



DARTMOUTH
ENGINEERING

DIVERSITY AND INCLUSION AT THAYER SCHOOL

2021-2022

TABLE OF CONTENTS

LETTER FROM THE ASSOCIATE DEAN	3
MISSION AND VALUES	4
OUR PRIORITIES THIS YEAR	5
BRINGING INCLUSION INTO THE CLASSROOM	
BUILDING A CULTURE OF BELONGING	
(RE)CONNECTING OUR COMMUNITY	
PROMOTING MENTAL HEALTH AND WELL-BEING	
THE ROAD AHEAD	20
MEET THE COMMITTEE	22
APPENDIX: THE NUMBERS	23

LETTER FROM THE ASSOCIATE DEAN

It is with great enthusiasm that I share with you the 2021-2022 report of Thayer School of Engineering's Diversity, Equity and Inclusion (DEI) Committee in this new format that we hope is more engaging and helpful. Central to our mission of excellence is diversity, equity and inclusion. We strive to create an environment that centers equitable and innovative education and research that lies at the intersection of engineering and the liberal arts, built through deep and broad engagement of voices within our community, especially those from historically disenfranchised groups, so that we can come together across differences as we respond to the challenges of our world.

The work of the DEI Committee is core to this effort. Composed of faculty, staff, and students, our work includes identifying institutional challenges and how best to address them; generating new models for engagement and growth; developing metrics to assess progress toward the strategic goals for learning, engagement, and community; and leveraging opportunities that deepen Thayer's impact on individual lives, both within and beyond the classroom.

During the 2021-2022 academic year, we focused our DEI activities on four priorities: 1) Bringing inclusion into the classroom; 2) Building a culture of belonging; 3) (Re)connecting our community; and 4) Promoting mental health and well-being.

Thanks to the committed work of many members of our community, we have made significant progress in all of these areas.

Members of the entire Thayer community contributed to the development and refinement of our mission and values (Page 4) to help us define our immediate and near-term goals. As our community evolves, so too will our vision and goals.

Over the coming months, we will launch a DEI strategic planning process, utilizing Dartmouth's college-wide DEI strategy as a baseline, that will engage members of the Thayer community. Additionally, we plan to hire a full-time Diversity Program Coordinator.

We value our community's commitment and attention to this important work, and to build and expand upon the progress we have made over the last two years, we need your continued collaboration and partnership. We look forward to continuing our important work together.

Petra Bonfert-Taylor
Associate Dean for Diversity and Inclusion

MISSION

We strive to build a Thayer that embodies openness, accessibility, collaboration, and human-centered innovation, elevates the voices of those from historically marginalized backgrounds, and continually works toward becoming a community that comes together across differences as we respond to challenges in our world.

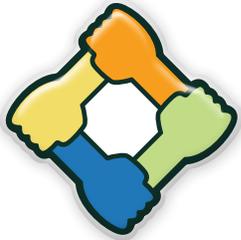
VALUES

As part of the larger Dartmouth Action Plan for Inclusive Excellence, the engineering community at Dartmouth aims to:

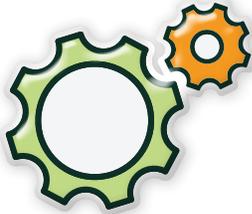
- **Invest in the initiatives that prioritize equity and access** by giving deliberate attention to the recruitment, retention, or training hurdles that limit the participation of individuals from historically marginalized groups.
- **Improve the health and well-being of our community** through organizing resources and programming that meet the specific needs of diverse groups and create a culture where skill-sharing, storytelling, and acts of caretaking and wellness are uplifted.
- **Imagine and create a more equitable future** in which we listen to and learn from the stories, struggles, and successes of those most impacted by a history of inequities, using them as roadmarkers towards the solutions we practice as a community.

“Our goal is to build a community that reflects the rich diversity of the global workforce, and to create a culture in which our individual identities and contributions are valued and treated with respect. It’s critical that each student, faculty, and staff feel welcome and included to ensure we teach, learn, and discover to our full potential.”
—Alexis Abramson, Dean

OUR PRIORITIES THIS YEAR



Bringing Inclusion into the Classroom - Listen to what students are experiencing in courses now, understand what has worked at Thayer and at other schools, and help instructors adopt more best practices.



Building a Culture of Belonging - Support evidence-based change to policies, norms, and interactions that lead to Thayer being a place where all students, staff, and faculty are able to thrive.



(Re)connecting Our Community - Provide more opportunities for community members to come together by organizing events and programming that address traumas and divides while cultivating trust and deepening relationships.

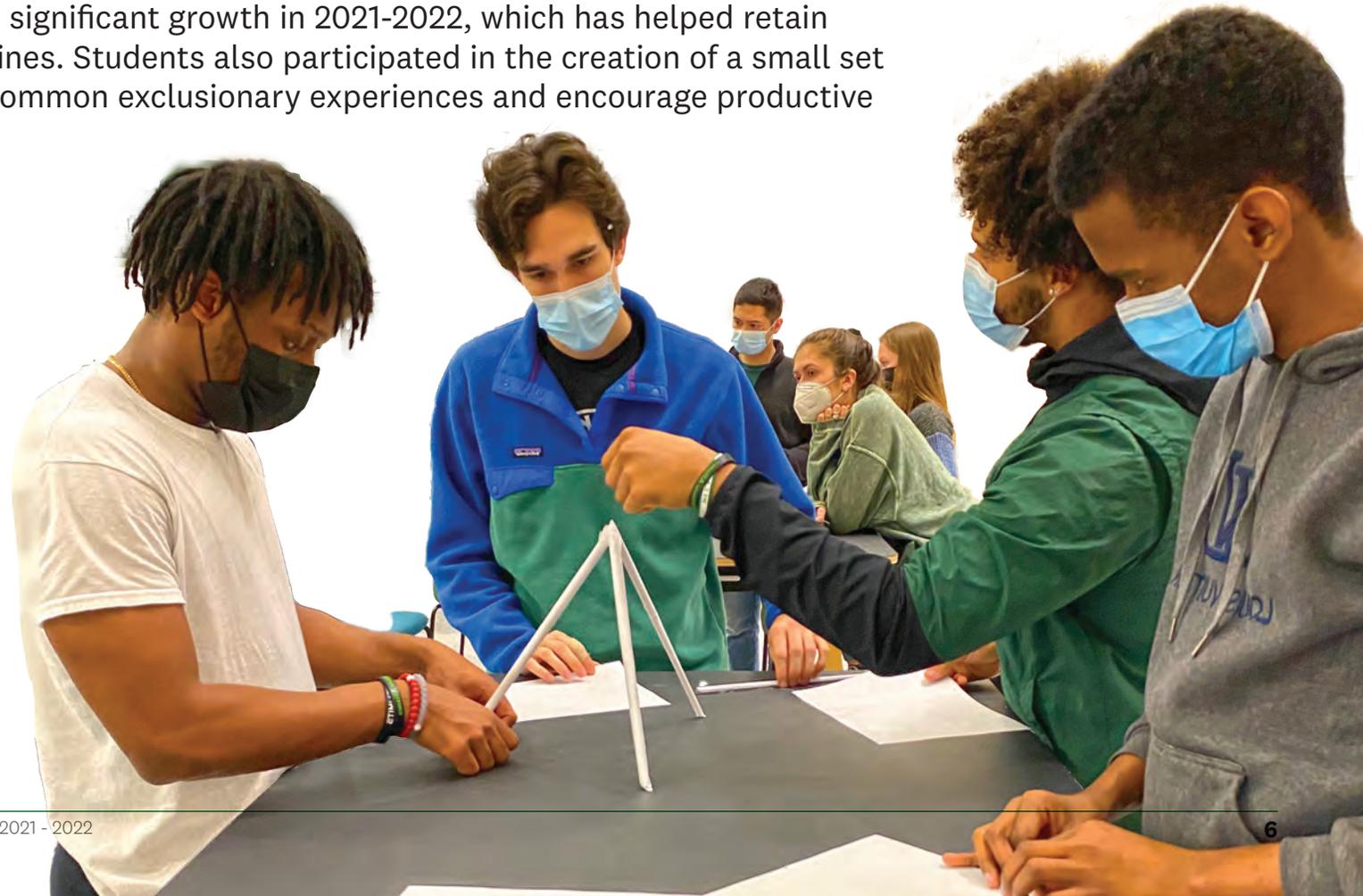


Promoting Mental Health and Wellbeing - Focus on ways to support all members of the Thayer community through wellness activities and initiatives, identifying resources, engaging in open and honest dialogue, and making long-term plans.



BRINGING INCLUSION INTO THE CLASSROOM

Thayer continues to invest in our students in and out of the classroom. Over the past year, we added resources to the Dartmouth Emerging Engineers (DEE) program, which attracts students traditionally underrepresented in engineering, as well as to student groups. DEE experienced significant growth in 2021-2022, which has helped retain students in STEM disciplines. Students also participated in the creation of a small set of videos that highlight common exclusionary experiences and encourage productive discussions.





Dartmouth Emerging Engineers

Founded in 2015, DEE's mission is to improve the experience of first-year students who enter Dartmouth with an interest in engineering. With the help of trained upperclass peers, DEE provides nightly drop-in support, academic advising, mentoring to students enrolled prerequisite courses in math, physics, chemistry, and computer science. The guiding principles are empathy and community to help students, particularly those who may not have come from traditional STEM backgrounds, stick with it and not become discouraged while gaining a solid academic foundation prior to enrolling in their first engineering course. The program aims to not only increase retention but also provide opportunities for meaningful academic and social connections among peers to enrich their engineering experience.

During the 2021-2022 academic year, 187 budding engineers took advantage of the free help sessions, assisted by 22 Teaching Assistants (TAs), many of whom had previously attended DEE themselves. Of those participants, 121 students returned for more than one help session.

“ To me, DEE means building a stronger community within Thayer and cultivating a culture of collaboration and motivation among our students, rather than competition. I will take away a lot of new relationships from DEE, as it has been a great way to meet and connect with students I may not have otherwise crossed paths with. ”

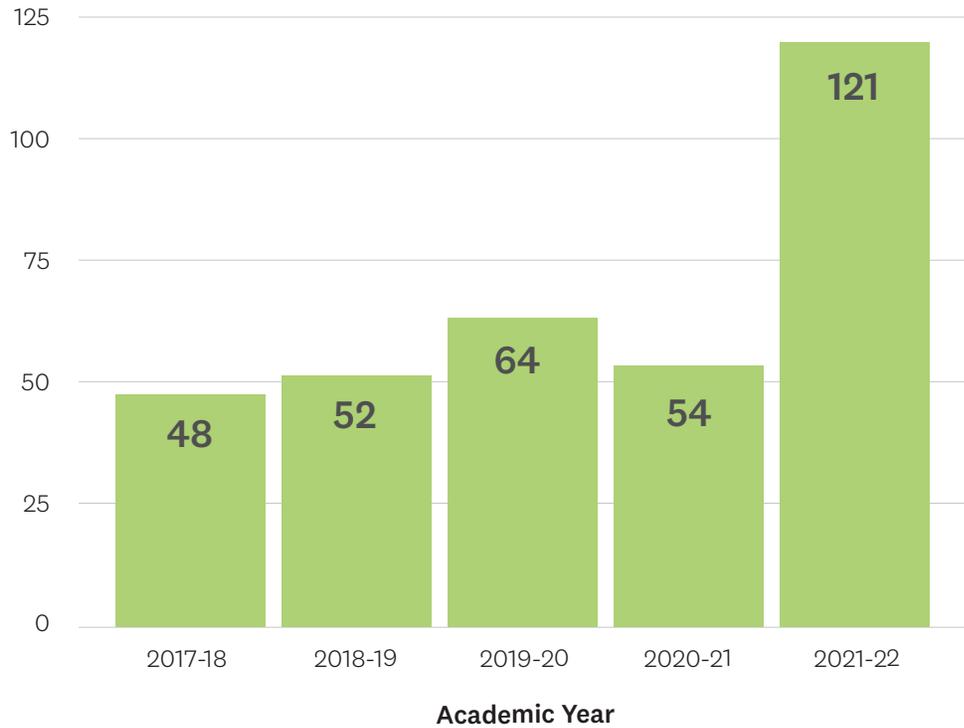
— DEE Teaching Assistant





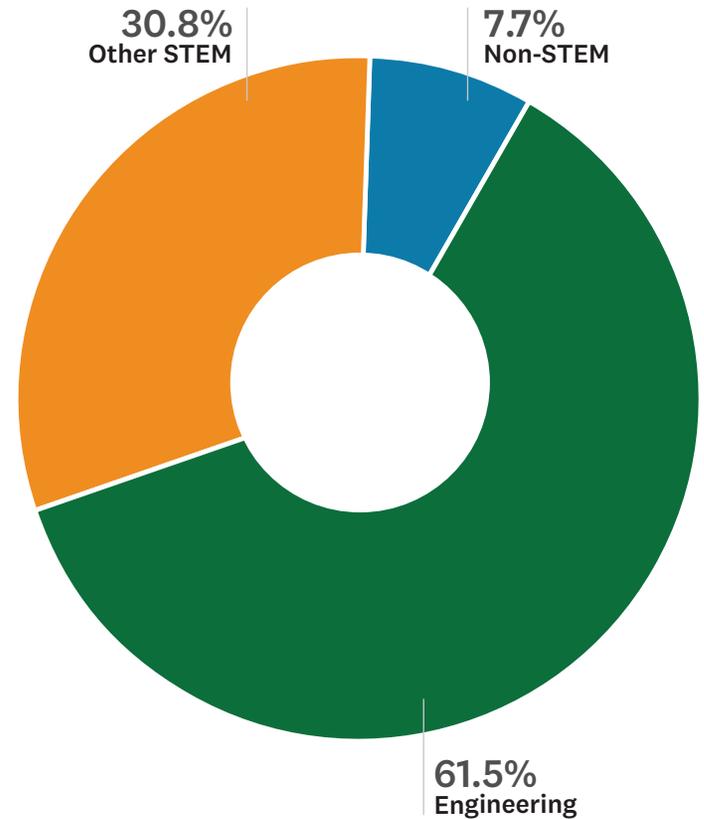
DEE Participation

Count of students who attended at least two DEE sessions



2021-22 Graduating Students

Degree at graduation for students who participated in at least two DEE sessions

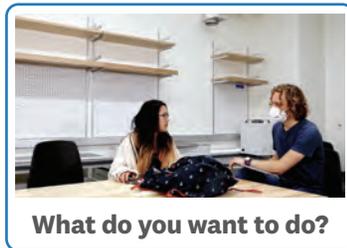


“ It is a community committed to equity and supporting whoever walks through those doors. ”
—Student



DEI in the Classroom Working Group

The DEI in the Classroom Working Group of the DEI Committee has two main goals: 1) prepare faculty to be inclusive in their teaching, and 2) prepare students to be inclusive in their work. This year, the group focused its work on **“Inclusion in teams in Thayer courses”** via the creation of a set of videos that highlighted common exclusionary experiences while working in teams at Thayer. Twelve students participated in two evening sessions, during which they wrote, acted, and filmed five videos, each between 2 to 5 minutes in length. The videos aim to invite productive discussion, rather than simply showing how to intervene. For example, the videos could be used in class to ignite student discussion prior to starting team-based work or with faculty around teaching.



“The making of the videos themselves was community-building, meaningful, adaptive, edifying, fun, and (hopefully) with broader impact — what education should be.”

“The engineering learning objectives are sacrosanct, and the learning experiences concerning (inter) personal growth and citizenship (such as DEI) must find cracks to fill in between.”

“This is exactly the type of experience modern organizations (in academia and industry) are looking for in candidates. In the short conversation, [students] went from thinking this was a fun, fleeting side-thing, to thinking, ‘perhaps this is one of the first experiences I’ll talk about in future behavioral interviews.’”



Over the past year, Thayer has continued to build a culture of belonging. This included bolstering and expanding the faculty mentoring program for new faculty hires, ongoing faculty and staff training opportunities, improving communication and transparency and implementing a new pulse check survey to monitor employee sentiment about the climate and culture at Thayer.



Faculty Mentoring

With the arrival of six new junior tenure-track faculty members, one senior tenure-track faculty member, and four instructional and research faculty, we continued to build on the success of our new faculty onboarding and mentoring program.

Each new faculty member was provided with a mentoring team to support their development as teacher-scholars. Thayer also sponsored termly lunches for new faculty with their mentoring teams this past year.

Our onboarding program extends from the New Faculty Welcome in July through early February with orientation and workshops. Examples include:

- **Quarterly Teaching Conversations** center on topics such as equitable and inclusive classroom practices, how to set expectations with TAs, and more;
- **Undergraduate Advising Workshops** help new and second-year faculty members learn how to advise undergraduate engineering majors;
- **Sponsored Programs Orientation** provides resources that support new faculty members' research;
- **Graduate Student Mentoring** provides best practices for graduate and research group mentoring;
- **Computing at Thayer** introduces new faculty to academic computing resources and support;
- **A Grant Writing Workshop** was offered to assist new faculty in writing successful proposals;
- **Winterim workshop on lab management** delivered by an external consultant, supported by the Dean.



Faculty and Staff Training

In 2021-2022, we continued to offer DEI education, training, and development activities for all members of the Thayer community, incorporating training modules on diversity, equity and inclusion on a regular basis into faculty and staff meetings.

Furthermore, we continued to offer the bimonthly community-wide DEI Learning Series (launched in January 2021) and engaged the community in topics ranging from the inclusive use of pronouns to the experiences of first-generation, low-income students. As before, for each topic, resources were sent out weekly to faculty and staff over the period of 6-8 weeks, with a culminating community conversation wrapping up each module.

Ten senior faculty members participated in four advanced 2-hour “**Thayer Change Agent Team Training**” workshops to equip them with the courage, consciousness and competency to bring real and lasting change in diversity and inclusion to Thayer. Facilitated by White Men as Full Diversity Partners (WMFDP), participants studied how mindsets about race can impede how one leads, reflected on how we integrate diversity and inclusion into our work and culture, practiced competency and development to support courageous conversations, developed skills to challenge and support others through feedback and invention in difficult workplace situations, and shared challenges and lessons learned with each other.

“ The institutional support and learning opportunities provided throughout the year on diversity, equity and inclusion issues has had a positive impact on my interactions with students and colleagues. I feel better prepared to listen with a deepened awareness of social and emotional context and to respond more confidently in supportive ways. On issues where I was once tentative and unsure how to engage, I find now that I am now curious and excited to learn. ”

—Anonymous

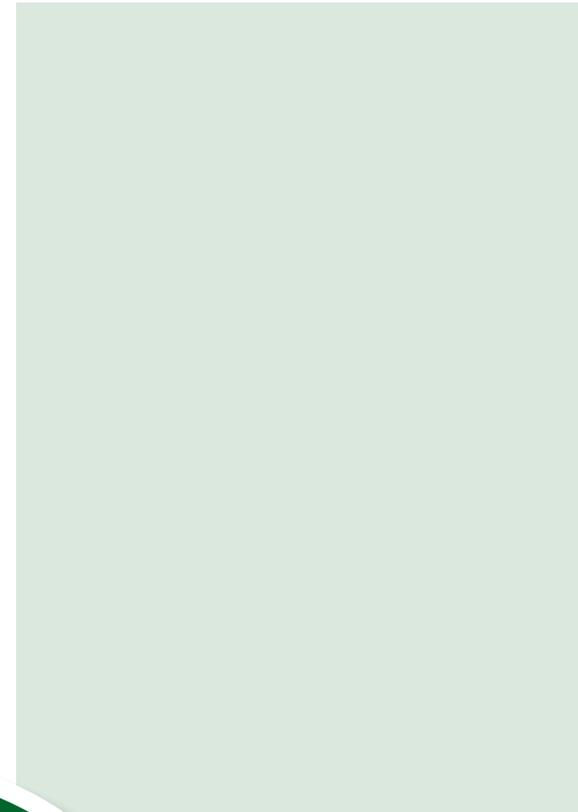


DEI Climate Working Group

The DEI Climate Working Group continued to analyze the results from the Fall 2021 Thayer Climate Survey. Based on that review, the Committee focused on developing a regular pulse check survey, improving transparency and communication, and documenting expectations.

To improve communication and transparency, we finalized the Thayer Faculty Handbook, updated Graduate Student Handbook, held quarterly all-staff meetings, and ensured shared meeting agendas and notes for all faculty meetings.

In an effort to document Thayer expectations and address issues such as work-life balance and hierarchy, the Working Group discussed developing a set of Thayer-specific expectations/norms. Over the next year, the Working Group will lead an effort with faculty and staff to develop a “**Professionalism at Thayer**” document.



“There is very little acknowledgement of the contributions that staff make to courses and the department..”

—Fall 2021 Climate Survey response

“I feel like there’s some breadth and depth of community building happening and I really enjoy it.”

—Spring 2022 Pulse Survey Response



(RE)CONNECTING OUR COMMUNITY

While we continued to navigate the challenges of the COVID-19 pandemic in 2021, we hosted and supported various speaker events, book discussions, student groups, community brainstorming sessions, and more to amplify diverse voices and build social connection across Thayer.

Supporting Professional Development of Thayer's BIPOC Student Community

Thayer supported student groups include the American Indian Science and Engineering Society (AISES), the National Society of Black Engineers (NSBE), the Society of Hispanic Professional Engineers (SHPE), and the Society of Women Engineers (SWE).

In line with our core value of equitable access, Thayer fully funded 41 BIPOC students to attend in-person conventions in Arizona, Indiana, Florida, and California, where they had opportunities to receive coaching and mentorship, build leadership skills, and connect with other BIPOC engineering students and professionals across the United States.





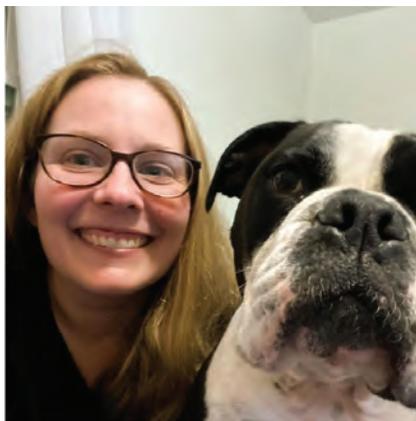
We believe that a culture of collaboration is linked to a culture of continuous learning and improvement. In April 2022, BIPOC student group leaders with help from Thayer faculty and staff, organized a Student Symposium focused on the theme of “**Interdisciplinarity.**” The Symposium included a dinner, student speaker series and design challenge that brought together students and faculty across Dartmouth to connect, exchange ideas and reflect on the relationship between engineering and the liberal arts.





Humans of Thayer (HofT)

Humans of Thayer (HofT) is a photo-story project that highlights the different stories and faces of Thayer and gives community members a chance to see a new side of fellow peers, coworkers, students, and more. In these stories, we find that diversity comes in all forms.





Ongoing Campus Partnerships and Collaboration

Establishing partnerships with organizations across Dartmouth is key to diversifying the events Thayer offers. Through our collaborations, we are able to create opportunities that reflect and engage the different interests and identities of our community members.

We hosted speakers, an alumni panel, a guided exhibition tour, and more throughout the year in partnership with organizations across campus. Some of our partners this year include: the Office of Pluralism and Leadership (OPAL), the Hood Museum of Art, the Race, Migration, and Sexuality (RMS) Consortium, and the Design Initiative at Dartmouth (DIAD).

“ It is our responsibility and a necessity to provide meaningful education, resources, and tools for all to access, and hopefully, to continue this work with an engaged community.

—Anonymous





PROMOTING MENTAL HEALTH AND WELLBEING

In addition to engaging with campus-wide mental health and wellbeing initiatives such as the JED initiative and promoting resources available across Dartmouth, we also worked to provide opportunities for the Thayer community to connect and support each other. Although work and research continued on campus throughout the COVID 19 pandemic, so many of us are struggling with the isolation of the last few years. In addition, as the school expands and grows, prioritizing the connectedness and community that makes Thayer special is an important investment in our collective mental health and wellbeing. To that end, we also hosted a variety of events and programs focused on supporting our community's well-being in 2021-2022, including:

- **Rewards and Recognition:** We encouraged the community to thank and recognize fellow peers and coworkers throughout the year—whether it be with a card from the gratitude basket; voting for one-of-a-kind door decorations during the holidays; or nominating an individual for annual awards that embody core Thayer values of diversity or service.
- **Conversation Spaces:** We continued to offer opportunities for conversation and reflection for community members that focus on mental health. In October, Thayer's all-staff Meeting included an introduction and activity on mental health, and in December, we held an open discussion and brainstorming session with the goal of generating fresh ideas on how we can improve mental health and well-being at Thayer.





- **Holiday Community Gatherings:** At Thayer, the holidays are a time when we have the chance to slow down and revel in the company of others. In 2021, we hosted Thayer Thanksgiving and a December Holiday Party that brought together staff and faculty members for a moment of social connection, community building, and levity.
- **Thayer Fitness Challenge** - In June 2022, we hosted our 7th annual Fitness Challenge that sought to bring the community together around a series of challenges focused on promoting physical and mental well-being.
- **Summer Staff Lunches** - During the summer of 2022 Thayer hosted monthly staff lunches to aid in reconnecting our community.



Thayer Fitness Challenge



Holiday Community Gatherings

THE ROAD AHEAD

In the Fall of 2022, Dartmouth's Office of Institutional Diversity & Equity will present and launch the College's DEI strategic plan, developed through a year-long process. Utilizing the Dartmouth's DEI strategic plan as a baseline, with facilitated stakeholder engagements and the support of an external partner, Thayer will develop a forward-thinking, results-driven DEI strategy during the 2022-2023 academic year, leveraging overarching DEI principles and best practices, customized to our own culture.

A full-time staff member, to be hired soon, will join our DEI efforts in the role of "**Diversity Program Coordinator**," in addition to several student fellows who will bring in the voices of our student populations.

The DEI Committee for 2022-2023 will see additional growth and include 10 faculty members, 8 staff members and 2-3 students. We will retain most working groups and add several new groups. The mental health and wellness group will spin off into an independent Thayer committee.

Further plans for the upcoming year include:

- Creating a dedicated physical space, located in the new Class of 1982 Engineering and Computer Science Center for our BIPOC student groups



“ We need to figure out how to break down hierarchies and be kinder to and more supportive of each other. ”
—anonymous

THE ROAD AHEAD

- Strengthening the support for international students
- Continuing the growth of Humans of Thayer
- Launching a DEI dashboard on the Thayer website
- Continuing and expanding DEI learning opportunities offered at Thayer, amongst them the bi-monthly learning series, activities during faculty and staff meetings, a DEI speaker series
- Identifying outside DEI training partners
- Developing “**Professionalism at Thayer**” document with faculty and staff
- Continuing to monitor climate with ongoing Pulse checks

Although there has been significant progress this year through our four priorities (Bringing Inclusion into the Classroom; Building a Culture of Belonging; (Re)connecting Our Community, Promoting Mental Health and Wellbeing), we have a continued need for ongoing commitment and attention to this important work. We are encouraged by our community’s efforts in building a Thayer that represents the diverse and constantly changing world we live in. We look forward to developing a DEI strategic plan and strengthening the DEI organization.



“ To make more meaningful strides towards Equity and Inclusion, we need to make the work and growth feel primary in more people’s minds.

—Anonymous



MEET THE COMMITTEE

Petra Bonfert-Taylor, Chair, Associate Dean for Diversity and Inclusion

Julia Abraham, Institutional Research Analyst

Alexis Abramson, Dean

Bhavyadisha Awashthy, MEM Graduate Student

Dominic Carrese, MS Graduate Student

Teja Chatty, PhD Innovation Fellow

Uyen Dang, 2021-22 Equity Fellow

Faith Goodness, Director of Human Resources

Britt Goods, Assistant Professor of Engineering

Jessica Kinzie, Staff Advisor to Student Groups

Eugene Korsunskiy, Associate Professor of Engineering

Vicki May, Professor of Engineering

Colin Meyer, Professor of Engineering

Padmashri Ramesh, MEM Graduate Student

Laura Ray, Senior Associate Dean for Faculty Development

Tricia Spellman, Chief Financial and Administrative Officer

Rafe Steinhauer, Assistant Professor of Engineering

Holly Wilkinson, Assistant Dean for Student and Academic Affairs

APPENDIX

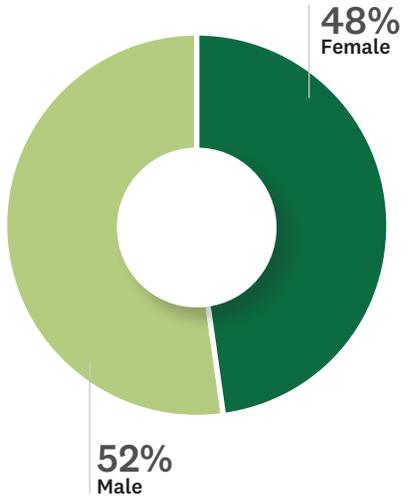
- Demographics - compared to Dartmouth; compared to ASEE
 - AY21 for students
 - Fall 2022 for faculty and staff

ENROLLMENTS

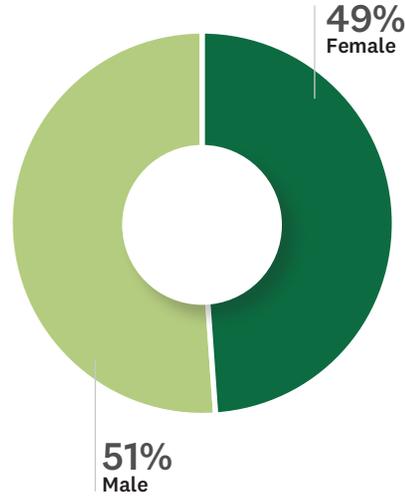
Undergraduate (AB)

Fall 2021

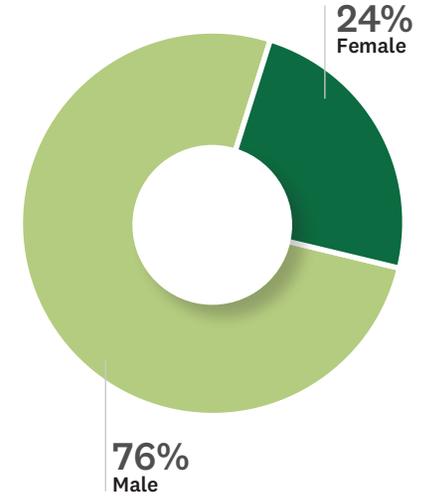
THAYER
BY GENDER



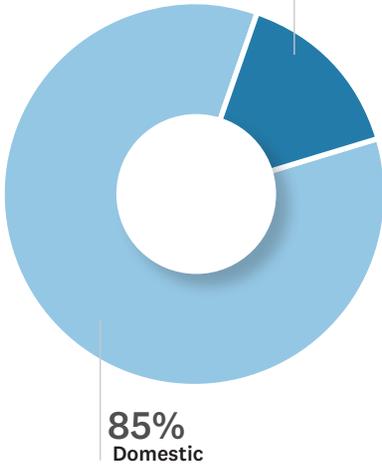
DARTMOUTH
BY GENDER



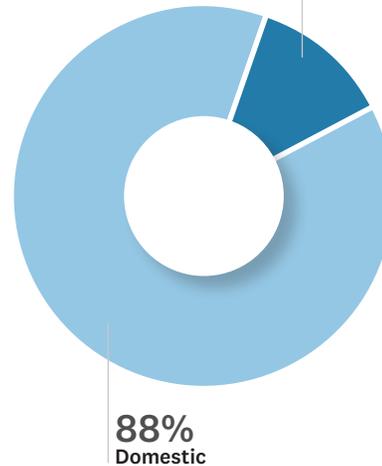
National Avg. ASEE
BY GENDER



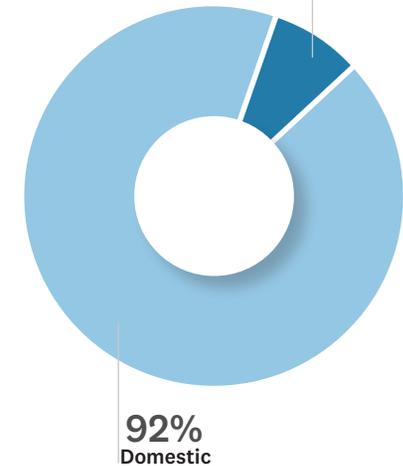
15%
International
(Non-Resident Alien)



12%
International
(Non-Resident Alien)



8%
International
(Non-Resident Alien)

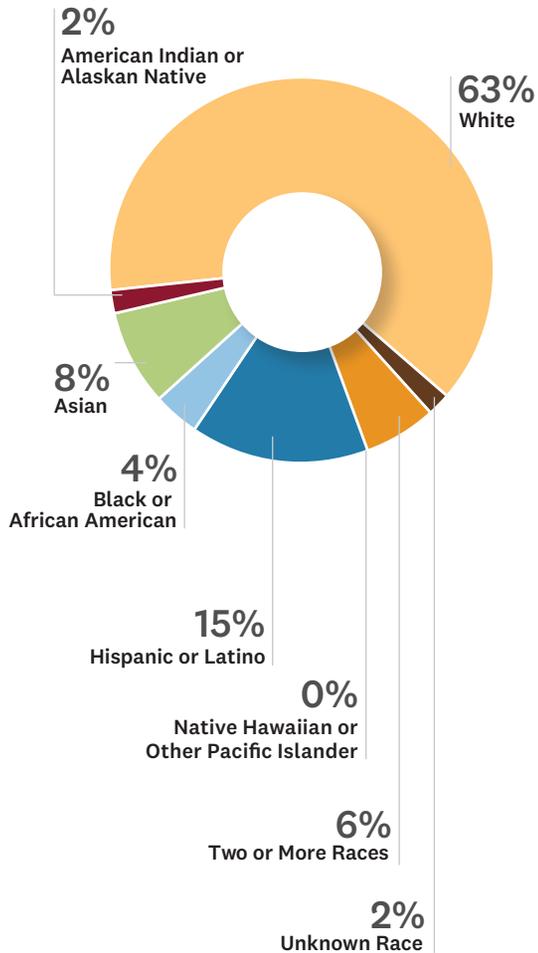


ENROLLMENTS

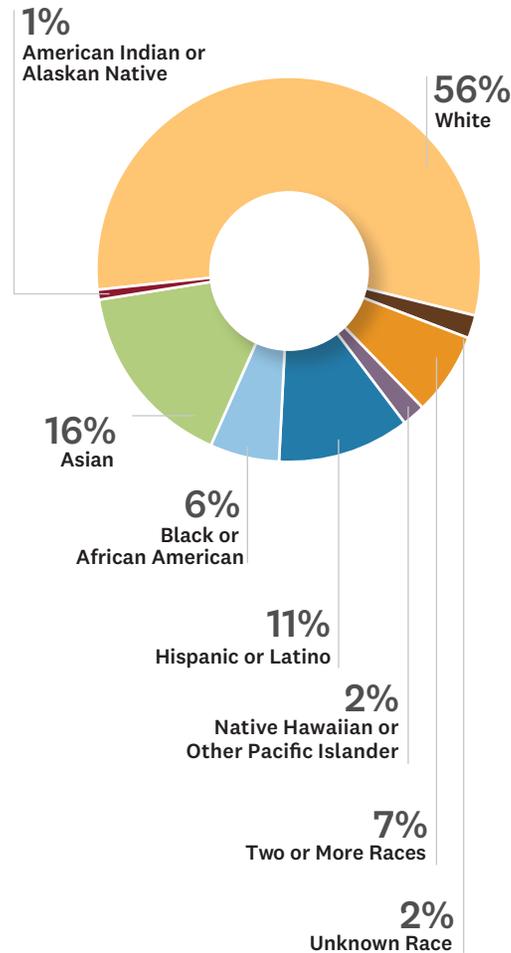
Undergraduate (AB)

Fall 2021

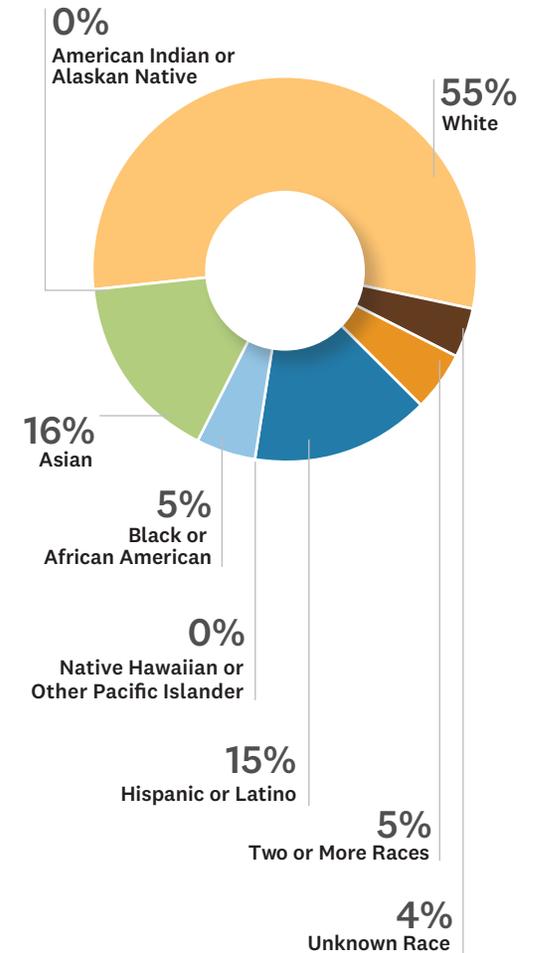
THAYER
BY RACE/ETHNICITY*



DARTMOUTH
BY RACE/ETHNICITY*



National Avg. ASEE
BY RACE/ETHNICITY*



*Definitions align with U.S. Department of Education, ASEE and NSF. Non-resident aliens are not included in any of the race and ethnicity categories.

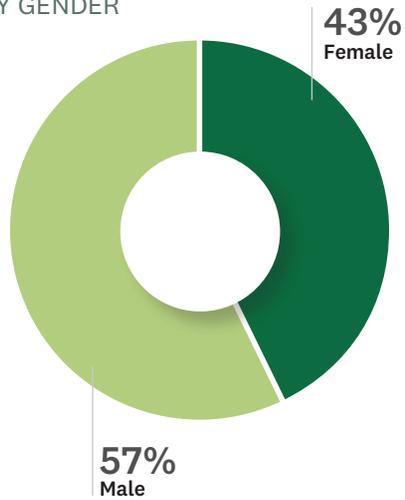
ENROLLMENTS

Masters

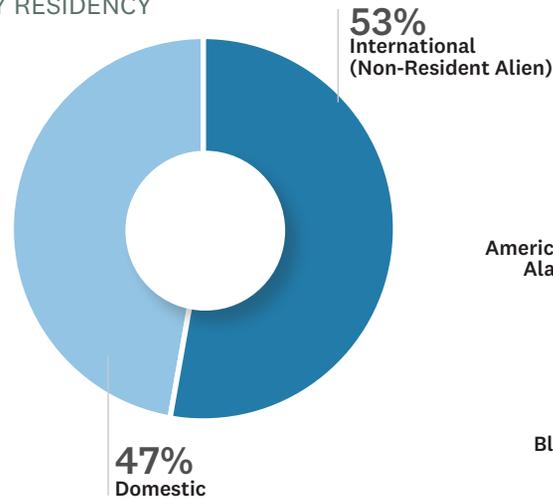
Fall 2021

*Definitions align with U.S. Department of Education, ASEE and NSF. Non-resident aliens are not included in any of the race and ethnicity categories.

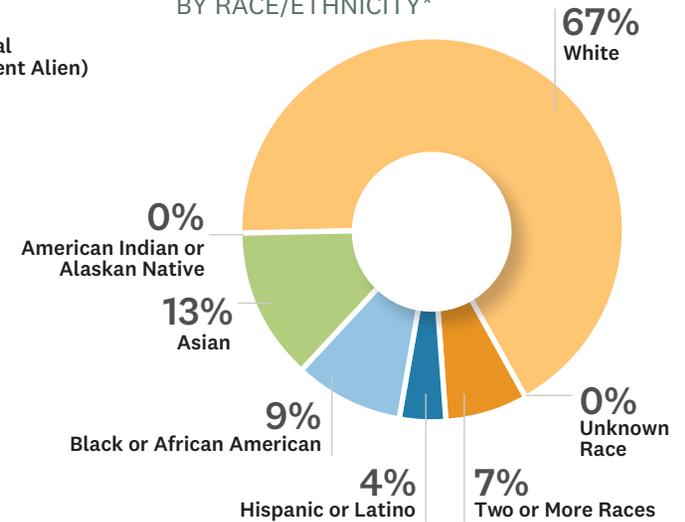
THAYER
BY GENDER



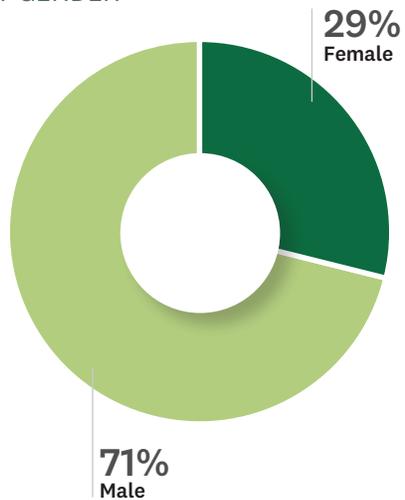
THAYER
BY RESIDENCY



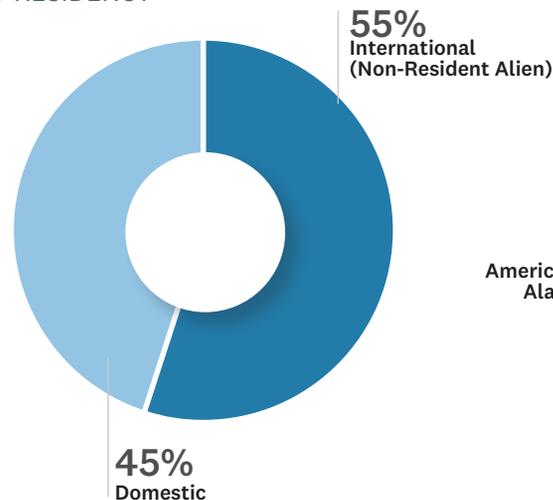
THAYER
BY RACE/ETHNICITY*



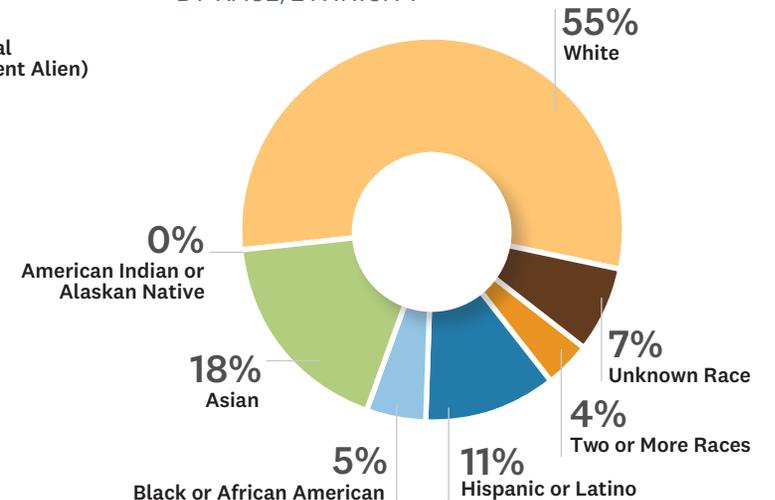
National Avg. ASEE
BY GENDER



National Avg. ASEE
BY RESIDENCY



National Avg. ASEE
BY RACE/ETHNICITY*

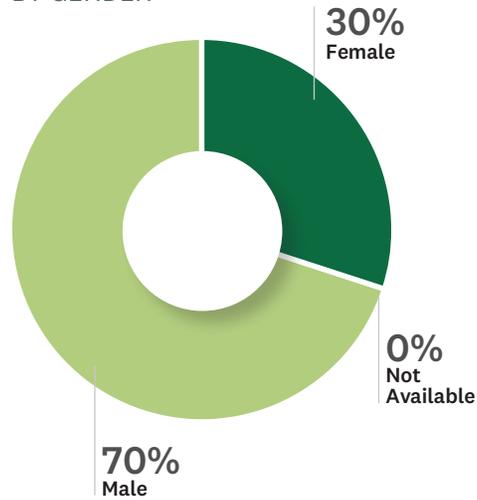


ENROLLMENTS

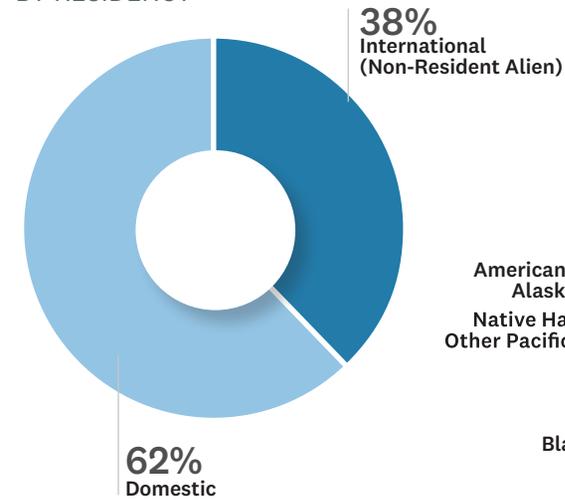
Doctoral Fall 2021

*Definitions align with U.S. Department of Education, ASEE and NSF. Non-resident aliens are not included in any of the race and ethnicity categories.

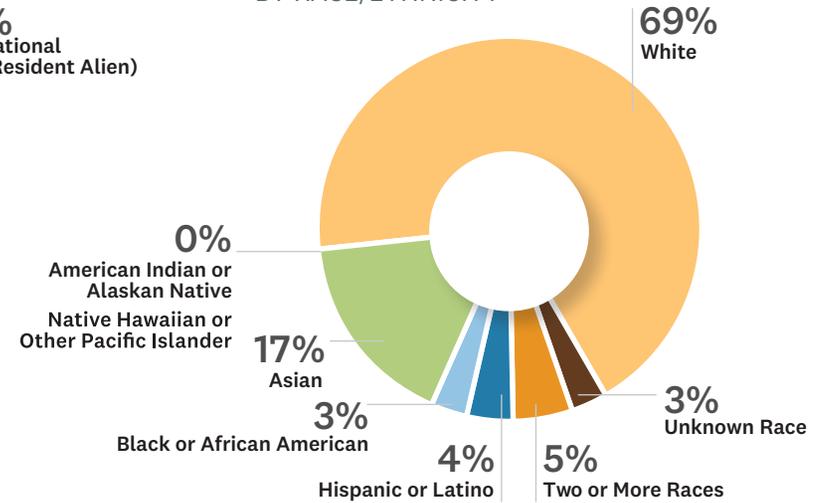
THAYER
BY GENDER



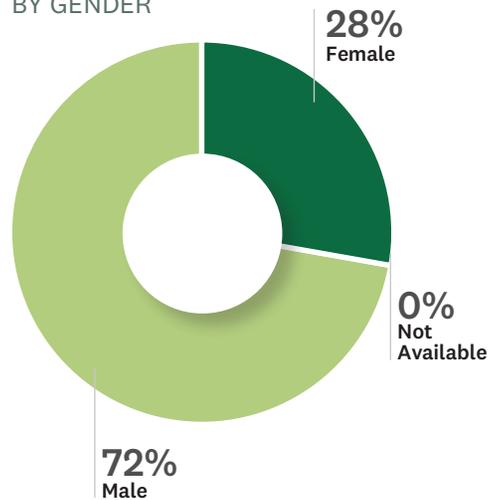
THAYER
BY RESIDENCY



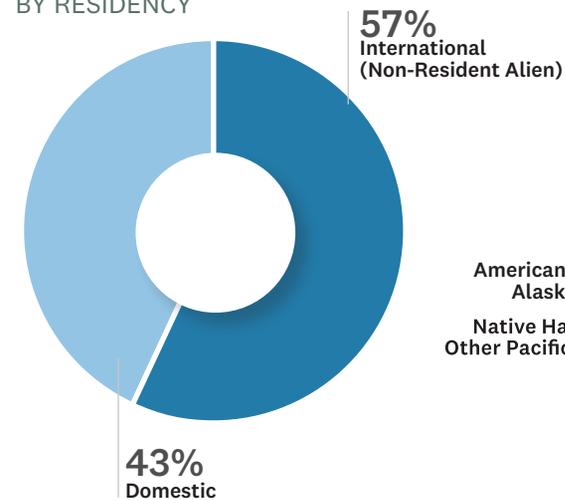
THAYER
BY RACE/ETHNICITY*



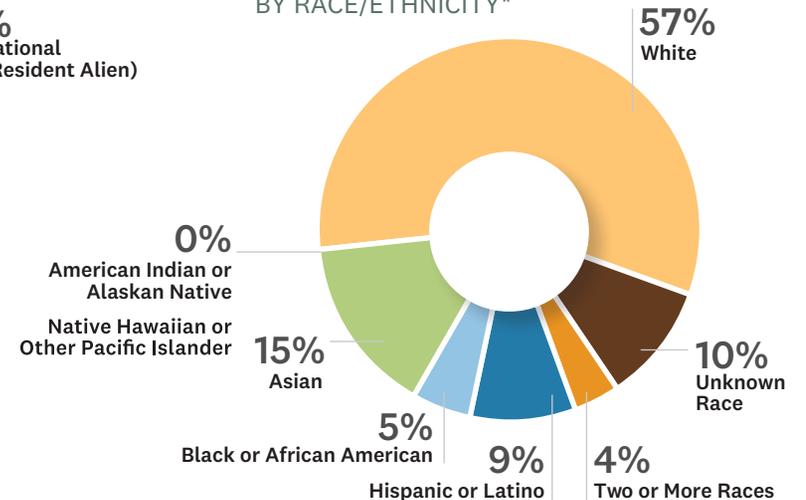
National Avg. ASEE
BY GENDER



National Avg. ASEE
BY RESIDENCY



National Avg. ASEE
BY RACE/ETHNICITY*

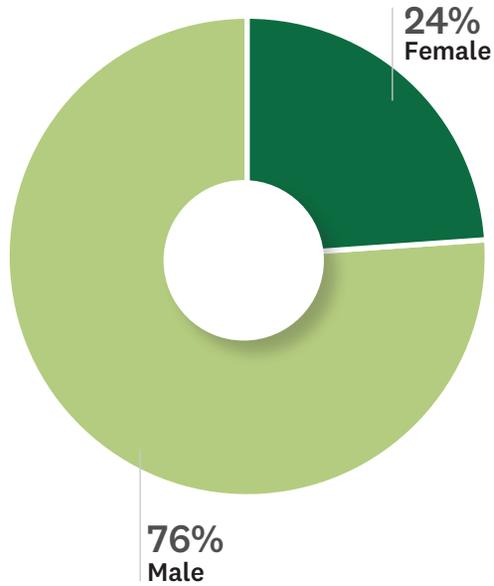


FACULTY

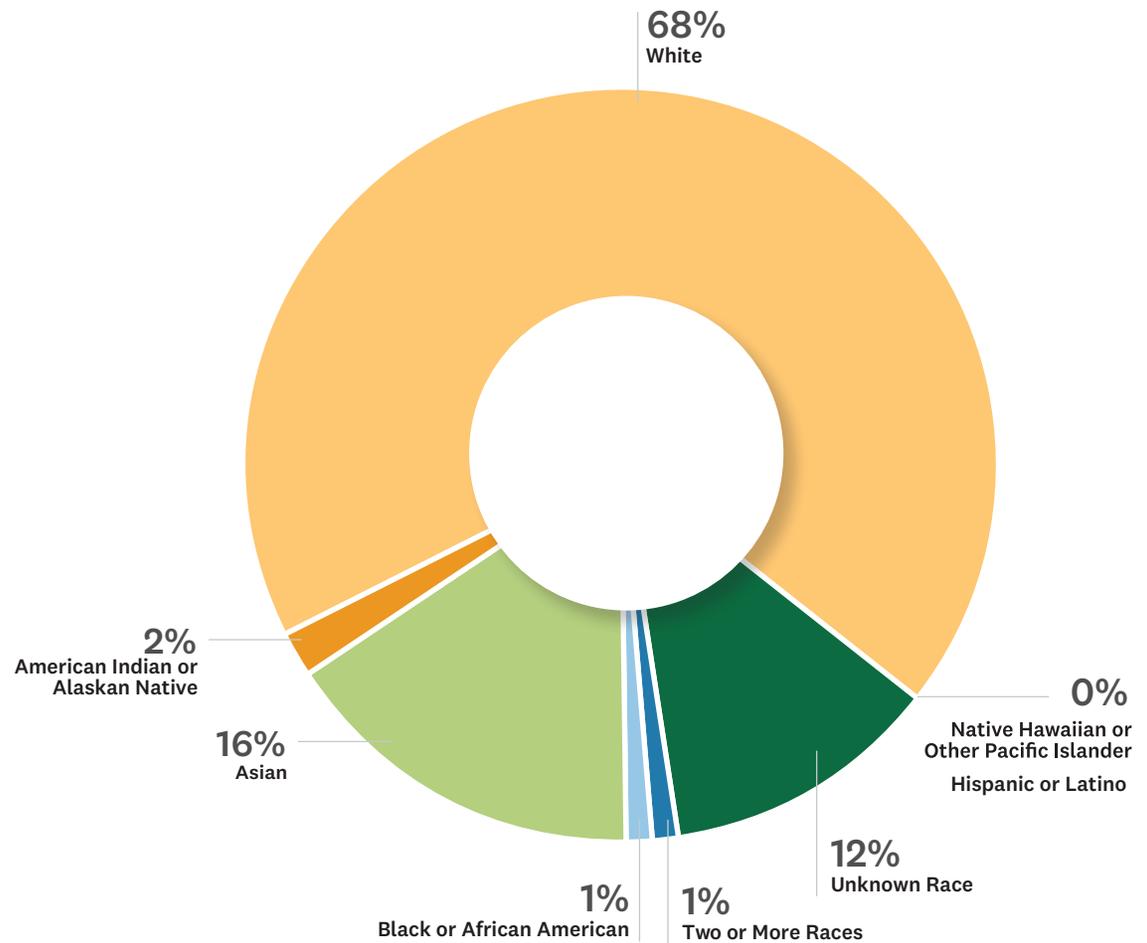
Core Faculty

Fall 2022

BY GENDER



BY RACE/ETHNICITY*



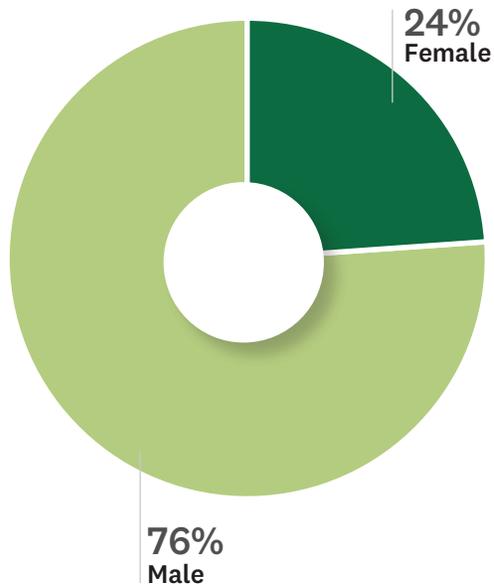
*Definitions align with U.S. Department of Education, ASEE and NSF. Non-resident aliens are not included in any of the race and ethnicity categories.

FACULTY

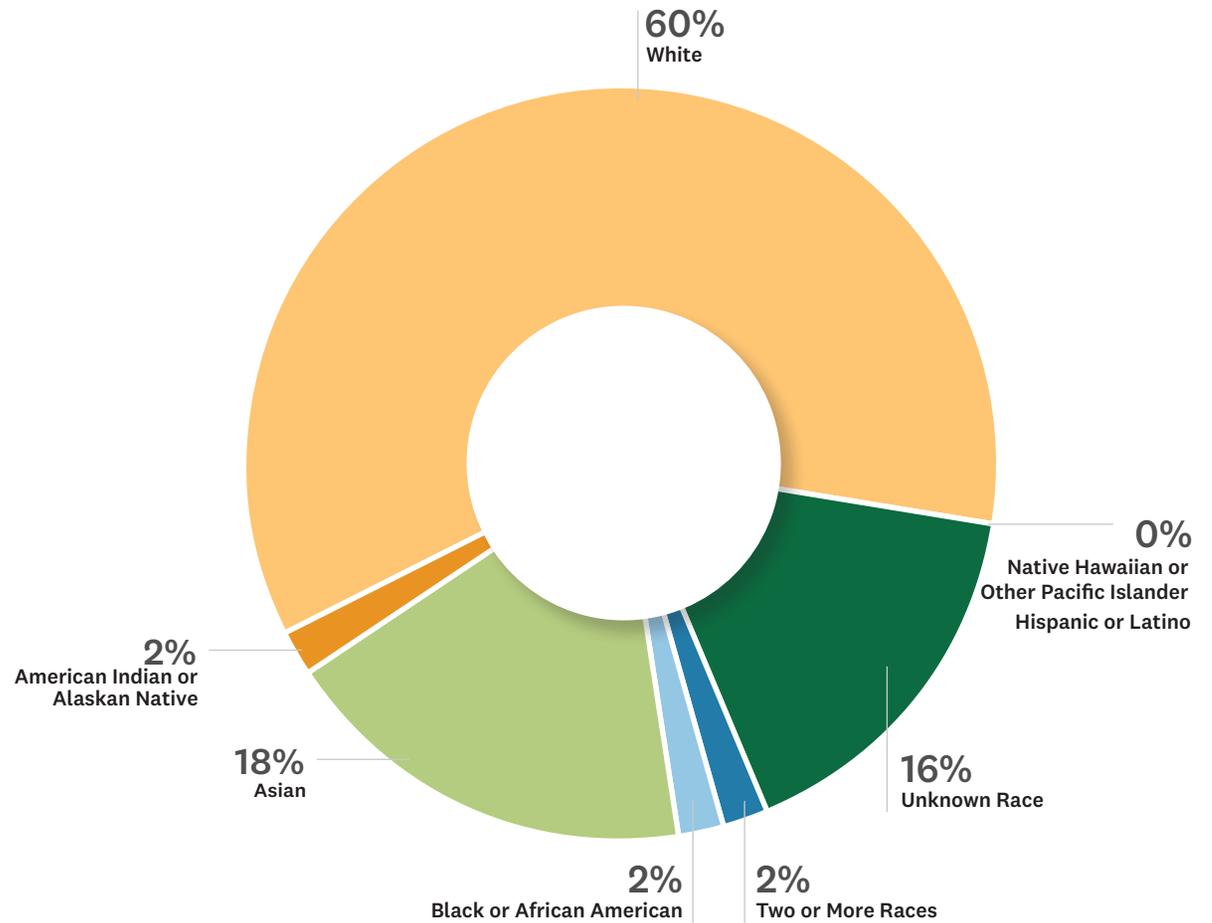
Tenured/Tenure Track Faculty

Fall 2022

BY GENDER



BY RACE/ETHNICITY*



*Definitions align with U.S. Department of Education, ASEE and NSF. Non-resident aliens are not included in any of the race and ethnicity categories.



DARTMOUTH
ENGINEERING