

ANNUAL REPORT

President's Commission on Inclusivity Report for 2019-2020



From Dickinson's website:

[One Year in: Checking in With Dickinson College's President's Commission on Inclusivity](#)

As with all of the college's activities in the 2019-20 academic year, the activities and ambitious goals of the President's Commission on Inclusivity were interrupted by COVID-19. The spread of COVID, followed by George Floyd's death which sparked a global movement against police violence and global white supremacy, has only heightened our resolve at Dickinson to create a more just and equitable community on our campus. It was a year of action, growth, reflection and change. Our commitment to this work is unwavering.

Co-chairs: Brenda Bretz and Samantha Brandauer

Members: Jeremy Ball, Katherine Barter '20, Donna Bickford, Kaliph Brown '20, Sam Halpern '22, Jess Howard, Donna Hughes, Marni Jones, , Erica Lawrence, Liz Lewis, Kat Matic, Amy McKiernan, Connie McNamara, Dennette Moul, Santiago Anria, Sarah Niebler, Rachel Prince '21, Maria Ritchey, Kat Pham '21, Andres Salazar '21, Amaury Sosa, Vincent Stephens and Stephanie Teeuwen '20

Reminder - the purpose and scope of PCOI:

Serve as a resource for the faculty, staff, and students in their respective responsibilities to meet the college's goal to be inclusive,

Be empowered to make recommendations to the appropriate all-college governance bodies,

Direct and monitor our progress toward achieving our goal to institutionalize inclusivity.

Focus of 2019-20

With a completed Inclusivity Strategic Plan in place, the 2019-20 year started with a clear focus on:

Goal #2: Expand and deepen learning and skill development for all members of the community.

Additionally, the PCOI focus this year will be on charge (3) monitoring and advancing work on the goals outlined in the strategic plan.

2019-20 Subcommittees and their goals

With a large commission we continued the bulk of our work in subcommittees. The chairs of the subcommittees meet bi-weekly with the co-chairs of PCOI. Our intention for this change was to provide a structure to move forward quickly on those items that subcommittees deemed important.

Assessment Subcommittee – Brenda Bretz, Chair

Members: Angie Bower, Bethany Parliament Chevalier, Angie Harris, Liz Lewis, Dennette Moul

- Develop programmatic assessment for the initiative, determining what success looks like and how/when we will measure progress.
- Develop baseline for campus assessment, using a model of best practice
- Analyze results of the student climate data and employee climate survey.

Curriculum Subcommittee – Jeremy Ball, Chair

Members: Brian Atkins, Donna Bickford, Kaliph Brown '20, Marni Jones, Liz Toth, Liz Lewis, Kat Matic, Cody Rosenbarker, Anne Stewart

- Enhance coordination of programming into a curriculum for students, faculty and staff with shared learning outcomes that will include introductory, intermediate and advanced opportunities targeted to various aspects of diversity/inclusivity/intercultural learning, to include:
 - Healthy Masculinities
 - Implicit bias awareness and workshops
- Recruit presenters for new workshops/events/programs.
- Propose programming for alumni/ae.

IDI/Qualified Administrator (QA) Subcommittee – Katie DeGuzman, Chair

Members: Sam Brandauer, Angela Bower, Sonja Paulson

- The work of this subcommittee has been tabled for now as we reassess the value and purpose of using the IDI at Dickinson.

Student Subcommittee (will only meet when Student Senate has questions or concerns) – Sam Brandauer, Chair & Kat Pham, Co-Chair

Members: Brian Atkins, Katherine Barter '20, Kaliph Brown '20, Sam Halpern '22, Angie Harris, Andres Salazar '21-abroad, Stephanie Teeuwen '20

- Serve as a liaison between the Student Senate Subcommittee on Inclusivity and PCOI.
- Review action items and proposals that come to the PCOI when a student lens is needed

Communication Subcommittee – Connie McNamara, Chair

Members: Angie Barone, Amy McKiernan, Dennette Moul, Maria Ritchie, Sam Halpern '22

- Develop a strategy for marketing the Commission and its work both on and off campus.
- Identify appropriate venues for op eds, articles, etc.
- Develop a plan to communicate our leadership role.

Underrepresented Faculty & Staff Subcommittee – Sarah Niebler, Chair

Members: Bridget Burnhisel, Jeannette Diamond, Donna Hughes, Erica Lawrence, Amaury Leopoldo Sosa, Kim Masimore, Nidia Werner

- Identify issues related to invisible service and propose remedies.
- Develop a mentoring program

Inclusivity Reading/Research Subcommittee – Vincent Stephens, Chair

Members: Donna Bickford, Jess Howard

- Conduct on-going research and literature reviews of relevant policies and actions
- Share best practices and learning of our D&I policies and actions with higher education community

PCOI Actions taken during 2019-20

Reviewed, analyzed and compiled Campus Climate Survey results

- Compiled and sent the comments dealing with course evaluations to the FPC subcommittee.
- Compiled and sent the comments that dealt with additional opportunities for common gatherings and space to the Space Planning Committee and the special group that is working on the HUB.

The goal for this year was to share with the community initial information about who took the survey and a finding regarding belonging/community and ask the question:

“How do we understand these results and how can we build community?”

Prepared presentation of results and themes from the Climate Survey for the Town Hall Meeting in January – put on hold due to Title IX updates needed at Town Hall taking priority

Prepared session led by PCOI members and subcommittee member to facilitate Climate Survey focus meetings – put on hold.

- Tuesday, March 17 at 11:00 – Jessica Howard and Maria Ritchie
- Monday, March 23 at 1:00 – Samantha Brandauer and Katie DeGuzman
- Thursday, March 26 at 2:00 – Marni Jones and Kim Masimore

Building community.
TOGETHER.

We live

IN A DIVERSE AND INTERCONNECTED WORLD. We interact with cultures and worldviews that differ from our own and learn from those experiences. **WE HONOR ALL RACES, GENDERS, GENDER EXPRESSIONS, SEXUAL ORIENTATIONS, ABILITY TYPES, SOCIO-ECONOMIC AND RELIGIOUS AFFILIATIONS AND POLITICAL LEANINGS.** We challenge traditions and assumptions to instill an equal balance of power to eradicate oppression. **WE STRIVE TO EMPOWER EACH OTHER.** We ask critical questions. **WE FOSTER AWARENESS-RAISING DIALOGUE.** We seek to ensure all our members feel welcomed, valued and have equitable opportunities to thrive. **WE ENDEAVOR TO CREATE AN INCLUSIVE CAMPUS EVEN THOUGH IT IS AN ON-GOING, COMPLEX PROCESS.** We are patient with one another and encourage personal growth regardless of our comfort level. **WE HAVE A RESPONSIBILITY TO DEVELOP OUR OWN PERSONAL INTERCULTURAL SKILLS RANGING FROM SELF-AWARENESS AND RECOGNITION OF DIFFERENCE TO INFORMED ACTION AND ADVOCACY.** We recognize this process is individual and communal. **WE REFUSE TO ACCEPT THE STATUS QUO.** We seek a working and learning environment in which everyone has equitable opportunities for excellence. **WE EMBRACE OUR DIVERSITY OF IDEAS, PERSPECTIVES, BACKGROUNDS, VALUES AND CULTURES.** We strive not for perfection, but for excellence—**IN ALL THAT WE DO DURING THE COURSE OF OUR DAILY LIVES.**

ALL are welcome here.

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Inclusion

MEANS

ALL OF US

Created inclusivity posters and buttons to help with PCOI communication strategies.

Created Guidance on Inclusivity Education and Actions

- This document is intended to provide goal-setting guidance for any member of the Dickinson community aiming to advance the college's mission of institutionalizing inclusivity through an event, informational session, training, classroom education, or other forums.
- Many of the colleges trainings and programming have already been mapped to this list and we have more information on where there are gaps or overlap.

https://lms.dickinson.edu/pluginfile.php/1315874/mod_resource/content/1/Guidance%20on%20Inclusivity%20Education%20-%20Learning%20OutcomesSkills%20and%20Behaviors%20%28%2B%20INTRO%29.pdf

In response to Matt Pinsker's House Divided Dickinson and Slavery a Report to the Community, the PCOI strongly recommended that the President decide to rename buildings named after Armstrong, Cooper and Montgomery and also send forth our support of the other key recommendations to:

- Create a deliberative process for considering when to rename campus buildings or remove memorials that might undermine college values.
 - Schedule future plans for investigating other and evolving claims about controversial forms of campus commemoration.
- Expand the efforts to commemorate the contributions of nineteenth century African Americans to the Dickinson community.
 - Elevate one or more of the key nineteenth-century African American families associated with the college's history (e.g. the Norris, Pinkney, Spradley, Watts or Young families) to building naming status.
 - Continue to develop engaging public Our next recommendation is to ensure that a deliberative process be created for naming and renaming campus buildings by the end of 2020.

https://www.dickinson.edu/news/article/4249/house_divided_project_leads_to_name_changes_for_campus_buildings

Clarified the role of PCOI for the upcoming Middle States review including identifying what evidence needs to be gathered for the Self- Study Report chapter on inclusivity.

Sarah Niebler and Amaury Sosa launched the Junior Faculty Mentoring lunch sessions with dates and participation as listed below:

- Thursday, February 13 – informal sessions

- Monday, February 24 – presentation from Don Domenici (Wellness Center) and Angie Harris (Care Team)
- Tuesday, March 17 – informal session
- Wednesday, April 11 – presentation from Sam Brandauer (CGSE) - put on hold
- Tuesday, April 14 – informal discussion about publishing - put on hold

Generated diversity, equity & inclusion educational resources for PCOI members to integrate into their strategic work on campus inclusivity efforts.

Topics covered by the summaries, which are archived on the PCOI’s Moodle site, include the following:

- Uses of facilitated dialogue and “thick responsiveness” strategies in addressing large-scale campus bias incidents
- The limitations of unconscious bias trainings
- The persistence of race, class, and gender bias in STEM departments
- Common challenges for campus-wide diversity initiatives
- Nuanced approaches to employing implicit bias, microaggressions, and micro-inequities in DEI discourse and training

Better articulated the role and expectations for PCOI members.

Expectations:

- Be an active participant on a Subcommittee

Every PCOI member must serve on a subcommittee. At the beginning of each academic year we revisit the subcommittee membership, providing members the opportunity to change.

- Be familiar with the Inclusivity Strategic Plan and our current goals

If you haven’t already, you should print out the plan and keep it handy. Know what our priorities are and where your work with the PCOI contributes to the plan.

- Inform yourself of the work of the PCOI

Because we have committed to the work occurring in the subcommittees, there are fewer full commission meetings where updates are reported. This means that you are responsible to read the subcommittee reports that are posted to Moodle each month detailing their meetings/activities. Be knowledgeable about inclusivity-related activities and events at Dickinson and participate. Attend events, workshops and programs. If you are a manager or a mentor -- encourage your direct reports/mentees to attend as well. Subscribe to newsletters from the offices on campus that host events and keep current on campus goings-on.

- Be actively involved in the work that will go into our upcoming Middle States review as inclusivity will be one of the 3 area of focus

Track what you are contributing to inclusivity goals (your department, office, unit) and how you are assessing progress. More guidance to come.

- Be an ambassador for the work of the PCOI and inclusivity

Whenever possible in your circles of influence, speak up to share what we are doing and why. If you are a manager, you should be communicating about our work with your team or to your direct reports. Be a role model within and beyond our community

For staff, set job goals in your performance evaluation related to inclusivity and identify what is going on in your field/discipline connected to inclusivity. For faculty, also identify what is going on in your field/discipline connected to inclusivity and think about what contributions you can make inside and outside of our community, and in your PAS emphasize how you are applying inclusive practices to your teaching, research and service.

Discussed and outlined the development of a Faculty Diversity Certificate.

- The current design would mean that faculty must attend six of the designated workshops/training within one academic year. (Please see the Dickinson Faculty Diversity Certificate Proposal for full details).

This is a priority for the institution, so we need to begin to move through the approval process. First, PCOI needs to vote on it and recommend it FPC for their approval.

Next steps for development of program:

- Consider ways to incentivize faculty participation.
- Develop a strong message and frame this initiative so that it is approved and moves forward. It is imperative that it shows the evidence that this increases and improves student learning.
- Develop a system for faculty members to submit their participation in professional workshops and trainings within other organizations that could also qualify towards the certificate.
- Pilot program with faculty and then broaden to both staff and students.

Preliminary agenda items and changes for 2020-2021 academic year include:

A change in PCOI leadership.

- On July 1, Dickinson hired Amer Ahmed to serve as interim executive director of the office of equity & inclusivity and visiting lecturer in intercultural studies. At the same time Brenda Bretz's

role also shifted to focus on Institutional Effectiveness, and the two-year Middle States Reaccreditation process. Thus, Brenda will step down in her role as co-chair and Amer will step in. On behalf of the entire PCOI, we want to thank Brenda for her amazing leadership around diversity, equity and inclusion at Dickinson.

To further institutionalize inclusivity at Dickinson, we are proposing that the PCOI get folded into a new All College Committee on Equity, Inclusivity & Belonging.

- The proposal for this change is currently going through Dickinson's governance process.

We will also resume the many initiatives that got put on hold during the spring semester due to COVID-19.