

**INCLUSIVE EXCELLENCE STAFF WORKING GROUP REPORT
ANALYSIS AND CONCLUSIONS
MAY 1, 2016**

To the Inclusive Excellence Executive Committee:
President Hanlon, Provost Dever, Executive Vice President Mills, Vice President Ellis

Executive Summary

Educating the most promising students and preparing them for a lifetime of learning and responsible leadership is directly related to our ability as an institution to inspire, learn, grow, change, and adapt. Building an inclusive culture and attracting and retaining diverse staff are critical factors in our capacity to meet our educational mission and sustain our unique spirit of community.

The development of continuous inclusive excellence requires a long-term commitment and resources. It will also take several years to successfully integrate change into our institutional culture, systems, and practices. There are several best practices and strategies that can help Dartmouth make progress and create new lived experiences.

Over the last 47 years, members of the Dartmouth community (faculty, students, staff, and several alumni groups) have written no fewer than 22 reports addressing concerns about an inequitable campus climate. Many of these reports have offered recommendations for how we could make changes to improve the experience for the entire Dartmouth community.

The millennial generation has energized our nation with a new wave of activism centered on racial justice, ethnic diversity, and economic fairness. From newspaper headlines to debates in the presidential campaign, conversations about racial and economic inequities have permeated every level of discussion about the future of the nation. College campuses are often a focal point for this dialogue where demands to address issues of racial inequity—from students, faculty, and staff—have surfaced in ways that are hard for campus administrators and policymakers to ignore.

Around the country, students have held protests and die-in demonstrations, urging Americans to confront the reality that our system is broken. Here at Dartmouth, the protests of students, faculty, and staff of various groups have ultimately served as a catalyst for the creation of working groups to further explore issues of diversity and inclusion at the College.

As a result, President Phil Hanlon and Provost Carolyn Dever created three working groups tasked with studying existing data and initiatives related to diversity and inclusion at the College, with this specific group focusing on efforts related to staff. Our group consisted of staff, faculty, and students from across campus with various backgrounds, identities, and experiences (see list below). While we represented many areas of campus, we acknowledge that our representation is not all-encompassing. It is our hope that continued support and suggestions from the greater community will fill the gaps and inform the recommendations we put forward.

The working group was charged with four objectives:

- Develop a process to better document current efforts to create a more diverse and inclusive community and enhance coordination throughout the institution.
- Define clear goals, with metrics for monitoring progress.
- Establish explicit standards of accountability, including mechanisms for transparency that track and communicate progress.
- Propose short- and long-term institutional initiatives based on the evaluation of existing efforts and best practices.

Our Process

Our conversations began by reviewing a selection of the earlier reports on campus diversity. We brainstormed about areas where Dartmouth could make significant changes. We discussed barriers to inclusion and elements of our institutional environment that may have led staff to leave the College. Over the course of several meetings, we discussed barriers to inclusion within Dartmouth and in our external environment. We developed a set of recommendations for short and long-term actions based on previous reports and current information gathered from community. We identified which individuals, by virtue of their positions within the College, should be responsible for leading actions that are adopted. We also identified the need for a diversity council that could guide this work, including assessing progress and communicating regularly with the Dartmouth community.

Challenges and Tensions

The working group identified some areas of tension and challenge that the institution should anticipate as it continues to work toward making excellence inclusive a priority. The following challenges and tensions are normal and are not unique to our institution:

Skepticism

Although Dartmouth has demonstrated a commitment to diversity and inclusion, issues of inequity continue to impact our community. Many students, faculty and staff are hesitant and reluctant to see this effort as different from previous efforts. Dartmouth's history of backlash against change, from reaction to the admission of women to unwillingness to confront deeply held prejudices, was on our minds. So was institutional inaction, as demonstrated by the silent witness of so many past task forces, all of which described clear paths to better diversity and more inclusion and none of which appear to us to have been successful. Some staff we have met with seem to view a commitment to diversity as too lofty and/or unrealistic because we are accustomed to "excellence" as having a beginning, middle, and an end. However, tackling diversity and inclusion requires thinking and working much more broadly. Are we ready to take a look at a journey of cultural change?

We were skeptical that we were being asked to do anything other than to produce yet another report that would be filed away without substantive action and change being undertaken. We felt it especially daunting to recommend steps to raise the visibility and sense of welcome for staff from underrepresented groups in an institution where staff as a class are absent from the mission statement, speech from leadership, and corporate storytelling, rendering this entire category of employees invisible. We realized, too, that each of us comes to this work with an identity and a

life history that has been affected by many varieties of prejudice, and that we needed to model the inclusive excellence—the attitude of respect and dignity—that we call upon Dartmouth to create.

Our institutional culture

Dartmouth institutional culture has both positive and inequitable traits and values. Intentionally and unintentionally, we practice and reflect the dominant culture. To challenge our culture we will need to assess and reevaluate many of our institutional beliefs that have helped us grow and attain excellence but at the same time have held back, displaced, and disadvantaged underrepresented minorities.

These include: educational pedigree and prestige is everything; let's do it “fast,” and tell me the “answer.” We also heard about an excellence-driven culture that often results in demonstrating impatience with process and investing in what is required; and wanting something “simple” or “easy,” like a quick-fix, workshop, tool-kit, checklist, or script.

Implications for Dartmouth

Having a culturally diverse workforce with different opinions, thoughts, beliefs, norms, customs, values, trends, and traditions contributes to enriching the academic, professional, social, and personal experience of all members of the campus community. In order to address skepticism and eliminate the negative view about diversity and inclusion that many still espouse, proper planning and actions enacted by Dartmouth's leadership is needed. Therefore we recommend that our diversity task force continues to exist in order to ensure that the actions below are addressed and that we serve to hold those responsible accountable as well as to serve as advisers. Additionally, to overcome many of the skepticisms expressed, Dartmouth will need to have a consistent and ongoing effort, to be transparent, and must engage visible leaders for initiatives across campus to demonstrate cross-campus engagement.

Recommended Actions

Action Plan One: Institutional Culture

- Evaluate and align the Office of Institutional Diversity & Equity (IDE) to meet diversity and inclusion needs:
 - Hire a qualified director of diversity and inclusion within IDE or Human Resources with experience and background to focus specifically on developing and implementing inclusive excellence initiatives across staff, faculty, and students.
 - Create a resource hub for multicultural education and training that addresses staff (or staff and faculty) needs.
 - Empower IDE to drive and create a sustainable and inclusively diverse work environment at the institution.
 - IDE should function as a resource hub for all Dartmouth entities in terms of fostering and helping the campus to build intercultural competencies.
- Introduce cultural sensitivity training:

- Dartmouth should implement use of the Intercultural Development Inventory assessment as a common language and survey to be used by all staff and faculty.
- Reduce the influence of implicit bias of staff through testing and training to help in decision making (hiring, promotions, assignments, etc.).
- Create a council on diversity and inclusion to monitor progress of initiatives and action plans.
- Provide more support and increased funding for Employee Resource Networks (ERNs)
 - Currently, Dartmouth Employee Resource Networks are inadequately funded.
 - Strategically utilize ERN networks to support new, diverse hires and to provide insight into working at Dartmouth and living in the Upper Valley.
 - Have senior leadership host meetings with students, faculty, and staff at the start of the year to convey commitment, continued support, and appreciation for this work.
- Senior leaders should use regular communications to affirm commitment to diversity
 - Send regular communication about Dartmouth's commitment to staff and faculty with diverse perspectives, highlighting their achievements toward a more diverse and inclusive environment.
 - Foster a culture of inquiry and provide opportunities for departments and individuals to develop the skills to have constructive dialogue across cultural differences from the vantage point of learning on both sides.
- Responsibilities rest with: A more robust reconfigured IDE office, Human Resources, President, Executive Vice President, Provost, and Vice Provost
- Accountability: Chief Human Resources Officer, the Diversity Council to hold those assigned accountable

Action Plan Two: Current Staff Support

- Establish a continuing education system in which new and current managers and other exempt/non-exempt employee leaders are required to complete professional development courses in leadership skills and making excellence inclusive. The program will include, but not be limited to:
 - Transitioning from non-management to a management role
 - Working with diverse staff and creating an inclusive culture
 - Building skills for data-driven leadership and decision making
 - Training managers to conduct ongoing check-ins with staff
- Build an upward mobility plan for all current and new staff positions that will include but not be limited to:
 - Moving up the pay grade
 - Developing a career trajectory
 - Creating prerequisite training for management positions
 - Professional development to support growth
 - Training on diversity and inclusion
 - Peer mentorship
 - Cross-campus networking and partnerships
 - Systematize job classifications

- Create benefits that will increase staff integration into the community:
 - Establish employee recognition program for achievements and accomplishments
 - Create a designated intercultural center to promote unity and inclusivity among all employee networks and other groups
- Responsibilities rest with: Human Resources, IDE, HR Partners, Dean of the Faculty, Department Heads and Vice Presidents.
- Accountability: President, Provost, Vice Provost, Executive Vice President, Diversity Council

Action Plan Three: (Recruitment & Retention)

- Dartmouth must commit the human and financial resources to be a presence representing diversity both locally and nationally. The college can do this by training their hiring managers and those involved in hiring in:
 - Recruiting diverse applicants
 - Diversity interview training that will increase awareness of personal biases that may inhibit a fair evaluation
 - Developing a diverse interviewing panel
- Update the HR and career website to represent:
 - A visually appealing platform
 - The nature of Dartmouth and the surrounding community through sharing a narrative within which potential applicants can envision life at Dartmouth and in the Upper Valley
 - Diversity and inclusion
- Institute exit and “stay” interviews to analyze why people are leaving or staying and to use the information to better our support staff recruitment and retention
- Responsibilities rest with: Human Resources, IDE, Departments, Information Technology Services, Communication
- Accountability: Executive Vice President, VP of Human Resources, Diversity Council

Action Plan Four: (Measurements)

Develop Diversity and Inclusion Matrix and Scorecard (quantitative and qualitative)

Strategic and tactical levels of implementation:

- At strategic level:
 - Establish institutionally aligned diversity and inclusion plans and goals (along with those outlined above), and systematically launch programs and activities
 - Integrate diversity and inclusion into performance reviews, enhance commitment and involvement at all levels of leadership
- At tactic level:
 - Choose clear measurement tools to track diversity and inclusion programs and activities
 - Provide managers with coaching, education, and tools to help reach the goals
 - Constantly review measurements and change them over time to ensure close alignment with Dartmouth’s strategies and goals

- Responsibilities rest with: IDE, President, Executive Vice President, VP of Human Resources, Provost, Vice Provost
- Accountability: Board of Trustees, Diversity Council

Closing

This report is the result of provocative and provoking conversation, people getting in and speaking their minds, polite and impolite language, inspiring emotions, overwhelming emotions, pain and joy. We come away from it with a great deal of hope, optimism, and anticipation about what our institution will do.

Acknowledgements

Inclusive Excellence Dinner Participants

Individual Contributions

General Community

Staff Working Group Members

Chair: Ahmed Mohammed, Director of Talent Acquisition, Human Resources

Arlene Velez, Staff Counselor, Counseling and Human Development

Theodosia Cook, Coordinator, Alumni Relations

Richa Bhatia, Instructor in Psychiatry

Zachary Hardwick '16

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Rachel Edens, Program Coordinator, Academic Engagement and Success

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Kate Soule, Director of Arts and Sciences Finance and Research Administration

Shawn O'Leary, Director of Multi-Cultural Affairs, Geisel School of Medicine

Kianna Burke, Program Coordinator, Native American Program

Marlene Terrazas, Human Resources Representative

Donnie Brooks, Assistant Athletics Director

Appendix A: Staff working group meeting agendas

Inclusive Excellence Staff Working Group Agenda Inclusive Excellence Staff Working Group

Meeting 1: March 2

1. Introductions
2. Discussion on the Inclusive Excellence at Dartmouth Project
3. Reviewed the charge goals and objectives
4. Discussion on diversity definition

Meeting 2: March 17

1. Special Guest: William Hankel (provided data and facts to the group)
2. Discussion of historical reports and facts regarding Dartmouth diversity
3. The group identified the main buckets for the report and discussed the importance of each
 - Recruitment
 - Retention
 - Professional Development
 - Broader Communities
 - Communications
4. Subgroups were created to work on each of the topics and presented recommendations according to their assigned topic and discussed as a group.

Meeting 3: March 24

1. Reviewed new recommendations
2. Staff working group identified the short-term and long-term recommendations
3. Discussion of accountability for each of the recommendations
4. IDE department

Meeting 4: April 14

1. Identified the “most urgent” and “urgent” recommendations
2. Identified the following for each recommendation
 - Importance/Relevance
 - Program Outcome/ Measures
 - Accountability/ Action Items
3. Group Assignment: Work on report outline

Final Meeting: April 28

1. Finalize the recommendations and draft the report

**Inclusive Excellence
Staff Working Group Agenda—March 2, 2016**

1. Welcome and Introductions
2. Inclusive Excellence at Dartmouth Project
 - a. Description
 - b. Purpose of the working groups
 - c. Report deadline
3. Discuss the four objectives the Staff Working Group is responsible for
 - a. Better document our current efforts within and across units and enhance coordination across the institution
 - b. Define clear goals with metrics for monitoring our process
 - c. Establish explicit standards of accountability, including mechanisms for transparency that communicate and track progress
 - d. Propose short-term and longer-term institutional initiatives based on the evaluation of existing efforts and best practices
4. Discussion on “What is Diversity?”
5. Go over meeting schedules
6. Group members are responsible for reading material
 - a. “Why diversity efforts fail,” The Cheetah and the Wolf
 - b. Historical data provided in the working group GoogleDocs

Inclusive Excellence
Staff Working Group Agenda—March 17, 2016

1. Special Guest- William Hankel
 - a. Will provide data and facts to the working group
 - b. Open to questions

2. Ahmed—presentation of buckets
 - a. Retention
 - b. Recruitment
 - c. Professional Development
 - d. Broader Communities
 - e. Communications

3. Creation of subgroups to work on recommendations for assign bucket
 - a. Retention Group
 - Kianna Burke
 - Vincent Mack
 - Kate Soule

 - b. Recruitment Group
 - Donnie Brooks
 - Elizabeth Kirk
 - Jonathan Garthwaite

 - c. Professional Development
 - Steve Lubrano
 - Theodosia Cook
 - Keiselim Montas

 - d. Broader Communities
 - Rachel Edens
 - Arlene Velez
 - Ronald Shaiko

4. Discuss recommendations as a group.

5. Group assignment: Go over recommendations and add recommendations if needed.

**Inclusive Excellence
Staff Working Group Agenda—March 24, 2016**

1. Review new recommendations made to the buckets.
2. Group members will work on activity to identify short-term and long-term recommendations.
 - Short-term and long-term recommendations will be based on votes.
 - Discuss findings as a group.
3. Start discussion on accountability for each recommendation.
4. Discussion on IDE Department
 - Some questions to discuss:
 - Where on campus would you like to see more diversity?
 - Concerns with IDE and current structure, resources, and purpose?
5. Working Group homework assignment
 - Complete the “Inclusive Excellence Committee (Staff) Recommendations Priority Survey” and choose the appropriate timeline and priority level (Check One “Urgent” and One “Important”).

Inclusive Excellence
Staff Working Group Agenda—April 14, 2016

1. Present the top 5 “Most urgent” and “Urgent” recommendations
 - a. Top “Most urgent” recommendations
 - i. Exit interview (75%)
 - ii. Cultural sensitivity training (75%)
 - iii. Setting goals (62.5%)
 - iv. Training development for managers (60%)
 - v. Upward mobility, more opportunity for career paths (56.3%)
 - vi. Recruitment training for supervisors (56.3%)
 - b. Top 5 “Urgent” recommendations
 - i. Pipeline development (62.5%)
 - ii. Councils on diversity—one with senior leaders, one or more with change agents, such as the groups we have now (60%)
 - iii. Employee networks that are more diverse and allow people to make connections among people of other groups (60%)
 - iv. Improve educational opportunities (60%)
 - v. Regular messages from senior leadership on the importance of diversity (56.3%)
 - vi. Develop a culture of learning together to create a community of diversity, the ability to have difficult conversations, and to learn from them (56.3%)
2. Announce President Hanlon has agreed to talk to each of the working groups
3. Overall goal of our plan and objectives
 - a. What is the goal of this diversity action plan?
 - b. Objectives: (Create complete thoughts about the following three to create three major objectives)
 - i. Institutional culture
 - ii. Current staff support and retention
 - iii. Recruitment
4. Coordinate dynamic activity for the working group.
 - a. Splitting the top five recommendations and identify:
 - i. Importance/relevance
 - ii. Program outcomes/measures
 - iii. Accountability/action Items

**Inclusive Excellence
Staff Working Group Agenda—April 28, 2016**

1. Finalize the recommendations and draft the report.