are likely to yield diverse faculty applicants, and run interdisciplinary searches coordinating with departments.
2) Create system to identify young scholars among Ph.D. students and postdocs who would bring diversity as faculty hires to departments.
3) Tap into early Associate professors who would bring diversity.

Regular faculty search processes should continue to emphasize finding diverse faculty for hiring by “casting the net widely” for potential candidates. In addition, Dornsife College has initiated efforts to help faculty search committees with best practices through the Dornsife Office for Diversity, including support for wider advertisements and providing funding in the natural sciences and mathematics for additional candidate visits if those candidates will bring diversity to the pool. However, the current procedures do not do enough to cast this wide net, so the Dornsife Council for Faculty Diversity recommends some additional efforts that should produce a more robust, diverse faculty pool for approved faculty searches.

We recommend that Dornsife College allow and encourage established research centers, institutes, and interdisciplinary programs to suggest hiring lines and/or targeted hires. These suggested searches and/or targets should be solicited by the Dornsife Dean’s Office at the end of the spring term and through the summer much like the call to departments to make recommendations for faculty searches. And the Domain Deans, in consultation with the Dean of the College, would make final decisions regarding approved searches and targeted hiring on a yearly basis. These interdisciplinary faculty searches or targeted hiring committees would be coordinated with the relevant departments, since the tenure line would continue to be located in departments. But the searches themselves would be run on an interdisciplinary fashion, much like current efforts stretching between departments.

These efforts should be supplemented by the coordination of a system of identification of young promising scholars across all relevant disciplines in the college that could potentially bring racial/ethnic diversity as faculty hires to departments and programs. This system should not be tied to a particular search, but should be part of an ongoing effort in all disciplines to identify possible future hires that are
emerging from Ph.D. programs or postdoctoral positions. These efforts of identification will make it easier for departments, programs, and centers to suggest possible searches in areas likely to bring greater faculty diversity.

In addition, faculty searches should be flexible enough to tap into early Associate Professors that could enhance faculty diversity, even if the approved search initially was limited to only assistant professors. We believe that USC and Los Angeles may be particularly attractive to early Associate Professors who want to establish careers at a university committed to faculty and student diversity, so we want to maintain flexibility in recruitment that can identify and potentially hire these individuals.
New Programs for Enhanced Opportunities

1) Create a broad minority postdoctoral fellowship program.
2) Create an interdisciplinary Latino & Latin American Studies Institute.
3) Create a faculty recruitment program in STEM for mentorship of students from underrepresented and underserved populations.
4) Go to outside foundations, such as the Mellon Foundation, for support of these new programs.

The Dornsife Council for Faculty Diversity recommends a set of initiatives that will enhance the climate for faculty diversity throughout Dornsife College. The first is a broad minority postdoctoral fellowship program that will identify first-rate diverse young scholars in all fields that will contribute to the USC community and potentially be ready for faculty positions in USC Dornsife upon completing their fellowship. We hope that the Provost Office may also move in this direction, but we believe that USC Dornsife should initiate its own postdoctoral fellowship whether or not the university as a whole does. Almost all of our peer universities have initiated such programs (see Appendix #3), so our efforts will simply keep us competitive with our peers. Under consideration should be inclusion in the University of California Presidential Postdoctoral Fellowship Program, which would bring our efforts instant recognition and affiliation with the premier program of its kind. If Dornsife decides to go it alone, then a highly visible recruitment campaign must be initiated during the first five years of the program.

Dornsife College should also support current efforts to initiate a Latino and Latin American Studies Institute that can become a premier program of its kind in the nation. As a Pacific Rim university, these areas of study are critical to achieve top standing, and create a rich opportunity for enriched faculty diversity. This group of faculty, drawn from throughout the university but with a program situated in Dornsife, should be encouraged to submit cluster hiring proposals in these fields that can supplement the strengths already present at USC. Indeed, this group is likely to be able to coordinate and enhance undergraduate and graduate learning opportunities in these fields.

One of the greatest challenges to faculty diversity in USC Dornsife is the lack of faculty diversity in the Natural Sciences and Mathematics,
despite increased federal attention to achieving great diversity in STEM fields. We propose a sustained faculty recruitment program in STEM that centers on research excellence and increased mentorship of students from underrepresented and underserved populations. We need to recruit recognized leaders of diversity in STEM fields to Dornsife, as well as identifying and recruiting excellent and diverse faculty for the next generation of science scholarship.

In each of these opportunities, we believe USC Dornsife should take advantage of foundation support for enhanced opportunities for creating diverse scholarly communities. The Mellon Foundation, for example, has funded several postdoctoral fellowship initiatives at some of our most prestigious peer institutions, and other foundations are highly interested in advancement in the fields of Latino and Latin American Studies, and diversity in the sciences. We need to prioritize these initiatives with those foundations and outside partners for support.
Accountability and Acknowledgement of Diversity Efforts

1) Conduct a yearly audit of faculty diversity in Dornsife each Fall semester, and make those findings public.
2) Conduct annual evaluations of Department chairs and Domain Vice Deans on promotion of faculty diversity.
3) Create a wider program for mentoring diverse junior faculty and associate professors across Dornsife.
4) Encourage the university to make the tenure process more transparent to the candidates for tenure and promotion.
5) Create a Dornsife annual prize for promoting faculty diversity.

The Dornsife Council for Faculty Diversity agreed that one of the biggest challenges facing proponents of faculty diversity at USC is the change of culture needed to move faculty, departmental and administrative leadership from passive support of the idea of greater diversity to committed action to achieve results. In order to move the USC Dornsife culture in this direction, a commitment to transparency and data collection and dissemination was seen as vital to this work.

The current numbers of underrepresented faculty in Dornsife was striking to many on the Council, and most expressed surprise that those numbers are not more widely known by faculty members throughout the College. So we recommend a yearly audit of faculty diversity in Dornsife each Fall semester, that should be made public to all the Dornsife Deans, Faculty Council, department chairs, and other interested faculty members in positions to act on faculty diversity. Secondly, we believe that all annual evaluations of the performance of department chairs and domain Vice Deans should include evaluations of their efforts towards greater faculty diversity in their departments and domains.

Support for the promotion and success of diverse faculty must also be central to changing the culture positively towards faculty diversity. We suggest a wider program for mentoring diverse junior faculty towards tenure, as well as focusing on moving diverse long-term associate professors towards promotion to full professor status. This effort would supplement the current efforts made in the Deans office and by departments by engaging senior faculty members across the college in identifying and supporting diverse faculty in improving their research and teaching profiles to be ready for career rank promotion. Indeed, Council
members also felt that the lack of transparency in the current tenure process makes it difficult to adequately prepare candidates for tenure and promotion, so encouraging the university to move towards greater transparency in these processes would help our efforts to promote faculty diversity and retention.

One additional point about changing the faculty culture around diversity and excellence must be focused work on faculty retention. Since the faculty members we are focused on are some of the most sought after hires by major universities across the nation, special care must be taken to identify needs, respond to intellectual directions in their teaching and research, and create a more supportive environment for them to thrive at USC. It is not enough to treat each faculty member as an individual to be retained only when an outside offer is already on the table; by then, in most instances, it is already too late to retain excellent and diverse faculty members. We expect the new Dornsife Council for Faculty Diversity to take up this issue with more specific suggestions for improvement.

In order to acknowledge the importance of promoting faculty diversity across Dornsife College, the Council recommends that an annual prize be established and given to a member of the Dornsife community who achieves excellence in promoting faculty diversity. This prize could acknowledge longstanding commitment and/or extraordinary effort on a departmental, domain, or College-wide basis. Many other universities and colleges have such awards, and this Dornsife award would go a long way to establishing the central importance that Dornsife College of Letters, Arts and Sciences has for promotion and retention of faculty diversity within its ranks.
Implementation

1) At least one full-time staff member should be assigned to support the implementation of this plan, and that staff member should report to the Dornsife Vice Dean for Diversity and Strategic Initiatives.

2) This plan should be implemented in phases to be determined by the Vice Dean for Diversity, in consultation with the Dean of the College and the continued Dornsife Council for Faculty Diversity.

3) The Dornsife Council for Faculty Diversity should be continued as a permanent committee under the Dornsife Vice Dean for Diversity to help oversee implementation and success of this plan, and its members should be acknowledged as campus champions for faculty diversity in Dornsife College.

The recommendations made in this report by the 2014-15 Dornsife Council for Faculty Diversity are ambitious and comprehensive. We believe they will take sustained effort for the Dornsife Dean’s Office and the entire faculty of Dornsife College to be implemented successfully. Because of this reality, we offer the following plan for implementation of its various components.

The current structure of the Dornsife Dean’s Office requires that a new full-time staff position be created to support the implementation of this plan over the next few years. This staff position should report to the Dornsife Vice Dean for Diversity and Strategic Initiatives, but must be able to work across the various domains of the College, working closely with faculty members, departments, and the Domain Deans in order to implement the various recommendations made here. Ideally, this person should have a Ph.D. and have some expertise in faculty diversity work in order to work constructively with various faculty members.

Because of the number and variety of recommendations made in this report, this plan should be implemented in phases over the next few years. We think it important that work begin almost immediately upon agreement with the recommendations, especially with those beginning targeting of faculty applicants and widening those units that can suggest faculty searches and targets. But thought and care must be used on staging advancement on further recommendations so that they can all be implemented successfully. Funding and support will be critical for many of these recommendations to take effect, so careful planning must be done in anticipation.
Much of that planning should be done by the Dornsife Vice Dean for Diversity and Strategic Initiatives, with the help of a reconstituted Dornsife Council for Faculty Diversity. The current size of the council is about right for this effort, and members should come from all domains of the Dornsife faculty community. The Dornsife Faculty Council should have representation as well. It is important that each of its members be acknowledged as campus champions for faculty diversity, and be able to represent this effort in the wider campus community.
# APPENDIX #1

## FACULTY DIVERSITY AUDIT

**Dornsife College of Letters, Arts & Science**

**Fall 2014**

### Overall

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<th>Non-TT</th>
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### By Race Ethnicity

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<th>Probationary</th>
<th>Non-TT</th>
<th>Total</th>
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<td>4</td>
</tr>
<tr>
<td>Asian (including India/Pakistan)</td>
<td>42</td>
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<td>49</td>
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<tr>
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<td>70</td>
<td>415</td>
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### Tenure-Track and Non-TT

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<th>Race/Ethnicity</th>
<th>Tenure-Track</th>
<th>Non-TT</th>
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<tbody>
<tr>
<td>Latino (%)</td>
<td>15 TT (3.3%)</td>
<td>40 (4.6%)</td>
</tr>
<tr>
<td>Amer Indian (%)</td>
<td>2 TT (.05%)</td>
<td>4 (.04%)</td>
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<td>Black (%)</td>
<td>24 TT (3.1%)</td>
<td>26 (3.0%)</td>
</tr>
<tr>
<td>URM (%)</td>
<td>31 TT (6.8%)</td>
<td>70 (8.0%)</td>
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</tbody>
</table>
APPENDIX #2

Target of Opportunity and Thematic Hiring Initiatives at Comparable Institutions
As of April 1, 2015

Background

Target of Opportunity (ToO) hiring programs are one of the most common tools used by colleges and universities to address faculty diversity. A web search of comprehensive public and private research universities yielded a number of examples. Common characteristics of these programs include:

• Designated to address faculty hiring and composition around diversity, dual career, subject/research area, or all of the above
• Thematic hiring initiative: centered on a specific discipline or theme, such as interdisciplinary, STEM, Arts and Letters, equity and equality
• Institution-wide initiative: Most commonly sponsored by Provost or President, sometimes administered by faculty development or diversity office; some initiated within a school or division

Many ToO programs are part of a multi-faceted effort to enhance faculty diversity. ToO programs are combined with other tools and processes which support and complement these efforts, such as:

• A publicly stated commitment to diversity throughout the institution, including within the faculty, often articulated through strategic plans or initiatives, endorsed by Highest level of leadership
• Training and support- Staff, workshops, materials, guidelines to support faculty and administrators involved in ToO decision-making as well as those conducting general faculty searches
• Accountability mechanisms- Deans and department chairs, and search committee chairs are required to report on their efforts in using ToO processes, as well as other efforts to increase diversity
• Structured mentoring and development programs to ensure the retention and success of junior faculty, with a focus on those from minority and under-represented groups
• Programs, processes and activities that address institutional climate issues and interpersonal aspects of diversity and difference, including topics such as implicit bias, mentoring across difference, and how to create and enhance a culture of equity and inclusion
Many colleges and universities list an existing or planned TOO program as part of their diversity efforts, but few provide detailed information on the program operations, or the extent to which TOO programs have been implemented or utilized. Data on the results of Target of Opportunity hiring was not often included on universities' websites and a search in the prominent journals of higher education provided few articles which cited or analyzed data specific to the TOO programs at the large public and private institutions included in this listing. The information provided below was drawn from the documents available on the institutions’ websites and have not been independently verified.

**Brown University/ Plan for Academic Enrichment target-of-opportunity program**

**Description**

Twenty-five of the 100 new faculty positions that are being created as part of the Academic Enrichment Initiatives are reserved for a "target of opportunity" program. Programs like this allow us to identify distinguished candidates for faculty appointment and bring them to the University under conditions of greater flexibility in timing and availability. A major aspect of this program will be the recruitment of minority faculty.


**Results**

In the fall of 2011, as a result of the PAE/Target program:

- Thirty-three percent of all incremental hires are women and 25 percent are minorities. Under the Target program, 35 new faculty have been recruited, of which 21 are women and 15 are minorities
- The proportion of female faculty in the physical sciences has risen from 9 percent to 15 percent since 2011-02. For 2011-12, two of the eight new hires in the physical sciences are women
- The proportion of minority faculty increased from 15 percent in 2001-02 to 19 percent and the proportion of women increased from 29 to 33 percent in that same period

*Source:* The Plan for Academic Enrichment, Current Status Report, September 2011
More information:
http://www.brown.edu/web/pae/diversity/diversity.html

Massachusetts Institute of Technology

❖ School of Humanities, Arts and Social Sciences - Search Oversight

Description

SHASS leadership (Dean Fitzgerald and three predecessors) has exercised joint faculty and administrative oversight of all search and hiring requests from each department at the school level. The deans have encouraged department heads and committed individual faculty members to make creative use of Institute Target of Opportunity guidelines. Within the last five years, the dean has challenged each SHASS unit to present the names of senior minority scholars in their fields who could be tenured at MIT. From these lists, efforts to recruit and hire were made with one yield. The department heads have used Targets of Opportunity within a search to add a previously unanticipated talent or dimension of the field.

Results

- Since 1995, at least 13 URM scholars have been added to SHASS in departments such as Music and Theater Arts, Linguistics and Philosophy, Writing and Humanistic Studies, Anthropology, History, Literature, and Science, Technology and Society.
- Six are now tenured professors.

Source: http://web.mit.edu/provost/raceinitiative/exec-g.html

❖ MIT Sloan/Cluster Hiring

Description

For some time the MIT Sloan School of Management had tried to hire a senior woman for a Target of Opportunity (TOO) slot, but without success. In fact, MIT Sloan was the only school that had not made such an appointment, which ultimately led the deputy dean - concerned about diversity hiring - to authorize certain slots as TOO only, particularly to groups whose case for a slot was less strong. Certain groups who only had a TOO slot were then much more active in looking for candidates and did indeed make offers to senior women.
The ability to use cluster hiring - hiring in larger groups and a range of different areas - enables greater inclusion of people from diverse groups, including women and URMs. In addition, the combination of broader cluster hires with some TOO restrictions can lead to increased diversity in hiring.

Results
In recruitment for the 2009-2010 year, MIT Sloan authorized 21 positions of which eight were specifically designated as TOO. MIT Sloan made 30 offers for the 21 slots, as some of the top candidates turned down offers in favor of other opportunities. The final roster of 14 new faculty consists of the following:

- 1 senior male minority
- 1 junior female minority
- 2 senior White women
- 3 junior White women
- 7 others, all male

The provost gave Sloan two TOO slots to cover these positions. The distribution of the 21 "first choice" invitations is also very diverse:

- 2 senior male minority
- 1 junior female minority
- 5 senior White women
- 3 junior White women
- 10 others, all male

Experimental data have shown that selecting 10 candidates from a pool at one time leads to a more diverse group than selecting 10 people one at a time from the same pool. This is behind the recommendation for cluster hiring, which has a secondary advantage of creating a cohort of newcomers, which can be particularly helpful for all junior faculty.

Princeton University/Faculty Diversity Initiative

Description
Issued in September 2013, the Report of the Trustee Ad Hoc Committee on Diversity identified ways to make Princeton University a more diverse and inclusive community, with a focus on graduate students, postdoctoral fellows, faculty and senior administrators. The report builds on Princeton's ongoing efforts to embed diversity in the practices of the
entire institution, and offers recommendations for diversifying specific campus populations where progress has been more limited.

The Report cited Princeton’s Target of Opportunity program, in place since 2001, as a promising but underutilized tool for diversifying the faculty. The report recommends that the University “(T)ake full advantage of the Target of Opportunity (ToO) program to hire promising faculty members that bring intellectual and demographic diversity to Princeton. This might include creating a departmental ToO committee to identify and pursue the top underrepresented scholars in a particular discipline or proposing cluster hiring through ToO to build a critical mass of scholars in a particular disciplinary or interdisciplinary area.”

Source: “Diversity Best Practices”
http://www.princeton.edu/reports/2013/diversity

Progress/results
In November 2014, Dean of the Faculty Deborah Prentice informed department chairs that her office would contribute funding equivalent to 10 full-time faculty members for new hires that diversify the faculty, with diversity understood broadly. As departments typically share in funding the new positions, 15 to 20 new hires could result from this initiative.

As recommended in the Report, each department is developing a comprehensive strategic plan, with five- and 10-year outlooks. The plans must include a consideration of the opportunities and hiring directions the department will have, and how they plan to increase diversity within the department.


UC Berkeley/Diversity Research initiative

Description

The Berkeley Diversity Research Initiative (BDRI) focuses on racial and ethnic diversity, supporting research into the nature of multi-cultural societies and the ways in which such societies - at the local, state, national, and international levels - might flourish. One major goal is to generate a more nuanced understanding of similarities and differences among multi-cultural societies and an identification of
factors that contribute to their success. Another goal is to generate specific prescriptions for changes in policy and practice that are likely to draw upon the strengths and assets of a diverse community and reduce ethnic/racial disparities that are of concern to the State of California and the nation. Focus areas might include: health care, education, career opportunities, business opportunities, information access, justice within the courts system, housing, environmental justice, upward mobility, economic well-being, political representation, civil rights and so on.

**Results**

6 FTEs in 2006

Marking the culmination of a two-year effort, Chancellor Birgeneau announced the selection of three projects with two FTE allocations each, from among a wide field of finalists, for funding under the new Berkeley Diversity Research Initiative (BDRI). The selected projects focus on racial inequities in urban public schools, the root causes of health disparities among diverse populations, and diversity and democracy. All proposals were exciting and it is hoped that proposing departments will submit requests through regular departmental channels or resubmit in the next round, to be scheduled after the first round of FTEs have been hired.

**Source:** [http://best.berkeley.edu/~aagogino/BDRI/BDRI.html](http://best.berkeley.edu/~aagogino/BDRI/BDRI.html) (last updated 2006)

**University of Texas at Austin/Thematic Faculty Initiative**

**Description**

Based in the Division for Diversity and Community Engagement (DCCE), the Thematic Hiring Initiative was conceived by Dr. Edmund T. Gordon, now head of the Department of African and African Diaspora Studies and formalized in 2005, when Dr. Gregory J. Vincent came on board as vice provost for Inclusion and Cross Cultural Effectiveness. DCCE recruits intellectually and culturally diverse faculty members, providing a line of funding for these hires. Also provides fellowships and research opportunities for promising URM PhD candidates and support for URM faculty.
Results

Thematic faculty hires have been garnering professional awards and been receiving tenure and promotion at an impressive rate. The excellence of faculty recruited through the initiative also contributed to the establishment of the African and African Diaspora Studies Department, which is the only PhD-granting department of its kind in the Southwest. DCCE 2014 annual report http://ddce.utexas.edu/news/publications/ Since 2005 there have been 39 faculty hires and two visiting professors hired through the thematic hiring initiative, across five schools; this year (2011) five thematic hires are in process. Recent hires have included faculty in the Department of Anthropology, the Center for Asian American Studies, the newly formed Department of African and African Diaspora Studies, and the John Warfield Center for African and African American Studies. http://ddce.utexas.edu/news/2011/10/20/thematic-faculty-hires-foster-diversity-across-the-university/

University of Wisconsin-Madison/ Cluster Hiring Initiative

Description

The CHI was conceived and implemented in the late 1990’s to help keep UW-Madison at the forefront of research and knowledge, to advance the state’s economy, and to deal with institutional barriers to interdisciplinarity (i.e., complex curricular demands, tradition of departmental hiring and promotion, faculty governance). This unique initiative created nearly 150 new faculty lines to advance knowledge at interdisciplinary crossroads by providing centralized funding (via the Provost’s Office) for small groups or clusters of faculty focused around a common interdisciplinary issue, but not necessarily hired through the same department.

The seven major goals of the Cluster Hiring Initiative are to:  
1. Enable the campus to devote a critical mass of faculty to an area of knowledge not addressed by existing departments;  
2. Provide new research tracks and collaborative opportunities;  
3. Address complex societal problems;  
4. Advance the Wisconsin Idea by serving society’s needs through interdisciplinary research, teaching and service;
5. Encourage and foster cooperation within an already strong faculty and staff;
6. Create new curricular offerings on the graduate and undergraduate levels; and
7. Assist in the fulfillment of other missions of the University, specifically increasing campus diversity.

Results

Increasing Campus Diversity
One of the original goals of the CHI was to assist in the fulfillment of other missions of the university, specifically to increase faculty diversity. In fact, 25 percent of cluster coordinators report that their cluster enhanced diversity in their field (with half reporting that their cluster brought prominent female scientists to campus).

However, on the whole, the CHI has not fully achieved the goal of increasing campus diversity overall. Since its inception, the percentage of minority faculty hired as cluster faculty has been nearly equal to that of the percentage of other departmentally-based faculty hired. However, the percentage of females hired through the CHI is below the percentage of female faculty hired through traditional faculty lines (Appendix J: Faculty Hired through the Cluster Hiring Initiative: 1999-2000 through 2007-2008 by Gender and Race/Ethnicity). One explanation for hiring fewer women cluster faculty than the campus average was the focus on recruiting senior faculty in the biological and physical sciences during the early cluster hiring rounds, since senior faculty in these disciplines tend to be predominantly male. However, after the first three cluster rounds women were hired in increasing rates. While the rate of women faculty hiring has been slow, some clusters have made progress in attracting increased gender diversity in fields that have been traditionally dominated by men.

Further, the data illustrates that despite relative parity in race/ethnicity between the hiring of cluster and all faculty (both groups hired roughly 25 percent non-majority faculty over the same time period), the majority of this diversity is represented by Asian faculty at 19 percent of cluster hires. Only two percent of cluster faculty are Black, two percent Hispanic, and two percent Native American. This is slightly different from the total of the minority faculty hiring across campus during the same period (15 percent Asian, four percent Hispanic, three percent Black, and one percent Native American). However, it should be noted that one of the clusters, the Interdisciplinary Arts Residency Program,
brings one or two visiting faculty and guest artists to campus each year, many of whom are women or non-majority faculty. Since visiting faculty positions are actually hired as academic staff, the visiting faculty are not counted as women or minorities and thus are not reflected in the data analysis.

Source: http://wiseli.engr.wisc.edu/docs/FinalReport_PAID1_2010.pdf

Yale University

Description

In 2005, President Richard Levin and Provost Andrew Hamilton issued a memo reaffirming the University’s 1999 commitment that resources would not be an impediment to hiring an appropriately diverse faculty. Their articulated goals were: (1) substantially increasing the hiring of minority faculty, adding at least 30 minority scholars over seven years; (2) increasing the number of women faculty in fields in which they were underrepresented by adding 30 new women faculty; (3) increasing the diversity of future faculty members in Ph.D. and postdoctoral training ranks. Between 2009 and 2010, Yale felt the impact of the global financial crisis. As a result, and because of the ensuing decline in hiring, the university was able to meet some but not all of its 2005 goals.

In February 2014, Yale’s convened its first-ever Diversity Summit, inviting former and current educators, physicians and researchers to provide guidance and expertise in helping Yale diversity the faculty. After meeting with faculty, administrators and campus leaders, the Summit Committee issued a report in summer 2014 with 16 recommendations for areas of opportunity to enhance diversity at Yale. Several of these recommendations relate specifically to faculty hiring. They are:

Recommendation 1: Set the tone as to the urgency of faculty diversity efforts and assure that Deans, Department Chairs and faculty implement the University’s goal to increase diversity and inclusion. Emphasize that diversity and excellence are complementary pursuits.

Recommendation 2: Establish a pool of resources for target of opportunity faculty appointments and encourage departments to propose excellent candidates whenever they are available and
motivated to consider a position at Yale. Develop guidelines for the program that make it clear that the program is not a substitute for incorporating diversity into ongoing departmental priorities. Most of Yale’s peers have determined that women and minority candidates in certain sub-fields are rarely on the market; hence, a pool of resources must be available when the opportunity arises to recruit rather than only where there is an opening or a faculty line in a department or sub-field.

The report also includes additional suggestions for leadership and accountability to support efforts to diversify the faculty:

Recommendation 3: Work to emphasize that accountability is a vital element of advancing diversity just as it is in reviews for tenure, grading practices and every other dimension of excellence. Beyond merely articulating why diversity is critical to Yale’s future, the administration should insist on annual evaluations of division chiefs, department chairs, and deans that encompass an assessment of the unit’s progress toward the desired level of diversity.

Recommendation 9: Recruit and empower a senior diversity professional (perhaps more than one, centrally and in larger schools) to provide diversity expertise, establish and lead a university wide diversity strategic plan, recommend goals and metrics that can be measured over time and enhance accountability for diversity across the University. Ideally, this individual is a senior person within the Office of the Provost and carries a title appropriate to a senior rank.

Source:

Progress/Results

Yale University Provost announced the appointment of Professor of Anthropology Rick Bribiescas as the new deputy provost for faculty development and diversity, effective January 1, 2015. The Deputy Provost will have oversight for faculty development, including working with deans and others to identify, recruit, and promote outstanding faculty. He will provide support and advice to search, tenure, and appointments
processes. He will also take the lead in developing a university-wide faculty diversity initiative.

Source: http://provost.yale.edu/news/deputy-provost-faculty-development-and-diversity#sthash.c6KBV4cc.dpuf

**Additional Target of Opportunity Programs**

**Cornell University**

_Description_

Arts and Sciences

Two faculty diversity hiring initiatives:

- Faculty-renewal bridge funds to allow extra hiring for opportunities, including URM candidates, that appear in regular searches;
- Reserving up to 10 positions for target-of-opportunity hires of tenured faculty, including URM candidates, outside regular searches.

**UC Irvine**

_Established 2014_

_Description_

**High Impact Hiring Plan** open to all units on the general campus. This plan will use what are in effect new faculty FTE and funding that were allocated to the campus in association with past enrollment growth but that were not distributed to the units or otherwise permanently committed.

Expectations are as follows:

- the targeted recruitment of 6-10 prominent and influential faculty leaders whose scholarly, scientific, and creative accomplishments
and career trajectories promise to accelerate our ascendency among the ranks of globally preeminent research universities. Candidates may be eligible for appointment at the level of Chancellor’s or Distinguished Professor, but we also encourage consideration of candidates with exceptional accomplishments and extraordinary promise at somewhat earlier stages of their careers.

- These senior leadership appointments will be supported by 10-15 additional hires at lower levels, with the option of linking up to 5 of these more junior positions with each of the leadership hires.
- Our commitment to a culture of inclusive excellence requires us to consider a diverse cross-section of highly accomplished scholars and researchers. In addition, we will seek to recruit at least one or two high impact scholars whose research focuses on diversity and inclusion. Special consideration will be given to proposals that strengthen our participation in the Diverse Educational Community and Doctoral Experience Initiative (DECADE).

Additional Information


- Thirty-four HIHP proposals were submitted and reviewed by the Academic Planning Group, the deans, and the ADVANCE Program Advising Committee.
- Final selection of three proposals for funding at this time

University of Michigan, Ann Arbor

Provost’s Faculty Initiatives Program (PFIP)

Description

Objectives of the Program

(Faculty Hiring, Retention, and Dual Careers)
The Provost and Executive Vice President for Academic Affairs provides supplemental resources to help the schools and colleges and other academic units to hire and retain faculty who contribute to the intellectual diversity of the institution, to assist the dual career partners of tenure track and tenured faculty, and to respond to unique opportunities. Funds may be available to help units recruit or retain tenure-track faculty or to develop specific programmatic areas (e.g., cluster hiring).
The Provost’s office sponsors the Provost’s Faculty Initiatives Program (PFIP), which provides supplemental resources to promote diversity within the faculty and assists in responding to unique opportunities.

Additional Information

While PFIP funds have been essential to the successful hiring of female and underrepresented minority faculty across all disciplines, and have allowed schools to take advantage of excellent hiring opportunities, there is evidence of a backlash against these practices in some departments. In some cases, this backlash has occurred in departments which have a bifurcated hiring mechanism that considers “regular hires” separately from “diversity hires.”

When female and underrepresented faculty are hired via such a process they are viewed differently by their colleagues, which can negatively impact their ability to succeed and may later result in difficulties in retaining them.

Stanford University

Faculty Incentive Fund (From Provost’s statement 2001, re-confirmed 2007)

Description

The Faculty Incentive Fund helps make it possible for departments and schools to make incremental appointments of qualified individuals who would bring diversity to the faculty; this can include minority scholars and (in disciplines in which they are underrepresented) women scholars, as well as others who would bring additional dimensions to the university’s research and teaching programs. In some cases these individuals are not in the precise field in which the department is searching but are in fields that are appropriate for Stanford.

Additional Information

The need for the fund stems from two aspects of Stanford’s faculty appointments situation. First, the rates of faculty growth and turnover are very low; as a result, the university has very few openings, which are
defined relatively narrowly in order to fulfill the particular academic needs of the departments and schools. Second, the distribution of minority and women scholars does not map evenly onto the academic disciplines. This means that, particularly with respect to minority scholars, there may be little overlap in any given year between the set of disciplines in which there are hiring opportunities and those in which there are qualified candidates who would increase faculty diversity. The Faculty Incentive Fund resources provided by the provost, together with support supplied by the school, become a tool that facilitates optimum use of the availabilities of scholars who would bring diversity.

Faculty Development Initiative

Description

To contribute to Stanford’s ongoing commitment to promoting the comparative study of race and ethnicity and to promoting faculty diversity, the Center for Comparative Studies in Race and Ethnicity (CCSRE), in collaboration with the Provost, launched the Faculty Development Initiative (FDI) in 2007. Primary goal is to facilitate the appointment of at least ten outstanding new faculty across the University that will help expand the research and teaching mission of the CCSRE. Over the next five years the CCSRE’s Faculty Development Initiative will create a collaborative environment where schools and departments will participate in a multifaceted recruitment and appointment project to hire junior and senior faculty in subject areas focusing on issues of race and ethnicity.
APPENDIX #3

UNIVERSITIES WITH BROAD DIVERSITY POSTDOCTORAL FELLOWSHIPS

As of February 9, 2015

Brown University
Presidential Diversity Postdoctoral Fellowships
http://apply.interfolio.com/27058
- 1 to 2 year Postdoctoral Fellowships
- “to support the development of early career scholars from diverse backgrounds (with particular attention to historically underrepresented groups in the academy)”
- Outline 7 broad interdisciplinary areas of emphasis

Consortium for Faculty Diversity
Consortium of Liberal Arts Colleges
www.gettysburg.edu/about/offices/provost/cfd/
- all disciplines of the liberal arts and engineering
- “those who will contribute to increasing the diversity of member colleges by increasing their ethnic and racial diversity, maximizing the educational benefits of diversity and/or increasing the number of professors who can and will use diversity as a resource for enriching the education of students.”
- U.S. citizen or permanent resident

Cornell University
Postdoctoral Diversity Fellowships
http://as.cornell.edu/academics/opportunities/diversity-fellowships/
- Funded by Andrew W. Mellon Foundation
- 2 year fellowships around certain themes
- Eligible applicants might be from underrepresented minority groups, have faced economic hardship, be first-generation college graduates, or work on topics related to these areas.”
**Duke University**
Provost’s Postdoctoral Program-
[https://postdoc.duke.edu/duke-provosts-postdoctoral-program](https://postdoc.duke.edu/duke-provosts-postdoctoral-program)
- 2 year fellowships
- “increase the diversity of scholars who have potential for becoming tenure track faculty at Duke University or peer institutions, particularly in fields where there are fewer women and/or underrepresented minorities.”
- Limited to U.S. citizens and permanent residents
- any discipline, but preference to those where other options for postdoctoral funding is limited

**New York University**
NYU Postdoctoral and Transition Program for Academic Diversity-
- Appointments are Assistant Professor/Faculty Fellow
- 2 year appointments
- Half the funding from the Provost office/Half from the host school

**Trinity College**
Ann Plato Fellowship
[www.trincoll.edu/Academics/dean/positions/.../Ann.aspx](http://www.trincoll.edu/Academics/dean/positions/.../Ann.aspx)
- One year pre- or post-doctoral fellowship to promote diversity
- Must be U.S. citizens or permanent residents
- Must increase ethnic and racial diversity, maximize educational benefits of diversity and/or increase the number of professors who can use diversity

**University of California**
System-wide postdoctoral fellowship program PLUS individual campus programs
[http://ppfp.ucop.edu/info/](http://ppfp.ucop.edu/info/)
- President’s Postdoctoral Fellowship Program (PPFP) celebrated THIRTY YEAR ANNIVERSARY in 2014

**UC Berkeley Chancellor’s Postdoctoral Fellowship**
[http://diversity.berkeley.edu/chancellors-postdoctoral-fellowship](http://diversity.berkeley.edu/chancellors-postdoctoral-fellowship)
- “scholars in all fields who will contribute to diversity and equal opportunity at the Univ of CA”

**UC Irvine Chancellor’s ADVANCE Postdoctoral Fellowships**
http://advance.uci.edu/pfp.html
- 2 a year that “will contribute to diversity in higher education”

**UCLA Chancellor's Postdoctoral Fellowship**
https://faculty.diversity.ucla.edu/chancellors-post-doctoral-fellowship
- “for research and mentoring that emphasize diversity and outreach to underserved communities.”

**UC San Diego Chancellor’s Postdoctoral Fellowship Program for Academic Diversity**
http://diversity.ucsd.edu/policies-and-initiatives/fellowships/index.html
- 2 for each year “who will contribute to diversity in higher education”

**University of Chicago**
Provost’s Career Enhancement Postdoctoral Scholarship -
http://provostpostdoc.uchicago.edu/
- Supported by the Andrew W. Mellon Foundation
- 5 2-year postdoctoral fellowships in all fields
- No more than 3 years past receiving the Ph.D.
- “Selected on the basis of academic achievement, scholarly promise, potential to add to the diversity of the University community, and the likelihood to become a qualified and competitive candidate for a faculty position at the University of Chicago.”

**University of Colorado, Boulder**
Chancellor’s Postdoctoral Fellowship Program
http://www.colorado.edu/vcr/chancellors-postdoctoral-fellowship-program
- In all academic fields, in collaborative partnership with UCal system
- “Applicants who will contribute to diversity and equal opportunity in higher education.”
University of Kentucky
Lyman T. Johnson Postdoctoral Fellowships (UK’s first African American graduate student)
http://www.research.uky.edu/vpresearch/guide/lyman_fellowship.html
- “race, ethnicity and national origin are among the factors that contribute to diversity, as does economic background.”
- up to two years; citizen and permanent resident

University of Michigan
National Center for Institutional Diversity Postdoctoral Fellowship Program
http://ncid.umich.edu/fellowships/
- 2 postdocs annually, for duration of one year
- “nurture early career scholars whose work includes diversity themes.”

University of Minnesota
Diversity Postdoctoral Fellowship Program
https://diversity.umn.edu/idea/bridgefunding
- 1 year postdoctoral fellowships prior to transitioning into faculty positions
- 2 or 3 awarded each year

University of North Carolina
The Carolina Postdoctoral Program for Faculty Diversity
http://research.unc.edu/carolina-postdocs/
- Supports 10 postdoctoral fellows for 2 year appointments
- “to develop scholars from underrepresented groups for possible tenure track appointments at the University of North Carolina and other research universities.”

University of Notre Dame
Moreau Academic Diversity Postdoctoral Fellowships
http://diversity.nd.edu/moreau-postdocs/
- “scholars whose experience, teaching and/or research promise to enhance diversity..., scholars with a track record of involvement in initiatives aimed at promoting diversity..., scholars from one of the populations underrepresented historically.”
University of Pennsylvania
Academic Diversity Postdoctoral Fellowship Program
http://www.upenn.edu/research/postdocs_students/postdoctoral_fellowships_for_academic_diversity/
- “fellowships to scholars and educators from difference backgrounds, races and ethnic groups and from other diverse groups whose life experience, research experience and employment background will contribute to Penn’s academic excellence.”
- open to all areas of study; completed Ph.D.s within past three years
- 3 years of funding
- U.S. citizens and permanent residents only
- 10 fellows over past 2 years

University of Texas, Arlington
Provost Postdoctoral Fellowships
http://www.uta.edu/diversity/faculty/
- “advance scholars from underrepresented groups in higher education”
- 3 in-residence fellowships in Spring 2016
- open to all fields, with special interest in STEM

University of Vermont
Andrew Harris Fellowship Program
http://www.uvm.edu/~alana/?Page=ahf.html
- Postdoctoral position in Critical Race and Ethnic Studies Program
- Interests in one of 6 broad subjects

Williams College
The Gaius Charles Bolin Fellowships
http://faculty.williams.edu/graduate-fellowships-2/graduate-fellowships/
- 2 year residences at Williams
- “Awarded to applicants from underrepresented groups, including ethnic minorities, those who are first generation college graduates, women in predominantly male fields, or disabled scholars.”