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**DARTMOUTH COLLEGE INCLUSIVE
EXCELLENCE ACTION PLAN**

ANNUAL REPORT OF THE EXTERNAL REVIEW COMMITTEE
MARCH 2020

External Review Committee:

David T. Carreon Bradley (Chair), Kimberly Griffin, John Rich '80, Kiva R. Wilson '04

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EXECUTIVE SUMMARY

The Dartmouth College Inclusive Excellence External Review Committee has authored this report, which contains background and context, the charge of the external review committee, and a series of findings and recommendations organized into three main categories: 1) Communication, 2) Centralization and Coordination, and 3) Reactionary and Proactive Approaches.

CONTEXT FOR THIS REPORT

In May of 2016, Dartmouth issued an Action Plan for Inclusive Excellence. The Action Plan called for the creation of an External Review Committee (ERC) comprising national thought-leaders in diversity and inclusion in higher education. The ERC visited campus for the first time in June 2017, and provided the 2017 report. The ERC returned to campus in 2018, and produced the 2018 report, which was made available on the Inclusive Excellence website and via a Dartmouth communications office news story. The report was also shared with the Board of Trustees, and the chair of the ERC met with the Board to discuss the report.

In February 2020, the ERC visited the campus once again and met with the groups and individuals listed below.

Executive Committee on Inclusive Excellence

- Philip J. Hanlon, President
- Evelyn Ellis, Vice President for Institutional Diversity and Equity
- Christianne C. Hardy, Special Assistant to the President
- Joseph Helble, Provost
- Richard Mills, Executive Vice President

Office of Institutional Diversity and Inclusion (OIDE)

- Evelyn Ellis, Vice President for Institutional Diversity and Equity
- Kelly Cusick, Associate Director
- Antonio Ferrantino, Director
- Robyn Harris, Program Coordinator
- Kara Wakefield, Program Manager

Office of Communications

- Justin Anderson, Vice President for Communications
- Erin Supinka, Associate Director for Digital Engagement

Deans

- Duane Compton, Dean, Geisel School of Medicine
- Leslie Henderson, Dean of Faculty Affairs, Geisel
- Jon Kull, Dean of the Guarini School for Graduate and Advanced Studies
- Eric Ramsey, Associate Dean for Student Life, Director, Collis Center for Student Engagement
- Laura Ray, Senior Associate Dean, Faculty Development, Thayer (invited)
- Elizabeth Smith, Dean of the Faculty of Arts and Sciences
- Brian Tomlin, Senior Associate Dean for Faculty and Research, Tuck School of Business

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Campus Climate Survey Team

- Caitlin Barthelmes, Director, Student Wellness Center
- Alicia Betsinger, Associate Provost for Institutional Research
- Scot Bemis, Chief Human Resources Officer
- Katherine Burke, Associate Dean Student Affairs
- Amanda Childress, Associate Director, Student Wellness Center
- Kristi Clemens, Title XI Coordinator, Cleary Compliance Officer

Library

- Jay Satterfield, Head of Special Collections, Dartmouth College Library
- Jennifer Taxman, Associate Librarian for Research and Learning, Dartmouth College Library

Additionally, the 2018 ERC reviewed several of documents and websites, including:

- 2016 Action Plan on Inclusive Excellence
- 2018 External Review Committee Report
- inclusive.dartmouth.edu (accessed February 2020)
- Dartmouth social media channels

In March of 2020, the ERC met with the Executive Committee to discuss preliminary findings and recommendations.

This report is based on the meetings and documents listed above and was submitted to the Executive Committee in March 2020. It will be presented to the Board of Trustees and made publicly available.

EXTERNAL REVIEW COMMITTEE CHARGE

The ERC is charged by the President to deliver annual reports with findings and recommendations with respect to the Action Plan on Inclusive Excellence. The Executive Committee on Inclusive Excellence interprets this charge as encompassing three aims: accountability, evaluation, and inspiration.

- **Accountability:** to verify whether the College fulfills the commitments made in the Action Plan.
- **Evaluation:** to assess the effectiveness of the implemented initiatives/strategies and offer counter strategies based on the ERC's combined experience.
- **Inspiration:** to provide inspiration and encouragement to the Dartmouth community, its leadership, and accountable offices in the undertaking of this difficult and important endeavor to ensure an inclusive culture for higher education where a diverse community of scholars, learners, and employees can thrive.

The ERC reports to the Board of Trustees annually to evaluate Dartmouth's accountability for the commitments outlined in the Action Plan.

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FINDINGS AND RECOMMENDATIONS

Provided below are the significant findings of the ERC regarding the Action Plan and the associated diversity and inclusion initiatives and structures of the College. The findings are organized into three main categories: 1) Communication, 2) Centralization and Coordination, and 3) Reactionary and Proactive Approaches. Based on these findings, recommendations for the Executive Committee and the College are also provided.

I. COMMUNICATIONS

In general, it seems that people on campus have trouble distinguishing among the three main initiatives on campus, and are unclear about what the Inclusive Excellence initiative is and what it is meant to do. According to representatives from Dartmouth's central communications office, updates on the progress related to Inclusive Excellence have received little traffic or attention on the website or on social media. Our meetings with faculty suggest that they did not seem to know where to go to get their questions about the initiative answered or what Dartmouth's investment in Inclusive Excellence really meant.

There seems to be a need to clarify what Inclusive Excellence means to Dartmouth before adopting any new communications strategy. This thinking should reflect the spirit behind the action plan and what the campus should look and feel like as it makes progress toward its goals and objectives. AAC&U's work in this area may be a helpful guide (see [Making Excellence Inclusive](#)).

It would be helpful to connect Inclusive Excellence to other core values that are put forth in communications from Dartmouth, as shown here: https://communications.dartmouth.edu/sites/communications.dartmouth.edu/files/dartmouth_telling_our_story.pdf

- Liberal Arts at the Core
- Adventuresome Spirit
- Base Camp to the World
- Scholars Who Love to Teach
- Profound Sense of Place

Throughout our day, we were reminded that Inclusive Excellence is a framework for Dartmouth's work on issues of diversity and inclusion; it is not a specific set of programs or policies. While progress has been made toward achieving the goals laid out in the action plan, there is still work to be done communicating what Inclusive Excellence means to the Dartmouth community. We believe that emphasizing how campus activities, events, and programming reflect commitments to diversity, equity, and inclusion will do more to amplify the impact of Inclusive Excellence than thinking of new and creative ways to share the news of progress on specific tasks and outcomes.

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Recommendations

- The Executive Committee should clarify what Inclusive Excellence means to Dartmouth.
- The Office of Communications should ensure that communications about the Inclusive Excellence program go beyond completing specific tasks in the action plan, and it should develop a way to highlight and connect to the events, scholars, and programs that relate to Dartmouth's commitment to Inclusive Excellence in the day-to-day lives of community members. To do this, we recommend that the office:
 - identify what is happening across campus that is consistent with the spirit and ethos of Inclusive Excellence;
 - create a hashtag and media campaign that specifically highlights these events, tying them to the Inclusive Excellence action plan in a direct way;
 - share this new strategy with communication teams across campus and work with them in a more coordinated way to highlight Inclusive Excellence work.

II. CENTRALIZATION AND COORDINATION

A common theme across many of the meetings during the ERC was the decentralized nature of the College, in terms of both its structure and its culture. Although decentralization can have some advantages for the institution, such as more efficient decision-making and flexibility, most participants agreed that the decentralization produced challenges in regard to diversity and inclusion. The challenges included accountability, cohesion, and communication consistency and penetration. Some participants shared that efforts to centralize diversity and inclusion efforts have been met with active resistance by certain parts of the institution.

Changing the culture of the institution would likely be difficult. However, certain structural changes may help to create a more centralized approach to the College-wide diversity and inclusion work, which is necessary to ensure coordination, cohesion, accountability, and ultimate success. In particular, we recommend:

- that the President and Provost communicate to the decentralized leadership team that diversity and inclusion are priorities for the whole campus, and that all college units are expected to prioritize this work, including but not limited to submitting and sharing their DEI Action Plans;
- that the President, Provost, and other leaders make diversity and inclusion a consistent agenda item in all leadership team meetings (e.g. Deans' meetings, senior leadership meetings, etc.);
- that the Office of Communication set up a website or other mechanism for systematic information sharing across the College, including concrete ways for various constituencies to connect on centralized and decentralized efforts;
- that the Executive Committee identify a central point on campus that is empowered to continue moving diversity and inclusion forward, especially as the action-plan component of the initiative sunsets. The OIDE seems like the logical unit for this. However, the office would need to be imbued with more authority and resources to make this effort successful;
- that the President carefully review the human and financial resources of OIDE with the understanding that additional resources are necessary in this office to successfully coordinate and centralize the diversity and inclusion required across the College.

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III. REACTIONARY AND PROACTIVE APPROACHES

In recent years, the College has done an exceptional job of clearly communicating what will not be tolerated at the institution. Through the Moving Dartmouth Forward (MDF) initiative, the College explicitly stated its commitment to eliminating high-risk drinking and sexual assault on campus. Through the Inclusive Excellence (IE) action plan, the College focused on increasing diversity and inclusion on campus. Thirdly, the Campus, Climate, and Culture Initiative (C3I) aimed to create a learning environment free from sexual harassment and abuse of power. The launch of these initiatives and subsequent actions reflect the College's willingness to cultivate an institutional culture that allows for every student, staff, and faculty member to thrive. Most of these initiatives were created in response to negative circumstances, resulting in narratives focused on what would not be tolerated at Dartmouth.

Reactionary approaches can be effective in addressing past and current challenges; however, they don't necessarily allow for the strategic planning of culture and community moving forward. Now, as the College looks at the future of the three initiatives (MDF, IE, and C3I) and their relationship to one another, it would be advantageous to think about a proactive approach. How would Dartmouth plan the work of these initiatives as integral to the fabric of the institution?

The simplified goal of the Inclusive Excellence Initiative—to increase inclusion and diversity on campus—must ring true. To do this, the College can leverage its existing values—building intentional relationships to enhance engagement in the campus community, and respect for others and the creation of a safe and inclusive environment—to shift from defining the College by what it isn't and move closer to defining itself for what it is. These values should be elevated, and all work and communications should be focused on these principles. If they are, Dartmouth can be a leading academic institution where intentional connections and relationships are built and a respect for others and the cultivation of a safe/inclusive community are uncompromising pillars.

To evolve from a reactionary to proactive approach, we recommend:

- that the Executive Committee not react to “initiative fatigue” by consolidating these three distinct initiatives under one umbrella effort (This short-term solution would further obscure the College's priorities and values.);
- that the Executive Committee identify and communicate an aspirational vision of the institution we seek to create;
- that the Executive Committee develop a concrete, forward-looking plan for integrating the work of the three initiatives into the fabric of the institution.

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MEMBERS OF THE EXTERNAL REVIEW COMMITTEE

Dr. David T. Carreon Bradley (Chair) is the Faculty Diversity Officer at California State University, Fullerton. He recently served as the Vice President for Inclusion, Diversity, and Equity at Smith College, where he was also an Associate Professor in both the physics department and engineering program. He also worked for over 10 years at Vassar College, where he was an associate professor of physics and the chief diversity faculty-administrator. He conducts research on diversity and inclusion in higher education, access and equity in STEM, and architectural acoustics; for the latter he won the prestigious NSF CAREER Award. He has published two books and over 15 refereed articles and has presented at over 40 national and international conferences and symposia. He is a leader in the National Association of Diversity Officers in Higher Education, is a Board member of SACNAS (Society for Advancement of Chicanos/Hispanics and Native Americans in Science), is an alum of the Linton-Poodry SACNAS Leadership Institute, serves on the American Institute of Physics Liaison Committee for Underrepresented Minorities, and is a past chair of the Acoustical Society of America's Committee on Education.

Kimberly Griffin is an associate professor in the Higher Education, Student Affairs, and International Education Policy Program at the University of Maryland, and specializes in studying the experiences of underrepresented communities in higher education. A graduate of Stanford University, she earned her master's in education policy and leadership at the University of Maryland and her PhD in higher education and organizational change at UCLA. She is the co-author of two books and the author and coauthor of numerous scholarly articles. Her interests include access and retention in graduate education and the professoriate; diversity within the African American higher education community; and the impact of mentorship relationships on student outcomes.

John Rich, a professor at the Drexel University School of Public Health, served as a Dartmouth trustee from 2008 to 2016. A physician and scholar, he received a MacArthur "genius" grant in 2006 for his groundbreaking work on the health needs of urban African American men, work that has helped shape public policy discussions and health practices nationwide. The founder of the Drexel Center for Nonviolence and Justice, he is the author of *Wrong Place, Wrong Time: Trauma and Violence in the Lives of Young Black Men*. In 2009, he was inducted into the Institute of Medicine of the National Academy of Sciences. Rich earned his MD from Duke University and a master of public health degree from Harvard. Formerly, he served as medical director of the Boston Public Health Commission and director of the Young Men's Health Clinic, which he founded in 1993.

Kiva Wilson is an experienced practitioner with more than 16 years of DEI strategy and implementation experience in global, hyper-growth organizations. As a senior director of Paradigm's Training & People Development team, Kiva works collaboratively with clients to design tailored workforce strategies, trainings, and implementation plans that lead to more diverse, inclusive, and equitable organizations. Prior to Paradigm, Kiva served as Facebook's Head of D&I Talent Management. In this role, she developed and implemented enterprise-wide strategies focused on developing and retaining historically underrepresented employees. Prior to this, Kiva

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launched Facebook's Early Career Marketing & Sales Development programs and served as the company's inaugural Diversity Business Partner. Kiva previously led the United States Peace Corps' Office of Diversity & National Outreach, where she launched national partnerships to increase the representation of underrepresented communities in international service. She has led DEI workshops in Brazil, El Salvador, Guatemala, Ireland, Togo, United Kingdom, United States, Singapore, and South Africa. She is a graduate of Dartmouth College and Harvard University.