

**Dartmouth College  
Provost Division  
Diversity and Inclusion Plan  
December 2017**



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## Diversity and Inclusion

### Provost Division

Welcome to the Provost Division’s Diversity Plan handbook. You will find the plans for all the operating units within the Provost Office. In 2016 Dartmouth launched its historic Inclusive Excellence project, the most comprehensive project dedicated to diversity and inclusion in the history of Dartmouth. Several statements in the letter from the Executive Committee are worth recounting as an introduction to the enclosed plan.

“Dartmouth’s capacity to advance its dual mission of education and research depends upon the full diversity and inclusivity of this community,” a clear statement of the need to give serious attention to how we think about and plan for the future with diversity and inclusion in mind. “Diversity and inclusivity are necessary partners,” noted the committee, “Without inclusivity the benefits of diversity—an increase in understanding, improvement in performance, enhanced innovation, and heightened levels of satisfaction—will not be realized. We commit to investment in both, to create community in which difference is valued, where each individual’s identity and contributions are treated with respect, and where difference leads to a strengthened identity for all.”

You will find that the enclosed plan, as individual unit plans and as a cohesive unit, addresses the importance of community, respect, academic and professional growth, as well as a celebration of the diversity that each member of the Provost community brings to Dartmouth. While the strategies stated in each plan will vary, the goal is the same—creating sustaining efforts that will help us be successful leaders in the areas of diversity and inclusivity.

We hope that you enjoy reading the enclosed pages, learning new ways in which you can help move Dartmouth forward, as well as ensure that our future as a leader in higher education now and in the decades ahead is enhanced by the diversity of our colleagues, the welcoming nature of an inclusive community and the hope you send to coming generations of Dartmouth staff, faculty and students.





# DARTMOUTH COLLEGE

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*Office of the Provost*

David F. Kotz  
*Interim Provost  
Champion International Professor*

*6004 Parkhurst Hall · Room 111  
Hanover, New Hampshire 03755-3529  
Telephone: 603-646-2404*

Dear Colleagues,

In Dartmouth's Inclusive Excellence Action Plan, each division, department, and school committed to developing annual diversity and inclusion plans. These plans are critical for two reasons: they affirm Dartmouth's institutional commitment to diversity and inclusion and outline the concrete actions that we must take in order to fulfill this commitment.

Today, I am pleased to announce the release of the Provost's Division Diversity Plan. I sincerely thank you for the time and effort that went in to creating the most comprehensive plan that the Provost's Division has ever produced.

As a group composed of an incredibly wide range of functions, the Provost's Division can contribute to campus diversity goals in a variety of unique and important ways. As you will see, the Provost's Division Diversity Plan reflects the many opportunities that we have as a division to promote progress and spur change.

A true commitment to diversity and inclusion is dependent on follow-through and action. In the coming months, I hope you return to this document often. I encourage you to talk with colleagues about the diversity and inclusion work that they are doing. I commit to doing the same, and look forward to working with each of you to accomplish the critical goals set forth by the Provost's Division Diversity Plan.

Sincerely,

David F. Kotz

## Center for Comparative Medicine and Research

### **I. Department Overview**

The Center for Comparative Medicine and Research (CCMR) is an integral component of the Dartmouth College and Dartmouth Hitchcock Medical Center research mission; it includes the Dartmouth Animal Care and Use Program (ACUP) and the Institutional Animal Care and Use Committee (IACUC). The mission of the CCMR to provide research animal care and support that meets the highest humane and scientific standards.

The CCMR is administratively positioned under the Dartmouth College Provost office. The staff includes three veterinarians (two are Dartmouth faculty members, one is a member of the American College of Laboratory Animal Medicine), three veterinary technicians, three administrative staff (management, accounting and procurement) and 20 animal husbandry staff.

The CCMR mission includes the advancement of both human and animal medicine using the highest scientific and humane standards. The Dartmouth ACUP is an accredited member of Association for the Assessment and Accreditation of Laboratory Animal Care International (AAALAC) and the American Association of Laboratory Animal Science (AALAS). All in vivo research undertaken at Dartmouth is performed under the guidance and oversight of the CCMR; this includes the training and approval of all associated personnel (students, laboratory staff, and faculty investigators). The program strictly adheres to all institutional, State, Federal (PHS/USDA) and AAALAC mandatory and voluntary guidelines, and laws that pertain to the use of animals in research.

### **II. Building and Managing a Culture of Inclusivity**

#### **a. Work Process and Communication**

The Center for Comparative Medicine and Research is committed to diversity and inclusivity through constant daily interaction between administrative, scientific, and technical staff members. The CCMR is a small, highly interactive department that depends on constant daily interaction between administration, staff members, and research investigators. Professional interaction between CCMR and the investigative staffs occur multiple times daily and are highly inclusive with all CCMR and investigative staff members engaged at the personal level. When face-to-face interactions are not possible and/or additional documentation is necessary, the use of generic email accounts provides a universal, consistent, rank-neutral method of communication.

The CCMR technical staff takes morning and lunch breaks together. The administrative staff is housed in an office 100 feet from the vivarium, therefore it is easy for the technical staff to engage with the administrative and veterinary staff multiple times daily. Staff members are encouraged to approach any member of the administrative and/or veterinary staff at any time, without restraint. Historically and currently virtually all staff members have embraced this situation with honest, constructive, and inclusive dialog. This is an important, current

strength of the CCMR; however, the recent addition of a global monthly CCMR meeting should serve to strengthen this situation. The same “open door” policy for investigators is in place and viewed as a critical check and balance for the highest level of animal care, including assurance of animal welfare concerns that may require anonymous reporting etc.

Due to the sensitive nature of the research conducted in our facilities, the CCMR maintains a modest public persona. CCMR information is located on a single Dartmouth College webpage with the advertisement of job openings etc. addressed at the Provost’s office.

**b. Professional Development**

Professional development is of utmost importance in the CCMR as the majority of our positions are ladder-based with financial incentives tied to training, improvement and need. Because our mission and activities require significant routine within the vivarium space, it is common for our most talented staff members to be recruited by Dartmouth research laboratories. We do not discourage this situation since many of these positions offer a higher level of academic and research engagement and in some situations, higher salaries. Staff are regularly notified and encouraged by their supervisors of additional certification and training opportunities available to them. In an effort to retain our most talented staff members, we provide a number of educational, training, and advancement opportunities on a regular basis (at least tri-annually). All staff members are encouraged to engage and participate. These situations include training and development in diversity and inclusivity such as participation in Dartmouth sponsored events (i.e., community holiday activities and gatherings, Martin Luther King Jr. Day events, technician week), departmental events (i.e., staff and family summer picnic and the holiday party), as well as non-Dartmouth events (i.e., Special Olympics). Dartmouth/CCMR benefits include generous time-off to participate in events and continuing education, with reimbursement for trainings and certifications. Our department has an incentive policy that provides additional pay when new levels of certification are achieved. Time during the workday is also available to those who wish to study for certification exams.

**c. Client Service/Outreach**

The CCMR office routinely and actively communicates with other Dartmouth departments and programs associated with staff well-being and enrichment, including those in finance, research, human resources, and the Office of Institutional Diversity and Equity (IDE). The CCMR works in conjunction with human resources and the IDE to provide assistance to members of our community utilizing the support of the Americans with Disabilities Act (ADA).

Contact with the CCMR office is made primarily through personal contact and email to which we offer general mailboxes that help provide a prompt reply unique to the area of inquiry. Multiple staff members are simultaneously logged into the general email box to ensure that staff with the appropriate expertise can

reply in a prompt manner. For members of our staff and community who are not comfortable with email or other electronic communication, the CCMR maintains an open-door practice and has positioned both an Administrative Assistant and the Department Manager in the entry to help facilitate any inquiries or concerns. Our facilities are located in easy to access, but not highly profiled regions of the Dartmouth College and the DHMC campuses. To ensure appropriate access, all staff members and facility users are provided with a tour during their training period. Although CCMR staff are rotated through the various locations to help keep them familiar with the facilities, we also understand the importance of familiarity and routine with respect to animal research.

Earlier this year the Dartmouth Volunteer Time Off Policy was established; the CCMR staff were made aware and encouraged to use this opportunity to engage in community support and related activities.

### **III. Recruitment/Retention**

CCMR positions are advertised through the Dartmouth approved DORR hiring process and via interactions with the Provost's office. These processes utilize Dartmouth Human Resources inclusivity and diversity guidelines and policy to ensure a diverse pool of applicants. During the hiring process, applicants receive a team-based phone interview that includes the Director, Associate Director, Vivarium Supervisor, and Department Manager. Successful applicants are then invited to meet with the interview team and receive an abbreviated tour of the facilities. As noted above all employees whether new or experienced receive the same opportunity for assistance with professional growth. The CCMR often sees its staff recruited to independent research positions outside of the CCMR.

### **IV. Accountability**

The primary mission of the CCMR is facilitation of in vivo research in the most humane, scientific, and biomedically translational manner possible. The CCMR staff is held accountable for ensuring that the animals are optimally cared for and treated and that the investigators have the greatest opportunity for success. This situation is accomplished by regularly encouraging/mandating staff members attend and participate in national, regional, and professional meetings associated with current techniques for providing optimal model development and environmental conditions. Specific measures of accountability include utilization of new and innovative methods developed by the CCMR staff for animal enrichment and more efficient and natural housing environments. The CCMR places great importance on addressing the Office of Laboratory Animal Welfare (OLAW) mission for "reduction, refinement, and replacement" issues associated with the use of animals in research. Beyond the appropriate care and use of research animals at Dartmouth, we strive to maintain our long-standing record of compliance and support with Institutional, State, Federal (OLAW, USDA, PHS), and voluntary (AAALAC, AALAS guidelines and regulatory agencies) guidelines, policies and laws.

The CCMR strongly promotes a culture of diversity and inclusivity and actively embraces mitigation of bias. As such the CCMR continually notifies staff regarding

diversity and inclusivity events such as acknowledged religious and non-religious holidays, Martin Luther King Jr. day events and professional development courses offered through Dartmouth Human Resources. Participation in these events is included in paid time of category. The CCMR also offers paid time to staff members who wish to study for and obtain certification or position upgrades or for engaging in activities associated with Dartmouth's Volunteer Time Off policy. Beginning in the 2017 calendar year, individual staff members will be asked to document contributions they feel they have provided their home or Dartmouth community that furthers inclusivity and diversity initiatives. Employees will be asked to provide this information during their evaluation review meeting; evaluations will be held by the Provost's Office for the purpose of providing a singular location for institutional reporting. To provide additional support to the Dartmouth inclusivity and diversity plan, the CCMR is also requesting that all new and current staff members attend an "Implicit Bias in the Work Environment" course in 2017; Dartmouth's Professional Development Program provides these courses.

## Committee for the Protection of Human Subjects

### **I. Department Overview**

The Office of the Committee for the Protection of Human Subjects (CPHS) relies on the ethical principles identified in the Belmont Report in its review of research projects involving human subjects; applicable state law and federal regulations; as well as institutional policies and procedure. The CPHS also recognizes and applies when appropriate the guidance of the International Committee on Harmonization (ICH), and Good Clinical Practices (GCP) as acknowledged by the Food and Drug Administration. The CPHS works to sustain a research environment in which ethical issues are addressed forthrightly and resolved through providing readily accessible advice and continuing education on the protection of the rights and welfare of research subjects. The CPHS Office is comprised of 9 individuals including a Director, Assistant Director (Certified IRB Professional ‘CIP’), 6 Human Research Analysts (5 CIP) and two administrative support staff. The CPHS reviews research conducted by Dartmouth-affiliated individuals, including faculty, staff, and students.

### **II. Building and Managing a Culture of Inclusivity**

#### **a. Professional Development**

CPHS staff will be encouraged to attend diversity workshops and events offered by Dartmouth’s Office of Institutional Diversity and Equity and Human Resources, in addition to continued participation in educational offerings from national groups in relation to human subjects protections.

#### **b. Client Service/Outreach**

Our office is reachable by phone or email, and will address any accessibility issues through resources available at the College.

### **III. Recruitment/Retention**

We follow Dartmouth standards in our hiring and retention processes. Open positions are advertised locally and nationally, as appropriate to the position.

### **IV. Accountability**

At CPHS, staff are encouraged to participate in campus workshops and events related to diversity. All staff are encouraged to attend regularly scheduled webinars by national groups on many topics related to human subjects protections, including research with vulnerable populations and international research. Professional staff attend national meetings related to our work, including many sessions with topics related to diversity.

For the next fiscal year, staff will be asked to specifically report their participation in events related to diversity as part of our performance reviews.

## Dartmouth Center for the Advancement of Learning

### **I. Department Overview**

Mission: The Dartmouth Center for the Advancement of Learning (DCAL) facilitates professional development for Dartmouth's teachers and cultivates a community of conversation about how people learn.

- Staff: DCAL Director, Director Digital Initiatives, 3 Associate Directors, Administrative Assistant, Postdoc for Assessment. Communications Manager (joint with Ed Tech)
- Endusers: We serve faculty, graduate students, postdocs, and other educators at Dartmouth

### **II. Building and Managing a Culture of Inclusivity**

DCAL's focus is on building our own and our endusers' effectiveness in inclusive teaching. We provide and plan to expand professional development opportunities for Dartmouth educators so that they can:

- Create learning environments that welcome, challenge and support all students
- Be aware of their own implicit biases, assumptions, values and expectations of students and be able to articulate how these might affect interactions with students
- Understand Dartmouth students in terms of their learning differences, abilities and disabilities and how these differences affect teaching and course design
- Recognize classroom power dynamics associated with race, gender, ethnicity, class, etc., and understand how power dynamics can impede learning
- Navigate and facilitate difficult dialogues concerning racism, sexism, homophobia, etc., and acknowledge issues related to equity and equality that may arise in the classroom
- Work with international students whose communication styles, educational experiences and expectations may differ from American students

The DCAL team pursues a wide range of strategies to achieve those goals:

- Increase our own knowledge and capacity with regard to issues of diversity and inclusion in teaching and learning
- Seek out and partner with other staff and faculty who have expertise and conduct programs in this area
- Explicitly incorporate principles of inclusive teaching into all of our programs
- Continue to build the DCAL library by adding diversity-related materials
- Respond to bias-related incidents, both on campus and beyond it, by providing timely opportunities for faculty and staff to meet, have conversations and share resources and strategies
- List on our website conferences, trainings, workshops that focus on inclusive teaching and social justice issues in teaching and learning (such as the National Conference on Race and Ethnicity, the White Privilege Conference, the Social Justice Training Institute, and the Summer Institute for Intercultural Communication)
- Earmark part of our travel grant funds for educators to attend conferences on disrupting bias

- Maintain a culture of inclusivity within DCAL by organizing team field trips, attending campus events together and engaging in regular communication with one another. We use Slack, a team messaging app, to provide quick work-related updates and to share personal news, photos or topics of interest.

**a. Work Process and Communication**

The DCAL team meets weekly; responsibility for facilitating and creating the agenda rotates on a monthly basis. We have a shared google doc where team members write weekly updates of their work, which makes this information available to all but does not take time from important agenda item discussions. We created a DCAL decision matrix to consider new requests and ideas.

We have a program committee that meets bi-weekly that consists of 2 DCAL staff and representatives from our principle partners (Educational Technologies and the Library) to make programming decisions. At the initiation of our administrative assistant, we regularly schedule team-building events, such as field trips, visit to letterpress, sharing a meal, etc.

All general DCAL events are advertised digitally through our website, on the VOX and via an event calendar sent electronically to a list of past attendees. Future faculty events are also sent to the GRAD and postdoc listservs. We attempt to indicate the target audiences for our programs, and we seek to ensure that we provide a broad range of opportunities for faculty, future faculty, and non-faculty educators.

**b. Professional Development**

The DCAL budget sets asides professional development funds for team members on a yearly basis. Last year, for example, two employees attended the Cornell Diversity Training Institute. We also take advantage of campus opportunities as well, such as workshops in Motivational Interviewing, Inter-group Dialogue, and recognizing implicit bias.

**c. Client Service/Outreach**

Our administrative assistant, whose desk is in our lobby, is the first point of contact for all who enter the DCAL space. She is consistently welcoming and goes out of her way to be helpful to all visitors. DCAL team members participate in a wide array of campus committees and Dartmouth sponsored community-building events through ERNs, After Hours, and the residential houses.

**III. Recruitment/Retention**

We advertise for positions in many different outlets. Our job descriptions explicitly include a "commitment to diversity and to serving the needs of a diverse institution" as required skills and knowledge. We have consulted with both HR and IDE in the searches we have conducted. We have identified and pursued possible targets of opportunity in our

hires. Annual performance evaluations are geared toward meeting the requirements of team members' job descriptions as well as their future career aspirations.

#### **IV. Accountability**

The programming committee is charged with ensuring that DCAL programming activities aim to building the competencies listed above (in Section II) as appropriate. Our weekly team meetings ensure open communication and shared decision-making. Building our expertise in inclusive teaching and programming for inclusive teaching is a high priority for DCAL.

The DCAL team as a whole is accountable for ensuring that all of our work—internal communications and activities as well as our services provided to stakeholders—reflect our commitment to diversity and inclusion. The Director of DCAL is responsible for communicating our progress to our stakeholders and administration.



## Dartmouth Entrepreneurial Network

### **I. Department Overview**

The mission of DEN is to organize and energize the Dartmouth entrepreneurial ecosystem around four pillars of programmatic activity: educational and experiential learning programs; venture development support; community development activities; and alumni support and offerings. As such, our programs support a diverse stakeholder base inclusive of students, faculty, staff, alumni and the community at large. Our DEN team is made up of three full time employees.

### **II. Building and Managing a Culture of Inclusivity**

#### **a. Work Process and Communication**

As a small team the work process is shared by all. All team members are regularly asked to provide insight, feedback and suggestions on how to optimize our DEN experience. As programs and specific events are planned, the team takes part in intentional selection to insure diversity of event topics (e.g. arts and innovation, social entrepreneurship), as well as diversity in speaker participation with respect to gender, race, and industry. A prime example of this in action, is with our annual Dartmouth Entrepreneurs Forum. In our plan ahead, we will continue to build programs that showcase interesting and thoughtful entrepreneurial leaders, while also increasing participation by minority entrepreneurs.

We are diverse in our communication and promotion of DEN related activities so as to ensure our message is being received among a wide array of audiences. We are committed to leveraging all available channels including, the web, social media, print and press announcements and stories. Over the next year, we are committed to optimizing and creating a technology based customer service framework to better improve customer support and responsiveness. By investing attention into new technologies, via improved website and email contact flows, we have an opportunity to provide more “on-demand” content and resources for our stakeholder base to better accessibility by all. We are a service based organization and we understand the need for high customer satisfaction in supporting our division’s long term objectives.

#### **b. Professional Development**

While our team has built DEN around a spirit of diversity, it is our goal to learn and implement new professional recommendations and strategies. In the year head, each of our team members will attend one of the diversity training workshops provided and offered by the Office of Institutional Diversity & Equity (IDE).

In addition, and as part of our annual performance review and evaluation, professional development opportunities are discussed. Specifically, the topic of investing time, attention and resources into individual and team diversity training was a core component of goal setting. A shared experience in this regard is a powerful and effective way to emphasize the need of diversity within our organization, as well as within the subject matter of entrepreneurship. To further develop current and new

programs in order to be inclusive to all stakeholders on campus is an important objective for our effort moving forward.

The following professional development recommendations are for our team members responsible for the respective business units of educational and experiential learning programs and venture development support services. The specifics of the recommendations involve a commitment to a professional development activity that takes place during each academic term. The spring term will be used as a planning stage to identify actual professional development activities (conferences, courses, workshops) to invest in and register for.

Areas of professional development for the educational and experiential learning programs unit include the following:

- (Summer/Winter Terms) – Entrepreneurial knowledge and skill development. This would involve a two-term commitment. The first term would be a DEN one-day retreat provided by Dartmouth’s director of entrepreneurship on an introduction to entrepreneurial principles. Secondly, and during a subsequent term, the team member would identify and participate in a conference on either entrepreneurship or incubation, targeted towards higher education.
- (Fall Term) – Technology skill development. As we advance our service offerings, we will be taking advantage of more and more technology. This activity would involve enrolling in a Lydia online training module to learn and develop skills around such products as Google for Business, cloud based team collaboration tools, and video conferencing technologies.
- (Spring Term) – Management skill development within higher education. This would involve identifying and attending a workshop that focuses on students, as well as overall presentation and communication skill enhancements.

Areas of professional development for the venture development support unit include the following:

- (Summer/Winter Terms) – Entrepreneurial resources and network building. This would involve the identification of a conference or workshop to better learn about available resources and/or program specific offerings that support particularly faculty new venture development efforts. It would also provide for peer-to-peer networking in the industry.
- (Fall/Spring Terms) – Advanced entrepreneurial knowledge and skill development specifically in the form of certificate based courses in areas of entrepreneurship and incubation (example, the incubator certificate provided by the International Business Innovation/Incubation Association).

**c. Client Service/Outreach**

Our team is experienced and “plugged into” campus. We regularly discuss campus partnerships and responsibilities within committees and collaborative activities on a weekly basis within our team meeting structures. We have developed our organization as a service driven operation and are always exploring

ways to better provide our product. Specifically, we aimed to build the DEN Innovation Center to be accessible and inviting to all stakeholders.

As we plan for the future, accessibility to our facility, programs and activities is a high priority. We realize that for DEN to be successful we cannot be limited to a single space where all interested parties must go to receive service. Alternatively, we have begun to develop a plan that provides programmatic outreach to all areas of campus, as well as virtually to those stakeholders off campus.

### **III. Recruitment/Retention**

We are not anticipating any new hires in the short term, but are always evaluating current talent and constantly reflecting on needs assessment for the future. If and when we do hire, we will look to human resources Talent Acquisition group, to help us identify and find diverse candidates. Our goal in terms of employee retention is to invest in professional development of our current team, in regards to areas of management, growth in entrepreneurial knowledge and expertise and areas of diversity awareness. Specifically, we are committed to intentional exposure of our entrepreneurship programming to all demographics. In our industry, the growing needs for programming to support women and minorities is paramount. Successful startup pursuits are predicated on having a diverse set of viewpoints, skills and experiences.

### **IV. Accountability**

Our team tracks metrics of program activity on a regular basis around such things as attendance, stakeholder participation, gender and stage of venture development. We review our metric efforts more formally on a quarterly “retreat” basis in teams and as individuals. We evolve our programs, communication efforts, and events to reflect these findings and to improve scope and reach of our efforts. Team members are met with regularly, with more informal evaluations done quarterly and evaluated formally annually. Such frequency of evaluations provides transparency of expectations, but also serves to provide opportunities to examine potential promotions and/or retention. In addition, our team will report on an annual basis what diverse programs, events or workshops we attended in the previous year.

## Electron Microscope Facility

### **I. Department Overview**

The Electron Microscope Facility provides microscopy services for teaching and research to the College, Thayer School of Engineering, Geisel School of Medicine. Through GSM Department of Pathology the E. M. Facility provides a biopsy service to the Dartmouth Hitchcock Medical Center. The E. M. Facility provides complete and comprehensive training and service in electron microscopy and related techniques to the Dartmouth community to advance teaching, research and clinical objectives of the users. There are three staff, a Clinical Electron Microscopist, a Consulting Electron Microscopist, and the director. End users of the E. M. Facility include undergraduates, graduate students, post-doctoral fellows, staff and faculty, primarily on a demand basis.

### **II. Building and Managing a Culture of Inclusivity**

Training activities, whether of undergraduates, graduate students of faculty and staff, are primarily one-on-one tutorials. In these activities, we try to be as accommodating as possible to the needs and experience of the trainees. Historically, these activities have included training a fairly large number of foreign graduate students from Thayer, as well as foreign residents in Pathology. We have also participated in the Women in Science Program for most of its duration, either as direct sponsor or co-sponsors of interns, and have trained at least on WISP intern every year. Likewise, we have variously participated in mentoring (through biology department) and outreach to area high schools (Lebanon, Mascoma, Hanover, Hartford, Montpelier). Due to the nature of the service we provide, the EM Facility does not have publications (beyond web-based instrument instructions and specimen preparation protocols).

#### **a. Work Process and Communication**

#### **b. Professional Development**

In the past, we have sent one representative to the annual Microscopy Society of America annual meeting each year. Budget reductions have made this a less frequent event.

#### **c. Client Service/Outreach**

Our training activities are determined by requests from potential users. We rely on web-based contact links and direct discussions with faculty and students to initiate training. Our Consulting Electron Microscopist helped start the Ice Vets Adaptive Sports program for disabled veterans in 2011 (501C3 status in 2014), and has been actively involved ever since, including helping to organize the Dartmouth Ice Vets vs Tuck Vets sled hockey program at Dartmouth. The Ice Vets program, working with the White River Junction VA reaches about 200 veterans in the area.

### **III. Recruitment/Retention**

Staff turnover in the Facility is almost non-existent, with a staff of three. The current Clinical Electron Microscopist, hired in 2008, was the first full time employee hired since

1984 when the Facility was formed. This search was carried out according to current procedures.

#### **IV. Accountability**

The Facility staff meet weekly to discuss progress with training and projects for users. We ultimately rely on feedback from users regarding the success of their projects. The highly technical nature of our work means that success is essentially the success of our users' projects.



**Hood Museum of Art**  
**Provost Division Diversity and Inclusion Plan**  
**2017**



**Department Overview**

The Hood Museum of Art at Dartmouth (“the Hood”) enables and cultivates transformative encounters with works of artistic and cultural significance to advance critical thinking and enrich people’s lives. The museum’s galleries, all special exhibitions, and nearly all programs are free and open to all. The Hood’s collection is among the oldest and largest of its kind in the nation, totaling more than 65,000 works across a broad spectrum of cultures and historical periods, with important holdings of American, European, African, and Melanesian art, and a particularly strong focus on Native American art. The Hood employs 28 full-time staff members.

The Hood supports Dartmouth’s academic mission by continually broadening its impact across campus while also serving as a cultural highlight for a diverse community of learners in the surrounding region and visitors from around the world. First and foremost, the Hood is a museum focused on serving students, faculty, administrators and staff, and alumni of Dartmouth. The Hood is also a regional museum, offering programs for community audiences and preschool through grade 12 students and teachers. As a destination for cultural tourists throughout the world, the museum makes its collections, publications, and other activities available through an increasingly dynamic website.

Within each of these contexts, the museum advances these goals: (1) to lead in object-based teaching and learning, setting the standard for experiential engagement with art and material culture; (2) to expand minds by developing collections, exhibitions, publications, and programs that question assumptions and encourage multivalent dialogue; (3) to create spaces of possibility, providing open and welcoming physical and digital platforms; (4) to promote individual and collective creativity and invention, responding fluidly to the intersection of art and innovation; and (5) to leverage organizational excellence by aligning existing resources and developing new ones to respond dynamically to Dartmouth and museum priorities. These goals support the Hood's participation in a vibrant, diverse community where difference is understood and valued. The museum's policies, exhibitions, programs, acquisitions, and hiring practice directly support of this commitment.

## **II. Building/Managing a Culture of Inclusivity**

The Hood staff is dedicated to building best practices at the museum, and supporting them nationally, to advance a just society that supports equality, diversity, and inclusion. The Hood is guided by Dartmouth's Inclusive Excellence Initiative ([inclusive.dartmouth.edu](http://inclusive.dartmouth.edu)) and the Human Resources Diversity and Inclusion Plan and is dedicated to the success of the goals as presented within the context of the museum as a center for teaching, learning, and research at Dartmouth. The Hood's strategic plan (2017–21) determines department priorities that align with the five goals stated above. With a collaborative approach to project, exhibition, and program development, staff members across the museum provide input into both planning and execution of these activities, and opposing points of view are welcomed as important to and influential upon the process. When presenting its programs to a diverse public, the museum tracks all significant religious observations and works to avoid those dates for all it does, including day trips and other offsite programs that it sponsors. Dietary needs are requested of every participant in a program in which a meal is offered.

Experts are selected in accordance with Dartmouth's commitment to the Inclusive Excellence Initiative and Human Resources Diversity and Inclusion Plan, including partnering with diverse organizations and considering implicit bias in the selection process. In the upcoming year, the museum is working on the 2018 reinstallation of its galleries and planning to expand and diversify its staff. For the reinstallation, we are contracting with experts in the fields of Native American art, Melanesian art, and Aboriginal Australian art, recognizing that the

expertise for these collection areas is not represented in the current full-time staff. In addition, the museum received a three-year grant from the Walton Family Foundation and Ford Foundation (2017) to add a full time Associate Curator of Native American Art, a Native American art fellow, and a Native American art intern to the museum's staff, in recognition of the importance of this collection to Dartmouth's history. For this position, and others, the museum advertises in diverse print and online listings, by recommendation of Dartmouth's Human Resources Department, and such museum-specific publications as the American Alliance of Museums (AAM) and New England Association of Museums (NEMA). Museum staff also recruit directly through such field-specific organizations as the Native American and Indigenous Studies Association and the Native American Art Studies Association.

Through the extensive and lively teaching and learning opportunities that the Hood provides for its audiences, the museum demonstrates a commitment to diversity and inclusive practice. In the last year of operation before the museum closed for renovation and expansion (FY16), the museum saw 23,274 visits (15,252 adults, 3,757 Dartmouth students, 4,265 children) to the museum's galleries. (This was a decrease over previous years because the museum closed to the public on March 13, 2016.) Visits to the Bernstein Study-Storage Center totaled 77 different Dartmouth classes that made over 88 visits to the collection, including over 1,400 student visits in all. The museum also hosted 21 faculty visits to work with the collection. For these audiences, the museum offers diverse curricular and co-curricular engagement opportunities, works with a diverse local school population, and presents diverse exhibition and programs that are free and open to all. Below are some examples of the breadth and depth of these offerings.

### **Diversity in Faculty and Curricular Outreach/Partnerships**

The Hood regularly partners with Dartmouth departments and programs to create and present programming on topics that explore issues of diversity. In just the past year, for example, the Hood (1) presented *Dali, Lorca, and Bunuel in America*, in conjunction with the Department of Spanish and Portuguese, Leslie Humanities Center, Dartmouth Library, DALI Lab, Office of the Dean of Arts and Humanities, and Spanish Consulate of Boston; (2) partnered with the Departments of Art History, Anthropology, and Film and Media Studies, with support from the Leslie Center for the Humanities, to present a panel discussion on the tragic life and influential legacy of Ota Benga, a man forcibly removed

from his home in the Congo to become an exhibit at the St. Louis World's Fair of 1904; and (3) partnered with the Dickey Center to present the Nepal Earthquake summit by mounting an exhibition of work by documentary photographers James Nachtwey and Kevin Bubriski.

The museum attracts faculty and student use of the collections across the college's divisions and departments, reflecting diverse interest in, and support of, teaching with those collections. Part of the museum's strategic plan is to reach out to new faculty and additional departments every year to broaden access to the museum, advocating for inclusive teaching practice and methodology. In the 2015–16 academic year, these client departments included African and African-American Studies; Anthropology; Arabic; Art History; Asian and Middle Eastern Studies; Classical Studies; College Course (COCO); Comparative Literature; English; Environmental Studies; French and Italian; Geography; History; Humanities; Jewish Studies; Latin American, Latino, and Caribbean Studies; Native American Studies; Philosophy; Religion; Spanish; Studio Art; Theater; Women's, Gender, and Sexuality Studies; and Writing.

### **Diversity in Co-Curricular Outreach/Partnerships**

The museum has partnered with many centers and initiatives on campus, including the Tucker Foundation, OPAL, Triangle House, First Year Student Enrichment Program, ID&E, the Student Assembly, Women of Color Collective, and other student groups to present programs that emphasize topics of diversity and inclusion. A museum staff member sits on the Martin Luther King Jr. planning committee, and the museum offers one program annually as part of that weeklong celebration. The museum also hosted and sponsored Michele Norris's Race Card Project in 2015 and plans to offer other such opportunities for larger public discourse when it reopens. In addition, the museum regularly hosts artists and lecturers of diverse social and cultural backgrounds.

### **Diversity in Exhibitions**

The Hood's exhibitions program represents one of the most important means by which the museum fulfills its purpose and connects diverse audiences with art from equally diverse cultures and backgrounds. The museum regularly exhibits works of art that explore, among other topics, issues of race, sexual and gender identity, religion, political and social belief systems, and socioeconomic difference. This activity has

continued while the museum is closed for renovation and expansion, with Hood Downtown dedicated to presenting one-person exhibitions of contemporary global art. Examples of exhibitions from just the past six years include (but are not limited to) *Crossing Cultures: The Owen and Wagner Collection of Contemporary Aboriginal Australian Art from the Hood Museum of Art* (2012); *The Women of Shin Hanga: The Judith and Joseph Barker Collection of Japanese Prints* (2013); *Objects and Power: Manifestations of Inequality* (2013); *Shadowplay: Transgressive Photography from the Hood Museum of Art Collection* (2013); *Witness: Art and Civil Rights in the Sixties* (2014); *Inventory: New Works and Conversations around African Art* (2016); *Bahar Behbahani: Let the Garden Eram Flourish* (2016), *Ingo Gunther: World Processor* (2017), and *Kader Attia: Reason's Oxymoron* (2018).

### **Diversity in School Outreach**

The Hood regularly works with approximately 111 primary and secondary schools: 5 in Massachusetts, 1 in Maine, 38 in New Hampshire, 2 in New York, and 65 in Vermont. Among these are schools that qualify for Title I assistance because of the percentage of children from low-income families. The Hood is the most accessible entry to experiencing original works of art for students in many rural communities, and it is therefore a significant partner with those schools in building critical visual literacy skills. The museum continues to develop diverse programs and supply teacher and student learning materials for museum and classroom use. The museum's recently-completed IMLS grant (see below) included the creation of a web portal and 24 teacher resources for teaching with the museum's collection of Native American art.

### **Diversity in Collections Stewardship and Acquisitions**

The Hood staff is committed to the tenet that diverse collections attract diverse thoughts and scholarship and generate multivalent dialogue. The museum's collections and acquisitions activity reflects this belief. One responsibility that comes with a global collection of 65,000 works of art is a keen obligation to respect the cultural property of all groups. The Hood views the moral issues associated with the management of our collections as imperative considerations for a teaching museum. The museum's exemplary compliance with the Native American Graves Protection and Repatriation Act (NAGPRA, 1990) has strengthened the museum's, and Dartmouth's, relationships with

Native Americans. The Hood was also one of the first museums in the country to have a searchable Nazi-era provenance database on its web site. This covers all objects that were created before 1946 and acquired after 1932; that underwent a change in ownership between 1932 and 1946; and that were reasonably thought to have been in continental Europe between those dates. The Hood also lists on its website antiquities in its collection acquired by the museum after 1970, the date of the UNESCO convention in Paris. Research related to all three areas (NAGPRA, Nazi-era provenance, and UNESCO) is ongoing, and information is updated on the website when required.

Recent works added to the collection speak to the value of fostering diversity conversations through collecting practice. Examples from just the past two years include artists with such diverse cultural backgrounds as Kiki Smith, Halida Boughriet, Ibrahim El-Salahi, Eric van Hove, Alma Thomas, May Stevens, Owusu-Ankomah, and José Clemente Orozco. The museum also completed the acquisition of hundreds of works from the Owen and Wagner Collection of Aboriginal Australian Art.

### **Diversity in Grant Application and Awards**

The Hood staff is committed to regularly applying for grants that support initiatives related to collections, exhibitions, and staffing at the museum. In 2014, the museum received a multi-year grant from the Institute of Museum and Library Services (IMLS) to fully digitize its collection of Native American Art. In addition to photographing, cataloguing, and uploading the works to the museum's website to make the objects and information about them available to all, the museum is developing extensive teaching guides for K–12 schools. To assist with this work, the museum engaged such Native American art experts as Hans Lange from Greenland's National Museum, Dawn Biddison from the Smithsonian's Alaskan branch of the Arctic Studies Center, Leah Bowe from the Minneapolis Historical Society, and Joe Horse Capture from the Smithsonian's National Museum of the American Indian.

In 2017, the museum received a grant from the Walton Family Foundation and Ford Foundation's Diversifying Art Museum Leadership Initiative grant program to support hiring an associate curator of Native American art and a Native American art collection graduate fellow and undergraduate intern. Also in 2017, the museum received

a grant from the Luce Foundation to reinstall and reinterpret its American art collection when the museum reopens in 2019. Finally, in 2018, the museum applied to the Carpenter Foundation for support to install its Asian art gallery with a one-year series of rotating teaching exhibitions drawn from its collection once the museum reopens. A decision is pending.

### **Professional Development**

Professional development is one component of the Hood's larger strategy to support the creative, diverse, and culturally sensitive output of its staff. The Hood's department budget allocates funds annually for staff members in all areas of the museum to take advantage of professional development opportunities, including participation in both on- and off-campus meetings, workshops, and conferences. During the annual review process, all staff members are asked to share ideas for upcoming opportunities to support their development and the work of the museum. Opportunities for exploring diversity and inclusion in higher education and museums, including programs at the annual meeting of the AAM and sessions at the College Art Association (CAA), are encouraged. All museum staff are encouraged to participate in campus-wide programs such as the Martin Luther King Jr. breakfast as part of their working day.

### **Client Service/Outreach**

The museum is currently undergoing an expansion and renovation of its facility that will account for ADA accessibility for all public and private spaces. All classes and public programs in the galleries and auditorium offer the use of assisted listening devices to students and visitors with low hearing. All directional signage will include braille, and all museum signage and object labels will adhere to ADA standards for readability. The first point of contact for the museum, when it opens, will be the staff and volunteers working at the museum's front desk. Hiring and ongoing training will strongly consider the visitor experience for people of diverse backgrounds.

## **III. Recruitment/Retention**

The Hood is committed to building a museum workforce that promotes the inclusive, diverse, and democratic society of its visitors: Dartmouth students and faculty, the community, and visitors from around the world (in person and electronically). The Hood strongly adheres to

Dartmouth's recruiting and hiring policies for all hires, including full- and part-time staff, temporary and term-limited staff, and students. The museum works to write job descriptions that accurately reflect the position's duties and are transparent as to education, skills, and experience requirements. The museum's deputy director and business officer work closely with HR's Talent Acquisition team, and often with ID&E, on all museum hires. At the beginning of each search, the Hood assembles a recommended list of professional networks, in addition to those suggested by HR, to ensure a diverse candidate pool. Museum staff are made aware of Dartmouth's resources for employee assistance and conflict resolution, including the Faculty/Employee Assistance Program (<http://www.dartmouth.edu/~eap/>) and the Dartmouth Ombuds Office (<http://www.dartmouth.edu/~ombuds/>). Flexible work arrangements are considered for all employees, if they do not work to the detriment of the museum's operations.

The museum continues to seek new resources to provide diverse and well-qualified applicant pools and will institute a broad, open-minded assessment of non-traditional candidates' experiences. In this way, the Hood will attract a more diverse range of candidates and will advance candidates who may not have typical credentials, but who demonstrate valuable perspectives and insights that will benefit the museum's staff, collections, and community.

#### **IV. Accountability**

The museum requires self-assessment of diversity-enhancing practices and actions as a standard part of annual reviews and offers suggestions for future consideration. Articles are shared among staff members on topics of diversity and inclusiveness for reading and discussion, and to enhance current practice when applicable. The museum uses quantitative and qualitative methods for tracking success. Quantitatively, the museum can measure (1) the recruitment and retention of a diverse staff; (2) the extent to which exhibitions and programs encompass the participation of the full diversity of past and contemporary artists, scholars, thinkers, and museum audiences; (3) the extent to which stories on the Hood website and essays in museum publications reflect this same diverse community of participants; (4) the fact that pay is reviewed for equity; and (5) the fact that Hood staff participate annually in diversity-related workshops and conferences.

Qualitatively, the museum can measure success through (1) the creativity and innovation reflected in its communications and programs; (2) the self-reporting by staff members of satisfaction in the workplace; (3) the interpersonal interactions in formal or informal discussions that reflect an understanding of and appreciation for different points of view; (4) the fact that strategies for contributing to a diverse pipeline of museum professionals are explored and utilized; (5) the fact that feedback from audiences is regularly solicited and considered when creating exhibitions and programs, and when developing new teaching strategies for all audiences.

Reflection and action on these findings should be part of the everyday work of the museum.



## Hopkins Center for the Arts

### **I. Department Overview**

Since its founding in 1962, the Hopkins Center has served as a principal home for the arts at Dartmouth College and as a community cultural resource for the Upper Valley region of New Hampshire and Vermont. Each year, the Hop presents more than 300 live events and films reaching approximately 80,000-100,000 audience members. Its programs include a nationally-recognized Visiting Performing Artists Series, one of the most vibrant campus-based film and media exhibition programs anywhere, extensive student performing opportunities and, unique among campus-based arts centers, craft studios for students.

Currently, the Hopkins Center has 50 permanent employees and, over the course of the most recent fiscal year, the Hopkins Center employed 194 temporary staff; the majority were stagehands who were members of IATSE, the International Alliance of Theatrical Stage Employees.

In addition, the Hopkins Center also employs over 100 students on annual basis for a variety of front of house, production, outreach, and administrative roles. As a cohort, students working in the Hopkins Center are representative of the diversity of the student body.

### **II. Building and Managing a Culture of Inclusivity**

The mission of the Hop is “to ignite and sustain a passion for the arts within Dartmouth and its greater community and to provide the core educational environment for the study, creation, and presentation of the arts.” The Hop thrives as a laboratory for artistic experimentation, supports the development and creation of new work, and presents a spectrum of artistic excellence.

Because of the exceptional quality and diversity of its programming, the Hop is an important resource for campus-wide efforts to foster and sustain a culture of inclusivity.

The Hop’s [Visiting Artists Series](#) presents a spectrum of artistic excellence through 40+ events. More than half the artists tackle issues of color, gender, economic and cultural identity—bringing diverse cultures and traditions to our region. On an annual basis, the Hop’s programming conveys a very powerful message of welcome and inclusion. For example, the Hop’s 2016 fall season included FLEXN, a profoundly authentic expression of racial violence and its ramifications by street dancers from Brooklyn whose virtuosic, physical performances provoked awe, emotional impact, and deeply engaged audience discussions; performance poet StaceyAnn Chin in a tour-de-force solo show chronicling her quest to have a child despite being a single, lesbian, poorly insured, immigrant artist-activist in a rapidly gentrifying city; and award-winning singer-songwriter Martha Redbone in a program of soulful original music drawing on her combined Native American, African American and Appalachian roots.

The Hop [student ensembles](#) regularly present works highlighting a breadth of cultures and experiences. Examples from the current year include the Glee Club's performance of *Repast*, an oratorio about the life of little-known Civil Rights hero Booker Wright by composer Nolan Gasser and the Barbary Coast and its concerts featuring African American and Afro-Caribbean jazz traditions. Conceived as a diversity program, the annual Dartmouth IDOL competition, this year celebrating its tenth anniversary, is one of the Hop's most visible and successful community-building efforts.

**a. Professional Development**

With the majority of artists performing at the Hop engaging with issues of color, gender, economic and cultural identity, we are exceptionally mindful of the extraordinary professional development opportunity afforded to us in our day-to-day work. All full or part-time benefitted staff at the Hopkins Center are eligible for two professional development tickets to most live performances and one ticket to most Hop Film events. Professional development tickets are intended to enhance the cultural literacy of staff. In addition to live events and film, staff are encouraged to participate in pre-and post-performance masterclasses, lectures and talk-backs with visiting artists and Dartmouth faculty, staff and students.

Hop staff are supported in their professional development through attendance at relevant industry conferences and symposia. Staff professional development opportunities this past year included: Major University Presenters symposium; Association of Performing Arts Presenters national conference and New England regional presenters meetings; International Ticketing Association national conference; the International Association of Venue Managers annual meeting; advancement events conference offered through Academic Impressions; AudienceView users group conference; Society of North American Goldsmiths; New Approach Jewelry School; International Band and Orchestra conference; and the United States Institute for Theatre Technology annual conference. Additionally, a Hop senior staff member was given time and support to participate in a two-year leadership development program offered by the Association of Performing Arts Presenters.

The Hop has strong partnerships with faculty, academic centers, house communities, and student and staff organizations. As detailed below in the Client Services/Outreach section of this report, the Hop works collaboratively with these individuals and groups to develop a comprehensive array of programming that leverages visiting artist, student ensemble and film offerings.

**Proposed Partnership**

As art forms which evoke empathy in the viewer, live performance and film are particularly effective frameworks for fostering deeper understanding of the experiences of minorities. This tenet inspired the Hopkins Center's nationally leading three-year initiative, [Class Divide](#), which focused on economic disparities. With a consistent set of opportunities for artistic experiences, the Hop is well-positioned to help provide impactful professional development opportunities for

campus employees. One such opportunity will be “[Jabber](#)”, a play focused on the experiences of a hijab-wearing student who encounters bullying at high school. “Jabber” will be presented in the Hop’s School Matinee Series in Spaulding Auditorium on Monday, February 5, 2018, at 10:00 am. Hopkins Center educational staff would be eager to partner with Dartmouth offices of Institutional Diversity and Equity and Human Resources to integrate into the performance a special offering for Dartmouth employees, coupled with a moderated discussion about the play’s content.

**b. Client Service/Outreach**

The Hop aspires to be a welcoming and inclusive space for all members of the College community, as well as the broader public who patronize the Hop. On an ongoing basis, Hop leadership regularly assesses the ways in which community members, invited artists and visitors experience the Hop. These regular assessments include focus groups with students and patrons on their experience with the Hop and its venues and programs, marketing and communication efforts, the ticket purchasing experience, and student and faculty access to spaces for creative work. In a cycle of continuous improvement, feedback from the public is shared broadly with Hop staff and appropriate changes are implemented.

The Hop continues to prioritize diversity and inclusivity training for all staff who interact closely with visiting artists from diverse backgrounds. One of the Hop’s goals for the future is to have options for this training be made available to all staff in a more consistent and focused way.

The Hop has been particularly attentive to ensuring that all venues within the Hop are compliant with ADA [accessibility](#) guidelines. Offering both rear window captioning, assistive listening devices, and audio descriptors for the visually impaired, the Hop continually seeks to improve its ability to support the needs of visually and hearing-impaired patrons. Longer-term, the staff looks forward to more fully addressing facilities-related accessibility issues when the Hop undergoes a major renovation.

Our staff, particularly in programming, outreach and education, and audience engagement, work tirelessly to develop and support numerous opportunities for meaningful connection with the artists and their work. Through residencies, workshops, master classes, partnerships with the House Communities and the [Curricular Connections](#) program, produced in partnership with the Dartmouth Center for the Advancement of Learning, the Hop seeks to engage academic classes and the community with the arts through both live performances and films. These important experiential learning opportunities seek to deepen our ability to understand perspectives different from one’s own and function effectively in culturally diverse contexts.

[Hop Film](#) is able to be responsive to faculty, staff and student groups who wish to create events anchored with film that further the community’s understanding of

differing perspectives and experiences. In September, Hop Film sponsored a screening of *Life, Animated*, the story of a young man living with autism, and a series of conversations that drew individuals with special needs, their caregivers, physicians, researchers and patient advocates. This spring, Hop Film worked with the Asian Pacific Islander Caucus to screen *Allegiance*, a new musical set during the Japanese American internment.

Extending beyond the campus borders, the Hop maintains a highly visible presence among underserved communities in our region through visiting artist residences, a school matinee series, and its [Community Venture Initiative](#) that includes programming for at-risk teens and tickets for low-income residents of our region. To date, CVI programs have attracted more than 10,000 people of all ages, from over 58 Upper Valley towns, many of whom were previously unengaged by other Hop programs.

### **III. Recruitment/Retention**

Recruiting and retaining a talented and diverse staff are key priorities for the department and essential for the successful development and implementation of all Hop programming and initiatives.

Cross-functional teams drawn from Hop staff that also include arts faculty and other campus administrators when searching for more senior positions are assembled on an as-needed basis when hiring opportunities arise. Hiring managers work closely with the Office of the Provost and HR to ensure that we maximize the potential to build a talented and diverse pool of candidates for each position. In addition, hiring managers and other Hop staff also use regional and national professional arts networks to help build the ideal candidate pool for all managerial and director-level positions.

Opportunities for professional growth and advancement are offered to Hop staff. As noted earlier, all full and part-time benefitted staff are eligible for professional development tickets to almost all live performances and film events presented by the Hop. Managerial staff regularly participate in industry-specific conferences and symposia; all staff are invited to attend when these events are hosted at Dartmouth. Flexible work arrangements are negotiated on a case-by-case basis.

### **IV. Accountability**

The Hop has a strong tradition and culture of assessment for programmatic initiatives and its marketing and outreach efforts. On a very regular basis, data and feedback are collected and used for grant stewardship purposes, new funding opportunities, process realignment, and communications enhancements.

The Hopkins Center has had a more prolonged transition in executive leadership than anticipated. With a new executive director onboard in April 2017, staff anticipate more in-depth strategic conversations and new and/or enhanced initiatives to propel the Hopkins Center's aspiration to be the most inclusive and most welcoming place on the Dartmouth campus.

**Provost Division Diversity and Inclusion Plan - ISTS**  
**2017 – 2018**  
**Submitted: January 2018**

**Institutional Synopsis:**

The Institute for Security, Technology, and Society (ISTS) at Dartmouth College is dedicated to pursuing research and education to advance information security and privacy throughout society.

ISTS engages in interdisciplinary research, education and outreach programs that focus on information technology (IT) and its role in society, particularly the impact of IT in security and privacy broadly conceived. ISTS nurtures leaders and scholars, educates students and the community, and collaborates with its partners to develop and deploy secure IT and better understand the synergy between secure IT and socio-economic forces, cultural values, and political influences. ISTS research improves our ability to:

- Design and deploy secure, usable computer systems and protect them from tampering, disruption and attack
- Enable people and organizations to communicate and exchange information securely and privately across networked computing devices
- Address social, economic and policy issues that arise in the development, deployment and regulation of such information technology

In 2008, ISTS led the successful application to designate Dartmouth as a Center of Academic Excellence in Information Assurance Research by the National Security Agency and Department of Homeland Security. The designation has now been extended through academic year 2019.

**Staffing:**

The ISTS currently employs four people:

- Professor Sean Smith, Director
- Professor Sergey Bratus, Research Scientist
- William Nisen, Associate Director
- Julie Gilman, Program Administrator

**Target Constituencies:**

The ISTS provides academic, technical, and financial support to a wide variety of students and faculty both within the Dartmouth College community as well to non-Dartmouth students, faculty and researchers through our educational programs, internships, and conferences.

## **Building/Managing a Culture of Inclusivity:**

### **Work Process and Communication:**

The Institute uses collaborative decision making to identify and embrace institutional priorities. All members of the Institute are involved in setting priorities, and in the rare case where there is a conflict, the Director has final say.

The Institute, for the most part, does not hire experts per se, but we do work with third parties for the provision of services. We heavily rely on the College's vetting of third party product and service providers.

We have four major programs and initiatives planned for the next twelve months:

- Our Winter/Spring Speaker Series will deal with the following aspects of cybersecurity: The Mathematical Foundations of Cybersecurity, Securing Energy Control Systems, and the Business of Cybersecurity. The audience for this series encompasses the College as well as the entire Upper Valley community. The Mathematical Foundations of Cybersecurity will be headlined by Meredith Patterson, an internationally renowned researcher.
- Our Autumn Speaker Series is entitled "Women in Cybersecurity". We are working with the Women in Science Program as well as the Neukom Center to make this our most successful speaker series.
- We anticipate that our GenCyber summer high school program in cybersecurity will be funded in 2018. In the past, we brought 25 students to the Dartmouth campus for a week-long intensive workshop dealing with cybersecurity. In 2016, 25% of the enrolled students were female, in 2017 we increased female participation to nearly one-third. In addition, Katie Orenstein, one of the students from the 2016 program, was asked to return as a teaching assistant for the 2017 program. Her presence was critical in stimulating cross-gender discussions of cybersecurity. Assuming that our 2018 proposals will be accepted, we will endeavor to attain gender equality in the introductory and advanced cybersecurity courses.
- Finally, we have hosted the Securing the e-Campus conference in August for Chief Information Security Officers and Chief Security Officers from northern New England colleges and universities. This conference is held in conjunction with Information Technology & Consulting and for the last few years we have endeavored to have diversity as one of the criteria for our speakers and panelists. This year will be no exception to that tradition as we partner with Champlain College to co-host the conference in Burlington, VT.

To reach our target audiences we use a variety of communication vehicles. We rely heavily upon our website ([www.ists.dartmouth.edu](http://www.ists.dartmouth.edu)) as a repository of information about our programs and events. We employ social media as a means of increasing our rapport with students. Finally, we use the local newspaper, The Valley News, to alert the community at large to our programs and events.

To determine if we are reaching our audience of choice with the right message, we conduct informal polling and if the situation warrants it, we conduct more formal polling to determine the efficacy and efficiency of our advertising.

### **Professional Development:**

The ISTS is a relatively small institute and as such the Associate Director leads the diversity initiatives that includes, but are not limited to, the following professional development activities:

- Promotion and encouraging attendance at College sponsored diversity workshops and training sessions;
- Review of current and future programs and events with respect to achieving our diversity objectives;
- Coordinating activities with other College centers, institutes and groups, e.g., The Women in Science Program, to address diversity imbalance; and
- Actively recruiting female students and students of color to attend our weekly security lunches and other events.

### **Client Service/Outreach:**

The members of the ISTS have been at Dartmouth for a collective period in excess of twenty-five years, so the current members of the Institute are quite familiar with the diversity resources available from the College. As we bring more people into the Institute, we will do the following to increase their awareness of opportunities to engage with the campus community as well as to access the College's diversity resources:

- Guided tours of the College grounds and facilities led by senior staff members;
- Personal introduction to colleagues in other departments, institutes, and centers; and
- Aggressive encouragement to seek out diversity-related resources.

### **Recruitment/Retention:**

ISTS personnel are clustered into two groups: faculty positions and staff positions. The faculty positions are administered through the Computer Science department. With respect to our faculty

members, the ISTS relies on the CS department to insure diversity is considered at all stages of recruitment and retention.

For staff positions, the ISTS works closely with the College's human resources team to fill positions and to make sure we retain talent. We remain sensitive to the concerns of the College and embrace HR's suggestions and recommended candidates without reservation.

We have provided flexible work schedules to accommodate the needs of a diverse workforce for the last five years and see no reason to discontinue this practice.

**Accountability:**

As was stated previously, the ISTS is a small Institute, so we live with the impact of our decisions every day. We are vigilant to make sure that we do not fall into complacency when it comes to diversity. Every decision that we make regarding the human element of the ISTS comes with reflection and consideration for the importance of diversity not only at the ISTS but at the College as a whole.

## Institutional Diversity and Equity

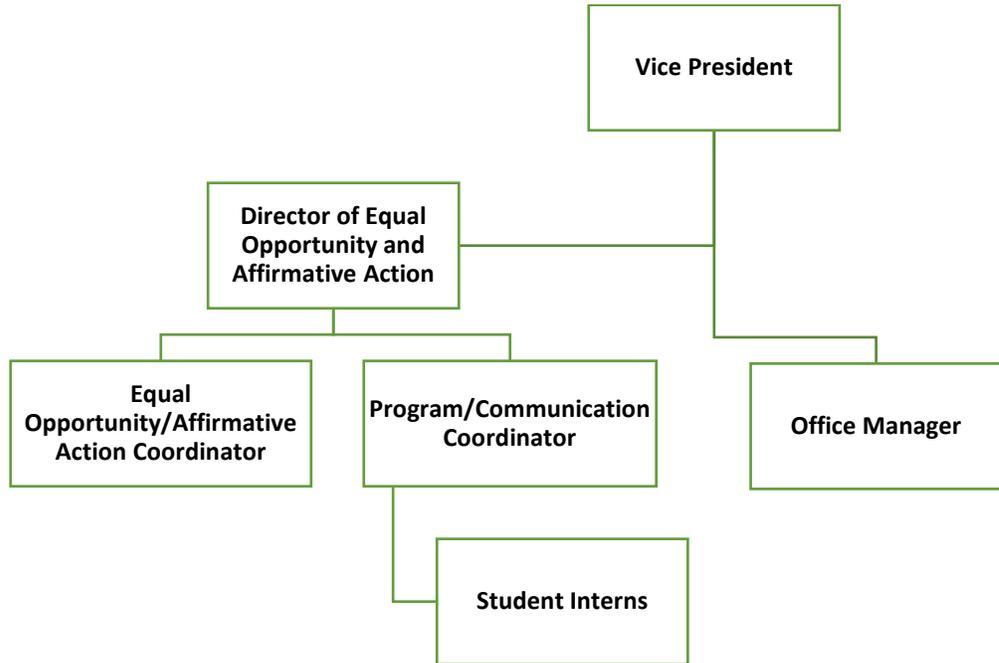


### **I. Department Overview**

Institutional Diversity & Equity is a small office of five staff members. We have three primary functions.

- Ensure that the campus is in compliance with all federal laws prohibiting discrimination based on any of the protected classes and groups for which Dartmouth College has determined are also in need of protected class status. This requires data monitoring, working with Institutional Research and Human Resources and academic units. We also handle discrimination grievances and complaints.
- IDE provides training on multiple topics for the Dartmouth community and surrounding community organizations, schools and agencies. Training is both tailored to the needs of specific units and general training for broader participation.
- The office of Institutional Diversity & Equity works to continuously build community on and off campus via creative and interactive programs that encourage learning about diversity and inclusion. Our primary users are staff and faculty members and our secondary users are students and community members.

Office structure:



## I. Building and Managing a Culture of Inclusivity

### a. Work Process and Communication

Our relationships with others across campus are critical to our success as community builders, those who contribute to an inclusive and welcoming climate on campus. We will continue to find and enhance mechanisms that support collaboration with our key partners and others. Working closely with the academic units, student affairs, Human Resources, Institutional Research, Public Relations and many others is key to our success. In particular, we will continue to seek partnerships and cross-departmental sponsorship as we bring workshops, trainings, speakers, and performances to campus. Furthermore, we will connect with and engage community members and community organizations committed to learning more about diversity and inclusion.

We host a weekly staff meeting to discuss upcoming goals and to re-engage each other if needed for our projects. We also host a staff retreat each year to examine our working processes, stated goal, successes, weaknesses, etc. These meetings are inclusive and supportive of individuals regardless of where they fit in the organizational structure.

**b. Professional Development**

We will provide the professional development our staff needs in multiple areas to continue to be able to meet the campus needs. Our team will be attending trainings on Affirmative Action, Americans with Disabilities Act, and various Diversity and Inclusion conferences. This year we plan to attend the National Conference on Race and Ethnicity, Cornell School of Industrial and Labor Relations Diversity and Inclusion program, American Association for Access, Equity and Diversity conferences, National Employment Law Institute Conference on ADA, along with several others.

**c. Client Service/Outreach**

One of our major outreach programs is the Employee Resource Networks (ERNs). ERNs were created to advance recruitment efforts and increase the retention of diverse talent. The ERNs are various affinity groups comprised of faculty, staff, families and Upper Valley community members. The groups established on campus are the Black Caucus, Native American Council, Latinx Hispanic Council, LGBT Employee Network, International Employee Network, Veterans Network, Asian and Pacific Islander Caucus (APIC) and EmpowHER. ERN's mission is to contribute to the personal and social development of its members. Throughout the year, these networks meet to celebrate the start of a term or season, commemorate a holiday or simply get together to meet new colleagues and friends. This year we plan to support and develop our Employee Resource Networks by helping them incorporate professional and personal development training and community service activities into their yearly programming.

Another program our office supports is Experience Dartmouth (ED) pair program. The purpose of the ED pair program is to partner newly hired underrepresented faculty and staff with a member of the Dartmouth community to facilitate a smoother transition to campus and the Upper Valley community. The ED pair program runs for six months at a time and provides built-in events for new employees to meet colleagues across campus. Events may be both social and educational in nature such as attending a lecture, seeing a performance at the Hop or attending an IDE-sponsored events. The ED Ambassadors can be a recruitment tool for diverse candidates and their families.

On a broader scale we will expand our professional development offering to include a regular seminar hosted by the VP of IDE on implicit bias in the workplace. We will develop a regular workshop on disabilities and how to make reasonable accommodations. Our office is also creating workshops for specific offices to support their needs as well as a catalog of other diversity workshops that our team will be presenting through human resources offerings and for departments.

This year we hope to find ways in which to connect Dartmouth alumni with the administration, providing outside suggestions when appropriate. We want to suggest ways in which alumni can best serve the entire community in addressing

diversity and inclusion. Our “Bring them Back” series invites alumni and/or their work back to Dartmouth and may serve as a vehicle to obtain this goal.

**V. Recruitment/Retention**

A major part of our daily work is with the hiring and retention processes on campus. We work hard to practice what we preach in our own office. We cast the net wide whenever possible and do targeted hires when such hires will enhance our pool of highly qualified staff and contribute to the retention of under-represented staff. Our office also oversees faculty hiring to ensure that the process is fair and equitable. We also work closely with Talent Acquisition team to support recruitment and we have several programs in place like Employee Resource Networks that support retention.

**VI. Accountability**

We constantly review our goals and objectives to determine which ones we are meeting, where we have weaknesses, where we can collaborate more and where our successes are. Such reviews help us to keep a fresh and innovative perspective on our work and encourages us to do new things with the resources we have. We also survey participants at IDE-sponsored events throughout the year to gauge interest and impact. We will continue to use this feedback to create new programming and training opportunities for the campus community.

## Office of Institutional Research

### **I. Department Overview**

The Office of Institutional Research (OIR) provides timely and accurate analytical services and information, both to our internal and external constituents, for executive decision making and policy development. We coordinate these services in an objective, systematic, and thorough manner, in direct support of the College's mission. Our Vision, Mission, and Values are clearly articulated on OIR's home page.

Number of employees: 5.5FTE

End users: The majority of our outputs are in support of data-informed decision-making for senior administration and various campus departments. We also provide data to faculty to support efforts related to faculty salary comparisons as well as the evaluation of programs and services. Students, most notably reporters from The Dartmouth, utilize our Fact Book and Common Data Set for various stories.

### **II. Building and Managing a Culture of Inclusivity**

#### **a. Work Process and Communication**

The office has numerous annual/on-going projects, including federal reporting requirements to the Department of Education, consortium survey projects, data exchanges, and guidebook/rankings organization requests.

Within those constraints, office priorities are set most notably by the Provost and President as well as new initiative and yearly assessment plan goals. The latter is reviewed and determined by all OIR staff (see Accountability section for more details).

As noted above, OIR's main constituent group is staff and we do our best to reach across the entire campus, including the Professional schools, to collaborate on projects. Internally, the Associate Provost encourages all staff to discuss their ideas and viewpoints as it relates to not only specific projects but the overall functioning of the office. In the end, the goal is the best collective decision or idea rather than one mandated from the Associate Provost.

#### **b. Professional Development**

Goal setting is completed on annual basis for all staff. At least one goal is always dedicated to professional development.

In the upcoming year, OIR will consult with IDE and HR to help identify campus, local and/or regional events that support diversity and inclusion. Time and resources will be set aside for attendance. Implicit bias or other diversity and inclusion training will be incorporated into the annual OIR summer staff retreat.

**c. Client Service/Outreach**

OIR is housed in North Fairbanks which is not ADA accessible. Most often, we go to other locations for meetings; however, when we do meet, most often in our conference room, we inform new clients of our old building and that it has a lot of stairs. The physical layout of our space also means that our first point of contact is less than ideal. Our offices are distributed across 2 floors. The main suite of offices on the second floor is winding and there is no administrative assistant as one enters to help direct clients.

OIR will work with IDE and HR in the upcoming year to determine whether and how some of these issues can be addressed.

**III. Recruitment/Retention**

Traditionally, open positions have been posted on the Dartmouth HR website as well the Chronicle of Higher Education, our national professional organization website (Association for Institutional Research), and LinkedIn.

In general, OIR has been diverse, and for future recruiting efforts, OIR will work with HR's Talent Acquisition team to ensure the process continues to consider diversity and inclusion.

As noted above, OIR offers many opportunities for professional development. In addition, all staff are offered flexible work arrangements.

**IV. Accountability**

An assessment plan is co-created each year by the Associate Provost and staff. The plan articulates goals, measures, and leads which address work processes, professional development, and outreach but not from the perspective of diversity and inclusion. In general, we review our progress in March and make any necessary adjustments (e.g., rewording or moving objectives to next year's planning phase). We conduct a final review during our annual summer retreat which is aimed at closing the loop and supporting continuous improvement efforts.

In the upcoming OIR summer retreat, the group will determine how to weave diversity and inclusion goals and efforts into our AY 17-18 plan. We will be assisted by an HR consultant who normally facilitates our annual summer retreat.

## **John Sloan Dickey Center for International Understanding**

### **I. Department Overview**

When the John Sloan Dickey Center for International Understanding was founded in the fall of 1982 its purpose was “to expand our capacity to empathize with those who think and act differently, to communicate comfortably with persons from other cultures, to gain an understanding of the processes for addressing the great issues that divide nations, and to use constructively the opportunities inherent in new technological developments.” Thirty-five years later, the Dickey Center continues to honor the legacy of President Dickey in uniting the diverse strengths of Dartmouth—its students, faculty, staff, and undergraduate and professional schools—in addressing the world’s challenges and ensuring that a rigorous understanding of the world is an essential part of the Dartmouth experience.

Located in the Haldeman Center, the Dickey Center offers students opportunities to expand their knowledge of international issues through programs such as an interdisciplinary minor in International Studies, a first-year program in “great issues,” international internships and research fellowships, and student organizations and publications. The Dickey Center’s multidisciplinary approach to complex international issues is exemplified by diverse scholarship in five major areas—international security, global health, the environmental/Arctic, human development, and gender—undertaken by its institutes and programs. The Institute of Arctic Studies connects students with scholars, indigenous leaders, and government officials working on scientific and policy issues. The Global Health Initiative offers undergraduates a Global Health Certificate and collaborates with Dartmouth’s professional schools and international partners on internships and research projects. In its quest to understand the international conflict and cooperation, the War and Peace Studies program draws on a variety of fields from the humanities to technology. The Human Development Fellows build essential skills in international development. Women in leadership roles, gender equality and education, and the role of women in cultures worldwide are among the gender issues addressed across all initiatives.

The intellectual life of faculty is aided by course development and enhancement support, research and travel grants, manuscript development, graduate student fellowships and research support, and access to visiting scholars. The Dickey Center annually supports eight postdoctoral fellows in foreign policy and international security, in collaboration with the Dean of Faculty, and Visiting Arctic Fellows from circumpolar nations are regularly in residence.

The Dickey Center’s mission is implemented by the Director, two Associate Directors, ten professional staff, and four faculty coordinators. We also benefit from a Board of Visitors with a wealth of experience in international affairs. Through numerous public events, symposia and conferences, internships and fellowships, residencies by practitioners and scholars, and a newsletter, websites and social media, the Dickey Center seeks to engage the entire Dartmouth community on the vital issues of the day. While we are always considering ways to broaden our audience, both on campus and in

the larger community on diverse issues, we recognize that there are groups with whom we have not fully connected and that this must be a continuous effort. We at the Dickey Center are committed to reaching ever wider audiences. This document outlines our approach.

## **II. Building and Managing a Culture of Inclusivity**

Given the international focus of its mission, the Dickey Center values global exchange, diplomatic dialogue, cross-disciplinary and cross-border research, and intercultural awareness. We develop and support a wide range of activities and opportunities so that our constituencies can engage and learn across differences. Whether in its programs and events or organizational practices, the Dickey Center strives to ensure open communication, fairness and equality, value for differing viewpoints, creative approaches to work and thought, and collaboration.

The following outlines some of the ways the Dickey Center integrates practices with reflection to ensure accountability in regards to diversity and inclusion.

### **a. Work Process and Communication**

- The Dickey Center meets annually for a strategy and planning session that provides all staff and faculty members the opportunity to discuss the next year's priorities. The Director and Associate Directors discuss College-wide as well as Dickey Center policy and program priorities and review fiscal resources. Each programmatic area reviews current programming, shares insights and challenges, and proposes strategies and outreach going forward. The meeting is characterized by open dialogue, individual contributions, small group working sessions, and informal social connections. Staff can also submit questions and suggestions to the leadership team prior to or after the meeting.
- All programmatic areas have the flexibility to design and implement their program portfolios within existing resources, with explicit attention paid to stakeholder needs. It is Dickey Center practice to look for synergies between programs by candidly sharing insights and strategies on successes and shortcoming. These frank discussions have resulted, in some cases, to immediate awareness of and improvements to the diversity and inclusivity of events, programs, and modes of working. They have also resulted in more deliberative long-term program and communication discussions.
- When selecting participants for Dickey Center opportunities—student scholar programs, internships, research fellowships, post-doctoral fellowships, faculty grants, awards, and other selective enrollment opportunities—a decision-making panel of two or more staff/faculty are required. This provides checks and balances, particularly regarding funded opportunities, which assure an equitable distribution of resources.

- When selecting guest speakers and practitioners in residence, input is solicited from faculty, staff, and students. Staff collaborate to identify connection points with the Dartmouth community (i.e., class visits, student meetings, supplemental events, student group meetings, faculty dinners, public talks and exhibitions) so that visiting scholars are connected to a wide range of constituents. The Dickey Center is evaluating how to broaden the opinions, perspectives, and approaches presented, and ways to solicit and select a wider diversity of speakers and types of events.
- When advertising programs and events, the Dickey Center reaches out through various modes of communication including campus email to all faculty, staff and students; a weekly email service; listservs; VOX Daily event listing and Dartmouth Calendar; social media (Twitter, Facebook, Flickr, YouTube); posters; Valley News transaction ads; OrgSync for student groups; and targeted outreach to relevant faculty and community organizations. We have successfully partnered with individual Department and Program Administrators on reciprocal advertising in order to target students we might not otherwise reach.
- The Dickey Center maintains a detailed database of applicants and program participants, and we have access to course enrollment lists for our curricular programs. Using these, we are able to assess the curricular and co-curricular reach of our programs. We also use OrgSync to track event attendance, and use a separate database to track faculty grant applications and awards. These resources could be used in new ways to track other relevant measures of inclusion.
- A Dickey Center staff representative brings relevant information or concerns to IDE's Campus Climate Committee meetings, and reports to Dickey Center faculty and staff on any Committee updates.

#### **b. Professional Development**

- Staff and faculty at the Dickey Center are encouraged to explore on- and off-campus professional development opportunities that enrich their personal and professional life. Regardless of employment status, staff can arrange to take advantage of these opportunities during work hours. Annual performance evaluations/discussions provide a vehicle for discussing aspirations, frustrations, and accomplishments of the previous year, and to establish goals for the coming year.
- For professional development requiring significant funds, staff can propose opportunities that enhance their work and are in line with Dickey Center goals and priorities. Program budgets also include limited funds for staff and faculty to attend conferences or research symposia in their areas of knowledge.

- Dickey Center staff and faculty are encouraged to attend courses at Dartmouth and elsewhere on diversity and inclusion best practices, and to share their experiences at monthly staff meetings. Participation in these and all professional development are noted in annual performance evaluations.
- The Dickey Center recently established a year-round schedule of monthly, supplemental in-house trainings on Title IX, crisis management, judicial affairs, OPAL, risk management, ombudsperson, health and wellness, and safety and security on campus. Any staff or faculty member can propose a topic. In the coming year, staff are committed to exploring some of the painful divides that can occur on college and university campuses, particularly in the areas of race, culture, gender, identity, under-represented minorities, and privilege. A deeper knowledge in this area will help us better meet the needs of our constituents.

**c. Client Service/Outreach**

- To create a sense of welcome, the Dickey Center keeps its main doors open during the day and maintains front desk staffing to assist visitors.
- The Dickey Center has a student lounge open during the week from 8am-5pm. Paid peer advisors help students locate resources for international internships and other learning options. Peer advisors are also available after hours, on weekends, or by phone or Skype, if a student is off-campus, in another time zone, or otherwise unable to come into the Dickey Center.
- The Dickey Center is very conscious of ADA accessibility issues for public programs, since a significant audience for these events comes from local retirement communities. We have also assisted students with wheelchairs, limited hearing, service animals, and communication challenges. Whenever possible, we select event locations with accessible parking and elevators, convenient seating options, and assistive listening devices. We also videotape many of our speakers and post on YouTube for those unable to attend. Working with Classroom Technology Services, Student Accessibility Services, and Conferences and Events, we attempt to accommodate a variety of individual styles.
- Two Dickey Center staff members are qualified administrators of the Intercultural Development Inventory (IDI), an assessment tool used to measure intercultural competency and identify areas for skills development. The assessment and follow-up resources and coaching have been offered to Dickey Center staff, faculty, and student staff. Some staff have also completed a Strengths Quest assessment. Both tools could be utilized more fully.

- The Dickey Center often collaborates with other offices and departments to co-sponsor events that bring experts with diverse opinions on international issues to campus. Additionally, we collaborate on programs such as the Young African Leaders Initiative (YALI), the Forum on Global Learning, Global Dartmouth Dimensions, and orientation sessions.
- The Global Health Initiative consciously builds partnerships across campus to encourage underrepresented students to participate in their programs. For example, partnering with Pathways to Medicine, a program to engage minority students in health-related programs, resulted in higher levels of participation by these students in GHI programs, such as the application writing workshop.
- The Dickey Center is seeking creative ways to encourage a broader spectrum of students to learn about and participate in Dickey Center programs.

### **III. Recruitment/Retention**

When a position opens at the Dickey Center, we work with a campus recruiter to diversify our pool of candidates. We advertise widely and seek out formal and informal ways of sharing position openings (e.g., listservs and collaborator networks). As the Dickey Center grows, and additional human resources become a necessity, we will have more opportunities to diversify the staff.

Within the interview process, candidates are oriented to the Dickey Center's history, purpose, goals and values, but we also seek input from candidates on broadening our awareness and perspectives and bringing new and diverse ideas to the organization. New employees participate in the official Dartmouth College orientation and also receive orientation and training within their Dickey Center program areas. New employees are connected with current collaborators and resources on campus, but they are encouraged to broaden the scope of our partnerships.

Since opportunities for professional advancement are limited at the Dickey Center, internal candidates are also considered for open positions. Within existing positions, Dickey Center leadership tries to balance individual workloads, while developing creative ways to sustain interest and personal and professional growth. When possible, leadership has worked with staff members to redesign job descriptions, revisit position grading and compensation, and arrange flexible work schedules to allow for growth and advancement as well as increase work satisfaction and efficiency.

To encourage community within the organization, Dickey Center staff and faculty schedule team-building activities several times a year. This encourages informal communication across program areas, cultivates collaboration, and acknowledges everyone's hard work. Besides formal IDI and Strengths trainings, discussed earlier, more informal activities have included off-campus lunches and a group cooking lesson

that results in a shared meal. Given the complex family and work schedules of staff and faculty, it can be difficult to come together, but we continue to discuss ways to connect that are convenient, informal, and constructive.

#### IV. **Accountability**

The Dickey Center defines success in the above categories in various ways. We have had high staff retention over the last 5+ years. Student demand for our programs remains high. Faculty and academic departments work with the Dickey Center on curricular programs, events, and graduate student and post-doctoral fellows support. Donors past and present continue to fund a range of our initiatives. However, we are cognizant of significant pressures on the human and financial resources of the Dickey Center created by the growing portfolio of projects. In order to continue our success, and remain open to new initiatives that broaden our perspectives, Dickey Center leadership is working with College leadership and our Board of Visitors to define priorities and create opportunities.

Although the Dickey Center collects general quantitative and qualitative data on some of its programs and initiatives, additional data should be collected in order to assess issues of diversity and inclusion. Staff periodically review program data to glean insights on program impacts, reach, user needs, and cost for value, all of which could be significantly more useful and provide a more accurate profile of our programs with additional data. Our data is collected in a number of ways: participant surveys, attendance and enrollment numbers, focus groups, individual meetings with constituents and partners, student employee debrief discussions, and formal and informal feedback received throughout the year.

Great Issues Scholars (GIS), the Dickey Center's flagship program for first year students, regularly surveys participants and student staff to gauge the level of satisfaction and solicit program suggestions. While the majority of comments have been very positive, the survey has resulted in useful feedback for expanding the breadth of perspectives presented. Student Programs also invites students from GIS and student organizations to informal meetings to discuss their concerns and to encourage social connections between students. Also, the Institute of Arctic Studies surveyed a large public event, which had a diverse audience (faculty, staff, community), on location, scheduled start time, accessibility, and topical interest. This resulted in changes to event planning, and also increased the number of events videotaped for broadcast online later.

For curricular offerings, we rely on course evaluations to formally assess course materials and professor effectiveness. The International Studies Minor Steering Committee monitors enrollment numbers for core courses and has worked with departments to offer additional sections of high demand courses. They also review the content of core and approved elective courses to assure that it represents multiple viewpoints, is interdisciplinary, and is accessible to all students. When there are concerns, the committee reviews course requirements and considers alternative courses that allow students to meet academic requirements (e.g., if a student has a disability that waives his or her language requirement, they can take a second elective course in place of an advanced foreign language course).

The Dickey Center has an on-going goal of making sure funded opportunities are open to students regardless of financial need, athletic participation, paid-work requirements, or country of citizenship. Program design, types of opportunities offered, and amount of funding are reviewed each year to attempt to maintain fair practices and decision-making.

Going forward, we plan to consider additional ways to assess our level of diversity and inclusion, including focus groups, expanded surveys, and increased student and staff input. We cannot reach a greater awareness without outreach to multiple groups and an invitation to share their insights and experiences.

## V. **Conclusion**

The Dickey Center for International Understanding was founded on the charge “Your business here is learning.” We are always considering ways to enhance that mission for students, faculty and staff alike. We aspire to be a leader in making the ability to learn and grow a reality for all.



## Dartmouth College Library

### **I. Dartmouth College Library Overview**

Dartmouth College Library is deeply committed to Dartmouth's diversity, inclusion, and social justice goals.

The Library supports the research and scholarship of thousands of individuals, both within and outside the Dartmouth community, locally and globally, every day. The Library employs approximately 400 individuals (including 225 student employees) all of whom are committed to the principles of fairness and equal access to information for all. We believe each user of the Library is unique and significant. We aspire to provide the best possible user experience and maintaining a comfortable, welcoming, and safe environment for study, research, work, reflection, and interaction. Not only is the Library committed to these important goals, we are uniquely placed to champion these causes given the rich history and foundational professional ethics and values we can draw upon from national and international library organizations.

#### **a. Definitions**

- Diversity: The spectrum of human qualities both individual (e.g., personality, learning styles, and life experiences) and group/social (e.g., race/ethnicity, class, sex, gender identity and expression, sexual orientation, national origin, citizenship and ability as well as cultural, political, religious, or other affiliations).
- Inclusion:
  - i. Encouraging people to bring their unique contributions to the workplace: voices, perspectives, decision-making, and creativity.
  - ii. Ensuring and enhancing access to opportunities, engagement, communication, information sharing and decision-making.
  - iii. Cultivating an environment that encourages collaboration and learning from differences, flexibility, fairness, and equal opportunity.

### **II. Building and Managing a Culture of Inclusivity**

We have intentionally identified target action items, which will have broad, deep, and lasting impacts for the Dartmouth community in support of improved diversity, inclusivity, and accessibility.

#### **a. Physical Spaces and Accessibility**

The Library provides safe, welcoming, inclusive, and accessible physical spaces for all users.

- Work with campus and other diversity and accessibility partners to assess the libraries' physical spaces.
- Work with campus planners and diversity partners to revise directional building signage, incorporating accessible and welcoming language and

symbols; to revise bathroom signage, where appropriate, to indicate gender-neutral facilities.

- Appoint a task force to review and improve facility accessibility information on the Library's website.

**b. Recruitment, Development and Retention**

The Library incorporates into all recruitment, development, and retention efforts policies and activities to ensure a workplace environment that fosters diversity, respect, and a spirit of inclusiveness.

- Collaborate with Human Resources and the Office of Institutional Diversity and Equity to embed training on unconscious bias and recruiting ethics into all recruiting processes.
- Provide inclusive work environment training for all staff supervisors and student supervisors (utilizing the DartSmart leadership workshop series).
- Develop programming to foster staff application of individuality, originality, and unique talents and skills, in their work.
- Encourage and support staff talent through professional development, mentoring, the Magenau Award, leadership opportunities, etc.
- Assess the Library staff central SharePoint site for accessibility and make appropriate adjustments.
- Cultivate an awareness of diversity issues by encouraging staff to participate in community and Dartmouth activities that engage in the sharing of ideas and the broadening of perceptions.

**c. Collection Access and Public Services**

The Library utilizes both financial resources and partnerships to continue to build user-centered access to deep, rich, and diverse collections supporting research and scholarship.

- Engage with campus diversity and accessibility partners to develop and deliver communication training for Library staff on working with, and serving, individuals with cultural and ability differences.
- Create accessible and welcoming usability-designed digital spaces throughout the Library's web presence.
- Special Collections will seek to acquire, preserve, and make available research materials that represent marginalized or previously silenced groups or issues in the Dartmouth and regional community.

**d. Teaching, Learning, and Public Programs**

The Library creates teaching environments and instruction designs that facilitate learning by all equally, believing that diverse perspectives and experiences enrich learning.

- Appoint a task force to look at how we think about and plan public events, exhibits, etc., in relation to diversity and accessibility, and provide guidelines for future program planning.

- Engage in ongoing training and discussions regarding diversity and inclusion in library pedagogy (e.g., training in universal instruction design, implicit bias awareness, etc.).

### **III. Assessment and Accountability**

With this Diversity and Inclusion Plan, Dartmouth College Library charts a set of bold and ambitious action items - trackable assessment measures and accountability for the Plan will be required to gauge success.

- The Library will discuss and define what success will be for each major component of this Plan. These discussions will take place as action items are initiated.
- Once success has been defined, we will create a system of measures (where possible) to aid in our assessment of the Plan.
- Accountability for this Plan rests with the Library's Director of Management Services.
- The Plan will be reviewed annually.

## Master of Health Care Delivery Science

### **I. Department Overview**

The Master of Health Care Delivery Science (MHCDS) program staff supports the faculty, students, prospective students, and alumni of the MHCDS program. We are a staff of 13 (11.2 FTEs) in 3 functions: technical support, curriculum support, and admissions/student/alumni services.

### **II. Building and Managing a Culture of Inclusivity**

#### **a. Professional Development**

Current: Professional development is a topic during all performance review conversations, and professional development budget is available to all. In a typical year, at least half the staff attends a professional conference, and many take advantage of online conferences and Dartmouth trainings. A number of staff have completed or are completing degree programs using Dartmouth's TAP and, in some cases, additional departmental support. Regarding professional development related explicitly to issues of diversity and inclusion, staff members are notified of, and encouraged to attend the annual events celebrating the legacy of Dr. Martin Luther King, Jr. In the past year, the program director and at least one other staff member have attended sexual harassment first responder trainings here at Dartmouth, and the program director has attended Title IX training and implicit bias training.

Planned: Work with HR Training & Development to bring at least one workshop on communication (e.g. Difficult Conversations) to our team.

#### **b. Client Service/Outreach**

Current: Much of our work takes place online, which increases the accessibility of our workplace as well as the accessibility of the education we provide. With regard to online ADA accessibility, we have worked to understand and plan for the accommodations we might need to make for a student who was vision- or hearing-impaired, and stand ready to implement those accommodations when the occasion arises.

Planned: Audit the physical accessibility of our residential sessions and create a plan to address any deficiencies.

### **III. Recruitment/Retention**

Current: We follow suggested HR procedures throughout the hiring process. New managers are trained on behavioral interviewing techniques. We believe very strongly in flexible working arrangements and consider ourselves a "remote-enabled" workplace. One staff member regularly works from home a few days each week, and all staff members do so on occasion.

Planned: HR now offers to conduct initial phone screens of candidates; we will take advantage of that service on any future hires.

**IV. Accountability**

In end-of-year self-assessments, MHCDS staff will report activity related to diversity and inclusion, including attendance at Dartmouth programs, events, and trainings, and reflect on the extent to which it impacted their work.

## Sustainability Office



### **I. Department Overview & Mission**

The Dartmouth Sustainability Office challenges and empowers Dartmouth College and our students to solve the human and environmental problems presented by a rapidly changing planet. We do this via hands on learning, building inclusive community, and transforming campus operations.

The Office consists of 5 full time employees and ~35 student employees who work on implementing various projects across campus. The Office offers a number of extracurricular & co-curricular programs aimed at equipping undergraduate students with skills to address sustainability challenges. We also work with faculty to support integration of sustainability into the curriculum & their research, and staff who are connected to the oversight and implementation of Dartmouth's operational system.

Sustainability problems are systemic and multi-faceted. Therefore, diverse points of view are necessary for generating effective solutions. As part of our vision for successfully carrying out our mission statement, we imagine a Dartmouth where diverse interdisciplinary groups of students, faculty, and staff come together to develop solutions that are just, equitable, and available to all people. Additionally, we envision a future in which campus operations are reimagined to prioritize human and environmental wellbeing.

Our office has a core set of values that we use to govern our interactions with end-users. Among these values are:

- a. We collaborate, value new ideas, and will fearlessly try new things.
- b. We embrace challenging conversations and contrary points of view.
- c. We value pausing for reflection as well as learning from mistakes and from each other.
- d. We actively create an office where everyone feels welcome and safe, values individual wellbeing and happiness, and works with a sense of team adventure.

## **II. Building and Managing a Culture of Inclusivity**

### **a. Work Process and Communication**

- Action Item:
  - Integrate specific inclusivity language into Office mission, vision, and values statement. Review this language and assess progress during annual strategic planning team meetings (end of spring term, beginning of fall term, winterim).
    - Progress:
      - August 2016: Inclusivity language included in Office mission, vision, and values statement. Language reviewed by office staff in August & December 2016, posted on website, and distributed to all students.
- Action Item:
  - Drive diversity, inclusivity and social justice efforts from the top down into all of our programs. Make inclusivity & diversity efforts and progress an agenda item at a minimum of 1 staff meeting per month (staff meetings occur weekly).
    - Progress:
      - Fall Term 2016 & Winter Term 2017: Inclusivity programming, staff learning, and feedback from students has been discussed in at least 3 staff meetings + two additional staff gatherings to review intern debrief forms.
- Action Item:
  - Integrate language into all positions beginning at Director level.
- Action Item:
  - Encourage employees to attend campus events, eat in dining halls on campus, and visit student spaces. Senior staff should model this behavior and share events that staff are strongly encouraged to attend directly - e.g. MLK celebrations, Inauguration Week Panels, Resistance Workshops, Community gatherings & presentations. Make space in staff schedules to do this. Set a standard/expectation

for attending at least one Inclusivity/Diversity related event in a month -- a student organized event, theater production or film, outside speaker, training hosted by IDE.

- Progress:
  - Winter 2017: Information shared with office staff about Inauguration Week Panels, MLK events, Climate Justice webinar, Resistance Workshop and at least one member was at each of these events.
- Action Item:
  - Develop specific learning outcomes for core student engagement programs. Include ability to collaborate with a diverse range of stakeholders & across difference and ability to incorporate diverse perspectives into conversations and proposed solutions. Communicate these learning outcomes to students clearly during application process.
    - Progress:
      - September 2016: Learning outcomes incorporating inclusivity drafted and integrated into Sustainability Office Internship Program and Ecoreps Program. These learning outcomes were shared along with position descriptions.
      - January 2016: Learning outcomes per above developed for Sugar Crew spring break program and shared as part of application process.
- Action Item:
  - Include inclusivity language in all student staff position descriptions. Include a specific question about fostering an inclusive environment and conducting outreach to underrepresented groups on campus on internship application. Make it clear that possessing the desire and skills to integrate inclusivity into sustainability work and to actively focus on outreach will be strongly considered as a value sought in our hiring processes and selection of students for various sustainability programs. Follow up with specific questions focused on these goals in student interviews. Finally, include assessment questions on debrief form asking students to evaluate how they did address inclusivity and diversity as part of their position.
    - Progress:
      - Fall 2016: Language integrated into internship positions, application, interview script, and debrief forms.
- Action Item:

- Review and discuss Inclusivity & Diversity Action Plan at annual All-Intern Retreat and revisit this discussion during one all-intern dinner a term.
  - Progress:
    - September 2016: Plan discussed at All Intern Retreat.
    - January 2016: Plan revisited & reviewed at All Intern Dinner. Interns participated in a brainstorming activity to select one action that they would commit to collectively to broaden their outreach on campus and experience difference in a new way.
  
- Action Item:
  - Designate one Sustainability Fellow (staff position in Office) to be a point person from within the Sustainability Office staff to motivate efforts and hold each of us accountable to fulfilling our mission. This individual will actively seek out and compile resources for staff to reference. Will ask questions, organize events focusing on inclusivity, inform staff and students of activities around campus etc. Individual will directly engage with race, gender, class and similar social issues that arise on campus, will actively foster connections to students, faculty, & staff from underrepresented communities, and will raise questions and ideas for how our office can do better on a weekly basis.
    - Progress:
      - August 2016: Appointed the Sustainability Fellow, to be the point person from within Sustainability Office staff who motivates efforts and hold our team accountable to carrying out the to-dos of our Action Plan. The fellow has met with a wide range of faculty and staff on campus to discuss best practices, compile resources, and build connections.
      - October 2016: The fellow participated in a Pre-Conference Workshop at AASHE titled “Developing and Implementing a Critical Social Justice Lens for 21st Century Campus Sustainability Work.” They shared key takeaways with office staff.

**b. Client Service/Outreach**

- Action Item:
  - Sustainable Dartmouth Senior Internship will continue to focus on organizing termly events (such as panels, feeds, trainings, storytelling events, and lectures) that foster friend-making and community building in addition to events that educate our

community on both how sustainability works at Dartmouth (energy, waste, water use etc.) and on how it is connected to social justice issues.

- Progress:
  - Fall 2016 & Winter 2017: Hosted 5 All Community Brunches in the Sustainable Living Center, these were open to campus.
  - Fall 2016 & Winter 2017: Hosted 3 All Ruckus Community Dinners (1 upcoming on 3/7)
  - Fall 2016 & Winter 2017: Hosted 4 Ruckus Dialogues on Arthur L. Irving Institute for Energy & Society, waste system at Dartmouth, feedback on Sustainability Inclusivity & Diversity Plan, and MLK Day events
  - Winter 2017: Upcoming Human Faces of Climate Change (2/28)
- Action Item:
  - Provide opportunities and spaces for members of the sustainability community to receive training and engage in dialogue on the intersectionality of sustainability with other issues, social justice, and environmental racism. Educate students in our community on how to engage in dialogue and collaborate with people from different communities.
    - Progress:
      - October 2016: Offered Speak Up Workshop from OPAL to all students involved in sustainability. 15 students in attendance.
      - January 2017:
        - Mandatory Climate Justice training for Intern Team with East Michigan Environmental Action Council. 25 students in attendance.
        - Offered Speak Up Workshop from OPAL to all students involved in sustainability. 10 students in attendance.
        - Have disseminated information and strongly encouraged students to attend MLK week events & Call to Action Workshops hosted by Dartmouth Action Collective.
      - February 2017: Collaboration on 2 House Communities Dinners & 2 Speed Stories events with Tuck Center. Discussions focused on race, identity, and ethical living.
      - Forthcoming Spring 2017: Developing workshop for spring with East Michigan Environmental

Action Council and peer offices on different strategies for activism (DSC, Tucker, OPAL).

- Action Item:
  - Collaborate around "big weeks" with partner offices on campus - e.g. OPAL & Pride, NAD & PowWow, Sustainability Office & Earth Week. Create overlapping events that communicate intersectionality of these issues.
    - Progress:
      - January 2016:
        - Created Social Justice Mini Committee in larger Earth Week Planning Committee. Working with PRIDE & NAD to coordinate Earth Week activities and streamline/connect messaging.
        - Organizing series focused on the Dakota Access Pipeline (DAPL) for spring term. Will include a booth at PowWow on DAPL, a speaker at Sustainability & Social Justice Dinner who focuses on the issue, and sharing images/hosting a photographer who has spent time at protest site.

### c. Communication & Transparency

- Action Item:
  - Keep student sustainability community apprised of our efforts and progress through a termly email to Ruckus (student listserv) that updates on Inclusivity Action Plan progress.
    - Progress:
      - September 2016: Progress update sent to Ruckus listserv
      - February 2016: Progress update sent to Ruckus listserv
- Action Item:
  - Encourage feedback from students via Sustainability Office Hours, on Ruckus, at Intern Dinners, at Green Groups Directorate Meetings & Green Group Feeds, through individual appointments with Office staff, regular anonymous surveying of student community, and during Ruckus Dialogues. Host Ruckus Dialogues in response to controversial events on campus or upon request from students.
    - Progress:
      - Fall 2016 & Winter 2017: Spaces mentioned above have consistently been offered throughout the term. Interns surveyed in December via comprehensive

debrief form that included questions about inclusivity, diversity, and feeling welcomed in our community.

- Action Item:
  - Expand advertising techniques. Send all events to Campus Listserv in addition to Ruckus listserv. Build a communications check list that encompasses the wide range of communication strategies to employ. Make as many events as possible free and centrally located on campus. Host events in different spaces that are comfortable for different communities.
    - Progress:
      - Winter 2017: Communication tool/check list in progress to insure and track consistent advertising of all events across all groups.
  
- Action Item:
  - Make Inclusivity Action Plan, Mission statement, Events, & Program Applications publically available on our website and send to students once a term via the Ruckus listserv.
    - Progress:
      - Winter 2017: Materials sent to Ruckus listserv. Space created on new website for Inclusivity Action Plan (anticipated for May 2017).

### **III. Staff Recruitment/Retention**

- Action Item:
  - Include inclusivity work in all future job postings.
  
- Action Item:
  - Expand advertising of positions open in office. Draw on colleagues at peer institutions, in IDE & HR's Talent Acquisition team, and on professional networks to expand reach and broaden applicant pool.
  
- Action Item:
  - At interview level, be sure that list of interviewed applicants includes people of diverse gender, race and geographic location.
  
- Action Item:
  - Broadly advertise student staff positions on campus. Post positions on Dartboard, participate in Student Job's Fair. Encourage past and present interns to nominate peers for positions.
    - Progress:
      - Fall 2016: Tabled at Student Job's Fair.

- Action Item:
  - Encourage staff to attend professional development and networking opportunities that may extend beyond traditional campus sustainability gatherings. Enable staff to attend rallies and political actions of personal significance.
  
- Action Item:
  - Continue to build a culture that values difficult dialogue and acknowledgment of difference within office meetings, lunch gatherings, etc. Conduct weekly check-ins for staff in which they can provide & receive feedback.

#### **IV. Accountability**

- Action Item:
  - Continue to inform ourselves and reach out to different offices and individuals who are more knowledgeable than us in this area.
    - Progress:
      - Spring 2016: Met with colleagues from Rockefeller Center, Tucker Center, African and African American Studies, and students involved in social justice movements. Had two staff members participate in Inclusive Excellence Working Groups. 3 staff members attend IDE workshops with Lee Mun Wah.
      - Fall 2017: Communicated with leader of Tuck Elevate, and leaders of Just Transition movement in Vermont and Rhode Island. Met with colleagues from OPAL and Office of Student Life.
      - Winter 2017: Met with colleagues from Tucker Center and Dartmouth Center for Service.
  
- Action Item:
  - Receive feedback through annual surveys to Ruckus, termly surveys to student staff, and focus groups about students' experiences with the Sustainability Office. Ask for specific feedback on interactions with staff, experiences in sustainability spaces, communication methods, etc.
    - Progress:
      - Spring 2016: Survey sent out to Ruckus listserv and reviewed feedback. Mandatory intern debrief form sent and evaluated.
      - Fall 2016: 3 Focus groups organized to ask questions in depth about Office's approach. Mandatory intern debrief form sent and reviewed by all staff. Hosted optional midterm check-ins with interns asking about challenges and strengths of internship program, interactions with staff, goals they wanted to accomplish.
      - Winter 2017: Hosted optional midterm check-ins with interns.

- Action Item:
  - Seek feedback from collaborating offices (FO&M, OPAL, Wellness, Center for Service, Tucker etc).
  
- Action Item:
  - Understand who we are reaching by counting attendance at events, number of applicants, demographic information of applicants, etc. Develop tool to track this information and compare over time.
    - Progress:
      - Fall 2016: Reach of office ranged from 5 people at small gatherings (e.g. coffee chats with alumni, Office Hours, etc) to ~250 at larger events (e.g. Harfest). 43 Internship applications, 25 EcoRep applications.
      - Winter 2017:
        - Reach of office ranged from 5 people at small gatherings (e.g. breakfast with alumni, Office Hours, etc) to ~200 at larger events (e.g. Fresh).
        - Staff have personal connections with ~40 students in any given term (except summer).
  
- Action Item:
  - Quantify how staff members and/or office programs are serving Upper Valley community.
    - Progress:
      - Spring 2016 & 2017: Sugar Crew Students volunteer at annual Vershire Pancake Supper.
      - Summer 2016 & Fall 2016: Claremont Soup Kitchen Partnership & CSA Program with the Organic Farm. Hosted two gleaning events open to entire Dartmouth community at Organic Farm.
      - All terms: Staff participate in monthly Sustainable Hanover conversations. Co-sponsored 3 events with committee in 2016 and supported several others via advertising.
      - Fall 2016: Hosted Staff Sustainability sale and Non-Profit Donation day at Sustainable Moving Sale Warehouse.
  
- Action Item:
  - Encourage employees to participate in volunteer time-off program with United Way. Organize volunteer day for all office staff to participate in together.
  
- Action Item:
  - Develop accountability mechanisms to assess integration of inclusivity and diversity efforts into all roles in the office (Staff).
    - Progress:

- Fall 2016 & Winter 2017: Inclusivity integrated into staff meeting agenda regularly. Every staff member attended at least one inclusivity-related event per term. Will increase this to one event/month. Staff monthly learning lunches included inclusivity and social justice as main discussion topic.
- Action Item:
  - Develop formal structures, data driven structures for assess progress.
    - Progress:
      - Fall 2016: Termly intern survey populated with new questions to generate data.
      - Winter 2017: Evaluated Balanced Scorecard as assessment tool for Office's progress.

## **Technology Transfer Office**

### **I. Department Overview**

The Dartmouth College Technology Transfer Office serves as a focal point of interaction between industry and academic research on Dartmouth campus by transferring technology, originated in the College and its professional schools, to the private sector for the benefit of the general public and by contributing to the educational, research and public service missions of Dartmouth College.

Patenting and licensing of inventions originated in the College and its professional schools comprise the largest share of Technology Transfer activities and follows guidelines established by our office. Industrially sponsored research agreements, including SBIRs and STTRs, material transfer agreements, non-disclosure or confidentiality agreements, state business assistance programs, and various other issues concerning academic collaborations with industry, also come under Dartmouth Technology Transfer's purview. In addition, Technology Transfer must distribute the proceeds from revenues of licensing.

Users of our services are faculty, staff, students, companies, and the local ecosystem.

### **II. Building/managing a culture of inclusivity**

#### **a. Work Process and Communication**

We have been trying to have broader reach by revising our website, trying to pilot a LinkedIn site, using VOX and Synergy.

#### **b. Professional Development**

Each year, the Director works with each individual to determine professional goals for the individual as well as the office goals to determine the best choices for professional development. Together, the Director and individual agree on goals and the professional development courses, conferences, or skill building to help achieve individual and office goals. We are committed to the professional development of each staff member.

#### **c. Client Service/Outreach**

We have been presenting to many of the schools and departments on an as needed basis. In addition, we have been providing educational sessions about commercialization. We have these events in the locations of our stakeholders: near Thayer, near the medical school, and in Lebanon near other key departments. We try to provide a variety of speakers from relevant industries and have also tried to include diverse speakers (we are trying to have a female CEO and venture capitalist talk about commercialization). We have found that our I-Corps program has many female participants and we believe it is because we have female instructors and we have been trying to recruit teams to participate.

### **III. Recruitment/Retention**

Because of the small size of our office, we carefully consider each of the applicants. They are screened using a standard set of questions by our recruiter addressing relevant experience, emotional intelligence, and interpersonal skills. We value different voices and thinking within our office, but in a way that is respectful and collaborative. We consider the professional objectives of each member of the group and work on an annual plan that we check throughout the year to ensure development and goals. Performance reviews are done on an annual basis and goal setting is done for the next year.

### **IV. Accountability**

Technology Transfer works with the OETT to ensure that our goals are aligned and the services that we are providing are working for the community. Each year we set goals and review them during the year. We have also done a survey to our community seeking feedback from our users.



## University Press of New England

### **I. Department Overview**

UPNE is a department of Dartmouth College that operates as a business with a mission to publish books and make available to the broader public the full range and value of research generated by university faculty.

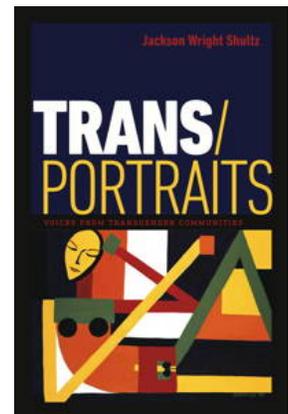
UPNE has a staff of 24 in four functional areas: editorial acquisitions, design & production, marketing & sales, operations & customer service. There are 14 women and 10 men. Two of five senior management are women. All middle managers are women. Employees range in age from recent college graduates to those nearing retirement.

Our books are sold through wholesalers and retailers, in brick and mortar stores and online, in print and electronic form, to individuals and libraries in both the United States and internationally.

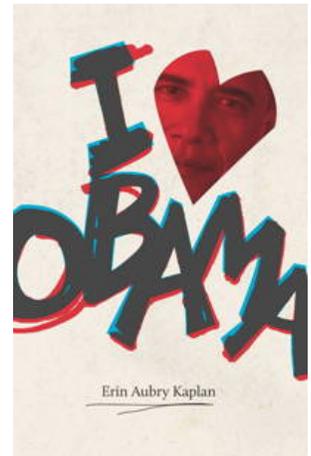
### **II. Building/maintaining a culture of inclusivity**

UPNE exists to serve the academic community by publishing and disseminating the results of a wide range of scholarly research. Many of our titles focus on ethnic diversity, gender studies, Native American and African American culture, religious diversity, and global perspectives. At the same time many of our books appeal to a wider audience and bring new perspectives to a diverse group of readers. Here are a few examples:

- a. In *Trans/Portraits: Voices from Transgender Communities* Jackson Shultz records the stories of more than thirty Americans who identify as transgender. From historical descriptions of activism to personal stories of discrimination, love, and community, these touching accounts of gender transition shed light on the uncharted territories that lie beyond the gender binary. Despite encounters with familial rejection, drug addiction, and medical malpractice, each account is imbued with optimism and humor, providing a thoughtful look at the daily joys and struggles of transgender life. [Find it here.](#)

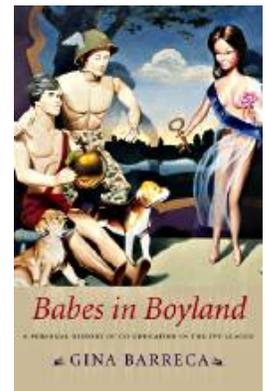
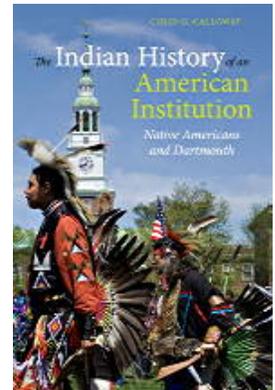


- b. In *I Heart Obama*, Los Angeles Times award-winning journalist Erin Aubrey Kaplan offers an unapologetic appreciation of our highest-ranking “First” and what he means to black Americans. In the process, she explores the critiques of those in the black community who charge that he has not done enough, been present enough, been black enough to motivate real change in America. Racial antipathy cloaked as political antipathy has been the major conflict in Obama’s presidency. His impossible task as an individual and as a president is nothing less than this: to reform the entire racist culture of the country he leads. Black people know he can’t do it, but will support his effort anyway, as they have supported the efforts of many others. Obama’s is a noble and singular story we will tell for generations. *I Heart Obama* looks at the story so far. [Find it here.](#)



Additionally, UPNE has published many titles of interest to a diverse Dartmouth community. A few include:

- a. *The Indian History of an American Institution: Native Americans and Dartmouth* by Colin G. Calloway. A fascinating picture of an elite American institution and its troubled relationship—at times compassionate, at times conflicted—with Indians and Native American culture. [Find it here.](#)
- b. *Babes in Boyland: A Personal History of Co-Education in the Ivy League* by Gina Barreca. Offering a frank and observant look at gender, education, and identity at a critical juncture in the author’s—and America’s—development, *Babes in Boyland* brings to life a pivotal moment in the history of co-education. It was a time in which hostility to women was still rife (fraternity house banners at Dartmouth read “Better Dead than Co-Ed”), but one that promised equal education to promising young women. [Find it here.](#)



**a. Work Process and Communication**

UPNE publishes many books for a diverse audience. Our process requires peer review, comment, and evaluation at many stages along the way. We intentionally seek out a diverse group of professionals for readers, reviewers, and series editors as appropriate for particular projects.

In terms of internal work processes and communication, we strive through a series of formal and informal meetings to address topics of professional interest (such as the landscape of twenty-first century publishing), as well as more personal concerns. For

example, CPR training was offered last spring to interested staff and we have encouraged participation in Dartmouth Wellness goals.

**b. Professional Development**

Over the course of the upcoming year we will encourage the management team and staff to explore training opportunities with Dartmouth's Office of Institutional Diversity and Equity. The many workshops and book groups available will be a chance to explore diverse ideas and values.

**c. Client Service/Outreach**

UPNE contributes to the variety and diversity of cultural expression at a time of global mergers and consolidation in the media industry. We give voice to minority cultures and perspectives through pioneering publication programs in religious, ethnic, racial, gender, and sexual studies. We help to preserve the distinctiveness of local cultures through publication of works on the New England region. We bring the work of international scholars and writers to English-language audiences by commissioning and publishing works in translation.

UPNE offers publishing services to smaller publishers and non-profit institutions through its Book Partners division. This service offers places that would be unable to publish on their own a voice in the marketplace. Clients include several small poetry publishers, such as Four Way Books, publisher of *Digest* by Gregory Pardlo, winner of the 2015 Pulitzer Prize in Poetry, other small university presses, such as Carnegie Mellon University Press, and numerous museums throughout New England.

**III. Recruitment/Retention**

As opportunities present themselves in new hiring and promotion, UPNE will make every effort to explore broadly a pool of diverse candidates and make decisions that are inclusive and supportive of Dartmouth's diversity goals.

**IV. Accountability**

UPNE attends three Board of Governors meetings per year comprising senior administrators at our parent universities along with two professional publishing advisors from Ivy league universities. These advisors help to shape our publishing program. At times, we have brought in outside consultants, including the directors of NYU Press and MIT Press to evaluate our strategies in the publishing industry.

In terms of our internal workings, we take the annual performance review process extremely seriously. All managers meet individually with their staff to foster honest two-way communication and set goals.

**Many thanks to all  
who put time, effort and commitment  
into making this plan possible.  
To the writers, researchers, proof readers  
and many others,  
Thank you!**

**We hope this document will be  
a useful guide and inspiration  
for the Office of the Provost  
and other units across  
Dartmouth.**

*Office of Institutional Diversity and Equity*



*Photo credit: Joshua Renaud '17, Eli Burakian '00, Joshua Mehling '69, Robert Gill, Sigang Chen '17*