



Alumni Liaison Committee Snapshot Report: Addressing Racism at Dartmouth

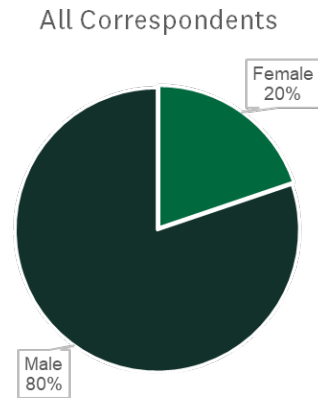
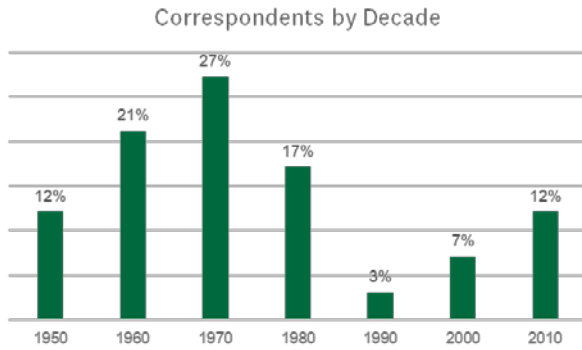
In the late spring of 2020, as the world continued to battle the COVID-19 pandemic, the murders of George Floyd, Breonna Taylor, Amaud Arbery, and others triggered outrage and brought racism and injustice to the forefront of national interest. Protests were organized across the country and at Dartmouth. Debate and discussion ensued and continue, with individuals and institutions asking what they can do to end systemic racism and commit to fighting racial injustice and racism. At Dartmouth, alumni expressed their outrage, experiences, and opinions to Dartmouth's leadership and to the Alumni Council. This snapshot report summarizes alumni sentiment on racism, the Black Lives Matter movement, and Dartmouth's obligations during the three-month period of June through August 2020. During this time, the ALC monitored sentiment from several sources.

Individual email correspondence

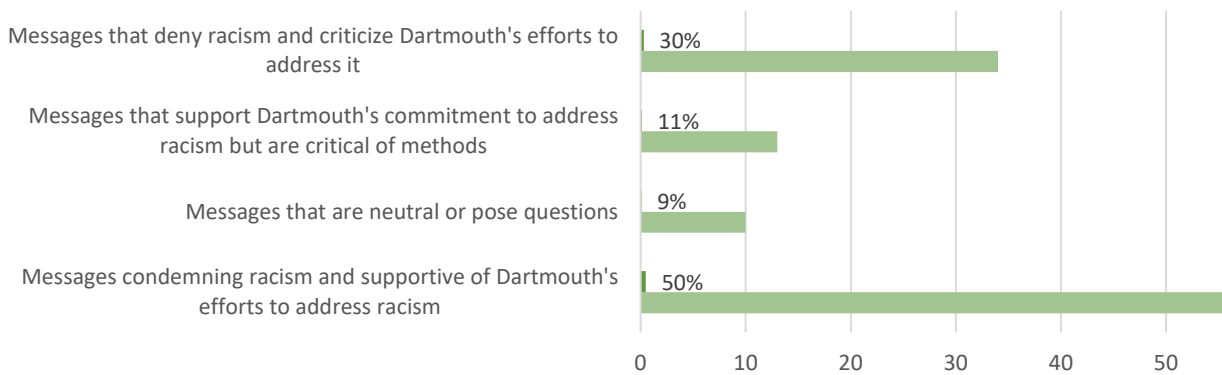
As noted in the [2019-2020 ALC Annual Report](#), the Alumni Council received 45 messages about race from alumni in the month of June. The majority of those messages (84%) expressed support for the Black Lives Matter movement and disappointment at a perceived lack of public stance by the Board of Trustees, as well as a desire to see Dartmouth commit itself publicly to dismantling institutional racism and building an equitable community. 36% of alumni correspondents during this period were female, and 62% were male. 37% of messages came from alumni who graduated after the year 2000, with the remaining 63% divided across decades from the 1950s to 1980s.

On July 1, President Hanlon and the Board of Trustees issued a joint statement condemning systemic racism and racial injustice and outlining a commitment and plan to address them at Dartmouth (Appendix I). 69 messages were received in response to this communication, and the majority of correspondents (58%) expressed negative reactions to the statement. These reactions included dismay at the perception that Dartmouth had succumbed to political pressure, and opinions that the statement was performative. Some messages suggested that the outlined approaches to combatting racism will not be successful; however, 28% of responses expressed gratitude and support for the plan. Respondents to the joint statement were 88% male; and 75% of all responses were from alumni who graduated prior to 1980.

The charts below include data from all messages received on these topics between June and August 2020.



Nature of Sentiment



Dartmouth's Alumni Organizations

Several Dartmouth alumni organizations wrote to their members in support of the Black Lives Matter movement and to condemn systemic racism during this time. The ALC is aware of 13 organizational statements sent using the Dartmouth email platform. These groups who wrote them include:

Clubs

- Dartmouth Club of the Midwest
- Dartmouth Club of Greater Boston
- Dartmouth Alumni Association of Silicon Valley
- Dartmouth Club of the Piedmont
- Dartmouth Club of Philadelphia
- Dartmouth Club of Maryland

Classes

- 1989
- 1998
- 2011
- 2017

Affiliated Groups

- DAPAAA
- BADA

Other

- Hillwinds Society
- Women of Dartmouth

In addition to letters from alumni organization to their members, there were letters from groups of alumni to Dartmouth's leadership.

Class officers from 10 graduating classes spanning 2011 to 2020, along with some club leaders, came together to send a missive to the Board of Trustees, President Hanlon, and other senior campus leaders. Their letter claimed that Dartmouth has benefited from and both passively and actively maintained white supremacy. Calling on the work they do as volunteer leaders to strengthen alumni relationships with Dartmouth, they outlined steps they believe necessary to dismantle institutional racism and meet the needs of BIPOC community members at Dartmouth.

Other classes have initiated fundraising projects and activities designed to address structural racism at Dartmouth and in their own structures. These initiatives, which are in development at this time, include a multi-class effort to fund racial justice projects and a project to tackle disparities in health outcomes for Black men.

A newly formed group, the Concerned Black Alumni of Dartmouth, also wrote to the President and Board of Trustees in response to the joint statement made by those groups (Appendix III). Their letter outlined steps to create a more equitable campus and calls on Dartmouth "to lead with a bold voice, as well as with academic and programmatic investments that move us forward as a diverse and inclusive academic community and as a national leader."

Petitions

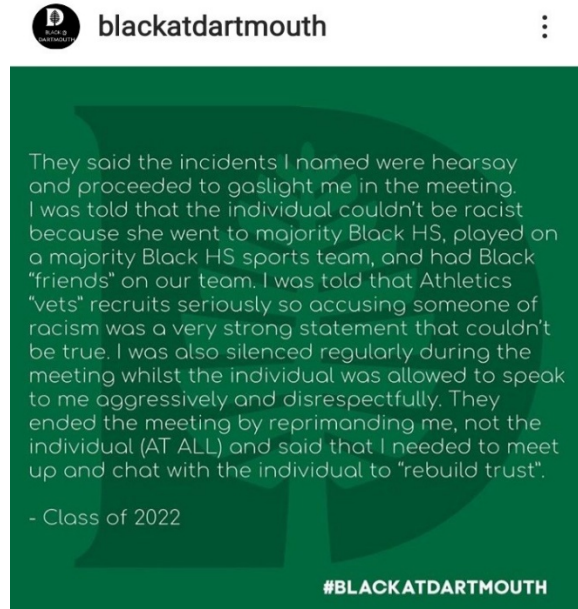
The summer of 2020 also saw two petitions hosted on change.org and directed to Dartmouth's leadership.

The Concerned Black Alumni of Dartmouth petition outlines the same call to action and demands included in that group's letter to the President and Board of Trustees of July 3rd. At the time this report was authored, it had garnered 2,248 signatures.

Another petition in solidarity to addressing anti-Black racism on campus, which is no longer available online, , called for Dartmouth to publicly denounce the student publication "The Dartmouth Review" and take immediate steps to legally restrict the use of the 'Dartmouth' brand in the publications title.

Social Media

An Instagram account created in early June, Black@Dartmouth, provides “a space for Black Dartmouth Alumni, Faculty, and Students to share their stories and amplify their voices.” The account posts anonymous narratives of the experiences of Dartmouth community members. To date, the account has 2,701 followers and has 35 posts which detail experiences with racism at Dartmouth. Additionally, posts tagged #blackatdartmouth have appeared on the Instagram account BlackIvyStories.



APPENDIX I

Joint statement from trustees and senior leadership (sent July 1, 2020)

To the Dartmouth community,

As Dartmouth senior leaders, we want to express our strong support for the growing movement across the nation to put an end to systemic and systematic racism demonstrated so tragically by the recent killings of Black people at the hands of the police. We are outraged by these acts of violence, and we are inspired by the diversity of races, backgrounds, and the full spectrum of generations engaged in protesting in cities and towns across this land. We join with them to say that Black Lives Matter, and that racial injustice must end.

We recognize that outrage, and even inspiration will not be enough. If we want to see change in the nation, and at Dartmouth, we must act as well as speak. We know there are no easy solutions to eradicate the oppression and racism Black and other students, faculty, and staff of color experience on our campus and all across our country. Today we rededicate ourselves toward this urgent and overdue goal.

We know that many of you are mobilizing in effective ways to challenge persistent racial injustice and to fight racism. We stand with you, we support you, and today we are renewing our institutional commitment to meaningful and long-lasting change through the following actions:

* We believe deeply in the centrality of our mission in the context of today's struggle. We are committed to educating the most promising students and preparing them for a lifetime of learning and responsible leadership. And in so doing we will take advantage of our strong liberal arts core and the unique constellation of graduate and professional schools to develop leaders who are committed to addressing the world's challenges, including the creation of more just and civil societies. We strongly support the ongoing faculty-led efforts to expand curricular offerings at all of Dartmouth's schools in the areas of racial injustice, systemic racism, and institutionalized inequality. The deans among us look forward to the opportunity to consider and ultimately act on what the faculties propose to expand the curriculum in this important way.

* We will elevate the next leader of the Office of Institutional Diversity and Equity (IDE) to vice president and chief diversity officer, reporting directly to President Philip J. Hanlon, and becoming part of his senior leadership group. A national search, with support from an external search firm and opportunities for community input, will begin by September.

* We will continue the initiatives launched as part of Inclusive Excellence (<https://inclusive.dartmouth.edu/>) including funding for recruitment and retention of faculty and staff of color. Furthermore, we will increase funding for Employee Resource Networks (ERN), affinity groups of faculty and staff families in the Upper Valley that are a proven way to strengthen recruitment and retention.

* We will make implicit bias training mandatory for all students, faculty, and staff. In addition, the board of trustees has committed itself to participating in the training.

* We recognize the toll systematic racism takes on Black students and all students of color and will provide greater access to therapists of color and ensure that providers have working knowledge of race-based trauma and how to address it.

* We will institute more comprehensive exit interviews with departing faculty and staff of color to identify common themes, and we will begin an enhanced retention plan that will include interviews with faculty and staff of color to provide support and identify issues early.

* We will review and update as necessary training and policies for Dartmouth's Department of Safety and Security to ensure empathetic, equitable, and just standard operating procedures.

* We will identify and review any and all existing reports relevant to our commitment to improve diversity and inclusivity and ensure that our future actions reflect the insights and contributions of previous working groups and task forces, recognizing that people of color have borne the brunt of educating and informing others about the harmful and destructive impacts of racial inequality.

These commitments are just a start, and we expect to be held accountable for the actions to which we are committing ourselves. We know that there is more to be done to make our community, and the larger society, a civil and just place. We should not expect our colleagues of color--who for too long have shouldered the hard work--to lead this alone. We expect our entire community to join us in the vital work that lies ahead.

We are up to the challenge. We know you are as well.

Sincerely,

The Dartmouth Board of Trustees, President Philip J. Hanlon and his senior leadership group

APPENDIX II

Letter from alumni volunteers from 2011-2020 to Dartmouth leaders (sent August 6, 2020)

As Dartmouth alumni from the ten most recently graduated classes (2011-2020) who serve as class and club leaders, we write in response to the July 1, 2020 correspondence from the College's trustees and senior leadership.

Since its founding, Dartmouth has both benefited from and passively and actively maintained white supremacy and anti-Black racism. At various moments in Dartmouth's history, the institution's leaders—often prompted by Black student and faculty activism—have taken steps to address racial inequities, such as in the development of the A Better Chance Program in 1963, the 1969 founding of the Black Studies Program (later renamed African and African American Studies), and the recruitment of Black students in the 1970s and 1980s. However, a commitment to Black people has not been continuously maintained nor structurally reinforced at Dartmouth. Over several decades, Black students, faculty, staff, and alumni have faced harassment and exclusion, and they remain unsupported by and alienated from the College, illustrating there is still much to be done to eradicate white supremacy and racism on campus and within the broader Dartmouth community.

As class and club officers, we volunteer to sustain and strengthen alumni relationships with the College and each other. Since early June, we have been engaged in a series of conversations within our committees, with our classmates, and across classes about racism, injustice, and Dartmouth. At this critical moment in our collective history, we believe that it is our duty to share our perspectives and to relay and amplify the perspectives of our peers regarding steps Dartmouth should take in order to undo the structural racism and oppression that is deeply rooted at Dartmouth and pervasive throughout our society. If the administration continues to rhetorically emphasize the importance of “diversity” as stated in the College's mission, then Dartmouth leadership must actively confront and dismantle the College's own institutional racism and meet the needs of Black people and other individuals of color on campus.

Recently, the College kicked off the “Call to Lead” campaign. This fundraising campaign was launched to ensure Dartmouth was equipped to “engage with the great issues of this century and the next.” Racism remains one of the largest issues facing the world today. As alumni, we believe “the call to lead” must involve Dartmouth's service as a change agent for higher education and the world at large on matters of racial injustice.

We believe that Black Lives Matter. We stand in solidarity with Black Dartmouth alumni, and we are in agreement with those who recently wrote a response articulating

expectations of the College. Additionally, we support the calls for change made on July 14 by Black faculty and staff. We also acknowledge the work of the past and current student activists—many of whom faced denigration, threats, and retribution for their activism—who have fought for racial justice and equity throughout the years, such as those who authored the 2014 Freedom Budget. We request Dartmouth leadership seriously heed and respond to these requests.

Additionally, we ask that Dartmouth leadership:

Admissions | Vision: Make Dartmouth more accessible to Black students and others of color by intentionally moving from traditional admissions methods to approaches that fully account for the way systemic racism has historically shaped access to higher education along racial lines.

1. Increase the recruitment of Black, Latinx, and Native students (e.g. allocate funding and build new relationships with high schools, administrators, and students who have been historically and structurally marginalized and disenfranchised). An intentional recruitment effort should also include additional recruitment of first-generation college students, especially given that approximately two-thirds of the U.S. adult population does not have a bachelor's degree while those at Dartmouth identifying as first-generation college students is just 15%.

2. Reconsider the use of the SAT/ACT/GRE requirement for prospective student admissions applications. While Dartmouth has suspended the SAT/ACT requirement for the 2020-2021 admissions cycle due to the COVID-19 pandemic, we believe the College should heed the numerous studies on standardized testing that underscore the tests' racial and class biases. These studies demonstrate standardized tests are not necessarily an accurate predictor of a student's college performance but rather often an indicator of wealth, parental education level, and access to test prep services/tutors. The tests reinforce and uphold systemic oppression.

3. Seriously reexamine the use of legacy status in the admissions process and continue to interrogate the use of athletic recruiting, as both have been shown to disproportionately favor white students.

Finances and Financial Aid | Vision: Make Dartmouth more financially accessible and allow alumni to further target their giving.

1. Make Dartmouth more accessible for students from lower- and middle-class families by increasing the full tuition Dartmouth scholarship cut off from \$100,000 with typical assets to \$150,000 with typical assets. In anticipation of future annual tuition rate hikes, plan to increase the \$150,000 benchmark by the same percentage as the tuition increase.

2. Make transparent and promote additional ways alumni can give to support the full undergraduate experience for students of various backgrounds.
3. Increase financial aid support for external unpaid internships and Dartmouth first-year trips.
4. Reestablish need-blind admissions for international students.
5. Provide the Dartmouth community with a complete financial disclosure of any investments, as well as an annual breakdown of how the endowment is invested and how the Dartmouth College Fund is allocated.
6. Create memorial scholarships to honor Edward Mitchell (Class of 1828), the first Black Dartmouth graduate, and Lorna Hill (Class of 1973), the first Black woman to graduate from Dartmouth.

Academics | Vision: Support Black students and other students of color in their academic pursuits by funding and providing more opportunities, and departmentalize academic programs engaging with race and ethnicity.

1. Invest in and expand the Mellon Mays Undergraduate Fellowship Program and the E.E. Just Program so that all students interested in joining can.
2. Departmentalize African and African American Studies, Native American Studies, Latin American, Latino, & Caribbean Studies, and Asian American Studies.

Programming | Vision: Create and maintain a culture of anti-racism through co-curricular and athletic programs. Dartmouth cannot admit and bring Black students and other students of color to a campus where racism thrives unchecked.

1. Organize programming each year during orientation that teaches incoming students of the origins of Dartmouth and the College's participation in systems of bias, racism, and sexism and require the attendance of all newly matriculated students.
2. Use the first-year summer reading book annually to give incoming students a common language to engage with and challenge racism, oppression, and structural injustice.
3. Ensure all first-year trip leaders have anti-racist training.
4. Utilize the recently implemented house system to create a forum for undergraduates to engage in discourse related to anti-racism, systemic oppression, and injustice with guidance from faculty and administrators from IDE and OPAL.

5. Similarly integrate anti-racism education and discourse into the four-year co-curricular Leadership Program (featured in the “Call to Lead”) and the Dartmouth Peak Performance Program.

Faculty and Staff | Vision: Recruit and hire Black faculty/staff and others of color, and retain them by professionally, socially, and financially supporting them and by creating a safe and comfortable culture on campus/in the surrounding area for them and their families.

1. Cluster hire Black, Asian, Latinx, and Native faculty. There needs to be substantial attention paid to recruiting and hiring Black faculty as well as Asian, Native, and Latinx faculty at all levels, providing the resources for them to thrive both in the classroom and in their own research, and developing and maintaining a professional/social culture that is supportive and conducive to producing their best scholarship and offering their best teaching.

2. Increase the number of Black tenured faculty and other faculty of color. Across A&S and Thayer, there are just six Black full professors and nine Black associate professors.

3. Create an undergraduate and graduate loan repayment assistance program for faculty and staff. This would help address the racial disparities in educational loan borrowing and defaulting—which negatively affect Black graduates at both the college and PhD levels due to the racial wealth gap—while also attracting talented scholars and other employees to the College.

4. Commit to educating and working with the members of the surrounding community, including teachers and administrators at area schools, to cultivate a broader culture of anti-racism in Hanover and nearby New Hampshire and Vermont towns so that Black professors/staff and their families can feel safe and comfortable making their lives in the Upper Valley, thereby bolstering retention.

History | Vision: Acknowledge Dartmouth’s historical ties to racism, chattel slavery, and settler colonialism, and make reparations.

1. Research descendants of those who were enslaved and sold by leaders of Dartmouth College (such as founder and first College president Eleazar Wheelock and his son and second College president John Wheelock) and those associated with the College, and make reparations.

2. Recognize publicly that Dartmouth sits on the traditional lands of the Abenaki people, and make reparations for their displacement and genocide, from which Dartmouth has benefitted.

3. Update the official College narrative to more thoroughly acknowledge the nuanced history of settler colonialism, forced assimilation, racism, and paternalism experienced by early Native and Black students at Dartmouth, and the role the College played in upholding and profiting from chattel slavery.

Iconography | Vision: Abandon racist symbols on Dartmouth's campus.

1. Change the official Dartmouth crest so that it no longer features a racist and demeaning depiction of Native peoples.
2. Organize a committee devoted to interrogating the iconography around campus and crafting a deaccessioning method in order to remove these racist objects/names from public view, akin to the actions recommended by the committee formed to address the Hovey Murals.

Accountability and Implementation | Vision: Develop a concrete plan and timeline for dismantling racism and systemic injustice on campus and in the broader community, support individuals and groups as they craft and implement structural changes, and provide the Dartmouth community with regular updates.

1. Devise an "Action Plan for Anti-Racism at Dartmouth and Beyond." It has been four and a half years since the publication of the "Action Plan for Inclusive Excellence" (which was not updated with an annual report in 2019, and in 2020, the Executive Committee has not yet responded to the report). We would like to see a new plan in the next six months.
2. Assemble a task force composed of a diverse cross-section of faculty and students and invest \$5M to develop solutions that address systemic racism and other forms of oppression both at Dartmouth and beyond. These funds should be used to design and implement pilot programs that will support Dartmouth's goal of addressing racial injustice within and outside of the institution.
3. Recognize the labor of Black individuals and others of color serving on committees/task forces to assist the institution as it works towards anti-racism. This could take the form of a reduction in teaching loads or other obligations, extra compensation, etc.
4. Create an external review panel (akin to Moving Dartmouth Forward) composed of administrators from peer institutions, alumni, current students, and scholars/practitioners of anti-racism to oversee Dartmouth's efforts to address systemic racism and racial injustice on campus. This panel should have frequent touch points with presentations to the Board of Trustees and the broader community.

Conclusion

In the aforementioned July 1 email, the College’s trustees and senior leadership notified the community of several plans to move forward and address racial inequity and injustice. You asserted:

“These commitments are just a start, and we expect to be held accountable for the actions to which we are committing ourselves. We know that there is more to be done to make our community, and the larger society, a civil and just place. We should not expect our colleagues of color—who for too long have shouldered the hard work—to lead this alone. We expect our entire community to join us in the vital work that lies ahead.”

As alumni class and club leaders, we look forward to participating in this crucial shift in order to build a College and community that is truly anti-racist. We write to let you know that we are going to hold you accountable, and we expect you to hold us accountable as well.

Given that we are alumni of the College, our letter focuses on the undergraduate experience due to our own knowledge. However, we assert that Dartmouth leadership at the Geisel School of Medicine, Frank J. Guarini School of Graduate and Advanced Studies, Thayer School of Engineering, and Tuck School of Business must devise and implement plans to become anti-racist. Dartmouth—the College, the institution, its position in the world, its rhetoric, its action, and its legacy—must radically transform.

We challenge Dartmouth leadership to commit to and enact more meaningful change than what was originally outlined in the July 1 correspondence, and we assert that Dartmouth leadership must continuously act, evaluate, solicit feedback and input, and modify the course of action. We await your response by September 15, and we eagerly anticipate your ongoing articulation and implementation of substantive plans throughout our tenures and beyond.

Signed by,

Members of the 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, and 2020 Class Executive Committees and the Dartmouth Club of Greater San Francisco Executive Committee

APPENDIX III

Letter from Concerned Black Alumni of Dartmouth (CBAD) to President Hanlon and the Board of Trustees (sent July 3, 2020)

Dear President Hanlon, Members of the Board of Trustees of Dartmouth College, President Hanlon’s Senior Leadership and President of Alumni Council

In response to the letter from President Philip J. Hanlon and The Dartmouth Board of Trustees, we, the undersigned Black Alumni, believe that this is an important moment for Dartmouth College to lead with intellectual and moral clarity during this inflection point for the United States of America, especially in the wake of the flagrant murders of George Floyd, Breonna Taylor, Amaud Arbery, Tony McDade, Nina Pop, and countless other Black men, women and children. We believe that now is the time for Dartmouth to reaffirm, not just in word, but also in deed with -- specificity and intention. We acknowledge the college's statement of "Black Lives Matter". We want the college to lead with anti-racist campus-wide work deliberate actions to support this statement. We call on Dartmouth to lead with a bold voice, as well as with academic and programmatic investments that move us forward as a diverse and inclusive academic community and as a national leader.

Our founding President, the Reverend Eleazar Wheelock, completed his Yale course of studies in 1733 with the support of a scholarship funded by profits garnered from the Reverend George Berkeley's Whitehall slave plantation in Rhode Island slave plantation. Reverend Wheelock went on to found Dartmouth College in 1769 with funds secured by Rev. Samuel Occom, a member of the Mohegan nation for the express purpose of establishing a school to educate Native American students. As history shows us, Wheelock, never fulfilled his commitment, founding Dartmouth instead for the education of English colonists.

Enslaved Black people played a critical role in the literal founding and survival of that fledgling College, clearing land, building structures, growing crops, and other key roles that have gone unrecorded and unrecognized in the Dartmouth institutional origin narrative. Our Alma Mater has yet to fully acknowledge, yet alone atone for, the Black backs upon which it stands.

The anti-Black racism manifested in examples of police brutality over these last weeks has made it unavoidable to contemplate the multitude of racial inequities and disparities that have been woven into the American fabric for centuries. We recoil in horror at the violence and absence of justice - not to mention the absence of respect for the humanity of Black people. For some, this is an awakening to a new realization of wrongs yet to be made right. For others, this is a reminder of an ongoing nightmare, seemingly with no end in sight. We must, and we can do better.

At particular points in its history, Dartmouth has shone a light in the wilderness of the morals of our Nation and has pushed itself forward by increasing educational opportunity. In 1824, European-American Dartmouth students petitioned the Trustees to admit Edward Mitchell, who having successfully passed the admission exam for class of 1828, had been blocked admission by the College Trustees, who reversed themselves in the face of the solidarity of students across perceived boundaries. Mitchell became

the first student of African descent to graduate from an Ivy League institution of higher learning - 42 years before Harvard and 119 years before Princeton had Black undergraduates. Under Presidents John Sloan Dickey and John G. Kemeny, Dartmouth moved to reaffirm its original mission of serving students from the Nations of Native Peoples, significantly increased Black student enrollment, increased financial aid to admit students of diverse economic backgrounds and transitioned to co-education.

It should be of particular note that the McLane Report, published by the College in 1969[BM1] , began an institutional effort to introduce a new initiative in the movement towards racial equity. Further, in 1969, the Faculty of the College voted to initiate a series of institutional changes which coincided with the historic hiring of Black faculty, Black administrators and an exponential growth in the number of Black students enrolled at the College. The initiatives in 1968 and 1969 – and then implemented during the following decade - represent the best of what the Dartmouth Family can and should be.

Embodied in this letter is the spirit and work of the 2014 Freedom Budget that was presented by then Dartmouth students to President Hanlon. These students, who are now younger alumni, have given us permission to incorporate the salient issues they attempted to present at that time that specifically address Black life on Dartmouth's campus.

In this same familial spirit, today – we, Black alumni of Dartmouth, call on President Hanlon and the Board of Trustees of Dartmouth College commit to:

- Make a declarative statement on Dartmouth's website that Black Lives Matter
- Increase the number of Black students at the College to 13% of total enrollment within 5 years.
- Increase the number of Black faculty at the College to 13% of the total faculty within 5 years*
- Join the Universities Studying Slavery coalition established by the University of Virginia, with more than 60 participating institutions, <https://slavery.virginia.edu/universities-studying-slavery/>
- Increase support to Dartmouth libraries to ensure that oral histories of Black alumni and faculty are recorded, archived and made available to students, faculty and researchers, beginning with capturing the histories of our eldest alumni, emeritus and retired faculty, as well as retired staff;
- Increase funding for student fellowships in the Historical Accountability Student Research Program, including funding for library personnel needed to provide support to student researchers

- Establish a fund to enable faculty members to obtain course release time to research and design new curriculum and courses that leverage the history of Black women and men in the establishment and evolution of Dartmouth
- Increase funding for academic and career mentoring for Black students
- Provide funding for faculty and library personnel to collaborate with students and alumni to establish a Blacks @ Dartmouth 1769 to the Present digital repository
- Call for an endowed research committee on the role of the enslavement of peoples of African descent in the founding and early growth of Dartmouth College; connections to direct and indirect profiteering from “Slavery By Another Name” post-Reconstruction and through the Jim Crow period; as well as profiteering from international oppression of peoples of African descent (such as the Apartheid system in South Africa). Such a study also should explore the academic, research, athletic and community contributions of Black women and men of Dartmouth since 1769. Such a research committee should include students, alumni, faculty, staff together with outside scholars.
- Establish a new academic research center at Dartmouth focused on slavery and justice. Models such as Brown University’s Center for Slavery and Justice are examples, <https://www.brown.edu/initiatives/slavery-and-justice/>
- Reinvest in Cutter Hall/El Malik Shabazz Hall physical plant and program funding to return it to its originally intended purpose – a safe space for the community of students of African descent.
- Dartmouth fully funds and expands the E.E. Just Institute. Dartmouth can make a difference in developing African American students and scholars interested in STEM. Growing the Institute should be a top priority for Dartmouth.

We are grateful for the educational opportunity that Dartmouth has given us, and we cherish our deep connection to the best of the Big Green legacy. We hope this letter begins an open dialogue that embraces the words of creating the beloved community Dr. Martin Luther King, Jr. resonates with what we know now as “Black Lives Matter” in May of 1960. We ask the Dartmouth Family to stand together and affirm in word and deed that our Black sisters and brothers are true family members in the academic and education research project that began more than 250 years ago.

Respectfully yours,

Concerned Black Alumni of Dartmouth