

**REPORT OF
THE COMMITTEE ON
INSTITUTIONAL DIVERSITY AND EQUITY**

(formerly known as the World Cultures Initiative Committee)

**Dartmouth College
June 2001**

When a new dawn reveals a landscape dotted with obstacles, the time has come for sober reflection, for assessment of our methods, and for anticipating pitfalls. Stumbling and groping through the wilderness finally must be replaced by a planned, organized and orderly march.

Dr. Martin Luther King, Jr. *Where Do We Go From Here: Chaos or Community?* 1967

I. Introduction

In April 2000, Dartmouth's Board of Trustees affirmed their belief that diversity and internationalism are essential to the educational work of the College.¹ The Board charged the administration with responsibility for creating the World Cultures Initiative (WCI) committee to examine the educational environment of the campus and to suggest actions that Dartmouth could take to become a more inclusive, pluralistic and interactive learning community. The following report provides a record of the work and recommendations of the World Cultures Initiative Committee, since renamed the Committee on Institutional Diversity and Equity, over the 2000-01 academic year.²

The work of this committee has been based on the premise that the academic and social benefits of diversity are not in dispute, and that the College should pursue them as a matter of primary urgency (see Rationale below). The College's mission statement commits the College to "enriching the Dartmouth educational and social experience by attracting and retaining gifted and talented students, faculty and staff of diverse backgrounds, experiences, races, and economic circumstances." The committee has concluded that, although this form of enrichment has been pursued over the past thirty years at least, a serious and continuing gap exists between the College's stated commitment to diversity and the practical steps that have thus far been taken to achieve it. We therefore believe that the onus is now on the College to take further action commensurate with its stated diversity-goals. Accordingly, we believe that a boldly conceived, broadly instituted, and highly visible plan to increase diversity and create a

¹ Diversity is used in this report as a broadly inclusive term embracing race, ethnicity, religion, nation of origin, gender, sexual orientation, age, ability, socio-economic status, work affiliation with the College, etc. Thus, we have incorporated international diversity as an important dimension of a more broadly inclusive concept.

² The Committee took the unusual step of adopting a new name in May 2001, believing that the Committee on Institutional Diversity and Equity more accurately described its purpose. Members of the Committee believed that "world cultures" was an ambiguous phrase that was poorly understood. Some felt that the phrase implied a primary if not exclusive focus on internationalism, whereas our discussions included national origin and internationalism as important facets of a broader notion of diversity. The Committee used the WCI name through most of its work, believing that the title enjoyed widespread name recognition on campus. That turned out not to be the case, however, leading to the selection of a more descriptive name for the committee.

community that embraces and celebrates diversity will be a crucial element in the College's continuing evolution.

To illustrate Dartmouth's immense potential for effecting ambitious transformations, we propose the analogy of the ways in which technology, especially in the use of computers, has been integrated into the life of the College. In the College, you will see students, faculty, and administrators—many of whom had originally responded reluctantly to the introduction of computers years ago—working comfortably and pleasurably with these machines. This did not happen by accident or overnight. Rather, it was the result of a broad, sustained, strategic initiative that required significant investments in infrastructure and personnel and that required both maintenance of basic operations and support for innovation. Grants are available to faculty and others to create new classroom uses of the World Wide Web and other technology. As new initiatives are planned, such as the proposed Center for Teaching and Learning, care is taken to craft connections to existing structures and programs such as the Libraries and Computing Services. Classrooms are being made over one by one to accommodate "smart" technologies. Inter-session courses are offered regularly to bring faculty and staff up to speed on new developments. Students receive financial aid adjustments to allow them to buy computers, and every new student is expected to have a computer and to engage fully with this technology. Indeed, the very first requirement of all students is to purchase a computer for use in their educational work. We are asking the reader to imagine what the campus might look like if an analogous set of strategic measures related to diversity existed.

Major recommendations, for which the rationales are provided in the report to follow (pp. 7-8, p. 12, pp. 14-15, p. 16), include the following:

1. Revise the College mission statement to state categorically that diversity (not merely an element of diversity) is a primary objective and core value of the college.
2. Appoint a high level officer, reporting to the President or Provost, to advise the President, Provost and other senior officers on matters related to diversity and equity and to oversee the implementation of adequately funded institutional diversity plans.
3. Create a Council on Diversity to establish specific goals, develop strategies, and guide and coordinate institutional progress.

Additional detailed recommendations are included in the body of this report.

II. Rationale for Diversity

In this section, we will rehearse four reasons that underpin the committee's firmly held belief that Dartmouth should undertake a broad-ranging effort to strengthen its commitment to diversity and interactive pluralism:

1. It is the right thing to do. We live in an increasingly diverse and interdependent national and global society. Rapidly growing disparities in wealth and access to education and health care pose a threat, however, to the social mobility that has distinguished American society from the rigidly class-stratified societies of many other nations. Colleges remain one of the diminishing number of institutions that effectively facilitate social mobility; Dartmouth's potential for promoting mobility could be more fully realized than it is at present. At the same time, economic and other inequalities between developed and developing nations, compounded by rapid scientific and technological advances, present complex ethical and social dilemmas that must be confronted in a fair and innovative manner. We believe that Dartmouth can best serve this country and the world by attracting and educating a diverse group of students, faculty and staff, and by creating a more inclusive, egalitarian campus environment that fosters interaction, respect and learning.

2. A growing body of empirical evidence points to the educational benefits of diversity for all students (Light, 2001; American Council on Education, 2000; Gurin, 1999; McTighe Musil, et al., 1999; Smith, 1997). Social psychologist Pat Gurin (1999) found that students who experienced greater racial and ethnic diversity in their in- and out-of-class encounters showed superior intellectual motivation, cognitive development, and growth in academic skills. Noted scholar Richard Light (2001) made similar findings in a study of Harvard undergraduates. Light (2001, p. 146) found that White students held especially positive views about the impact of diversity on their educational experiences, observing that they learned things from their student of color peers that they "would not have learned or even thought of otherwise." These findings reinforce the importance of assembling a diverse student body, and of providing an educational environment that enables students, faculty and others in the community to garner the benefits that come through interaction in the process of learning.

3. It is clear that undergraduates arrive at Dartmouth anticipating that they will form friendships and have meaningful encounters and relationships with students whose personal backgrounds differ from their own. Well over 90% of Dartmouth's first year students reported that they expected to become friends with students whose interests and family circumstances differed from their own and virtually all (94%) expected to form close friendships with students whose racial or ethnic backgrounds differed from their own. Interestingly, however, none of the groups we spoke with—which included members of Greek organizations and race- or ethnicity-based affinity organizations—felt satisfied with their level of inter-group friendship or contact. This evidence confirmed what we heard in our conversations with students. Students arrive at Dartmouth quite open to the experiences, benefits and challenges that come with life in a diverse educational community. While the degree to which the campus environment supports such interaction merits further investigation, we concur with those students who have urged that the College do more to support diversity and foster greater cross-cultural interaction and learning.

4. It is clearly in the College's self-interest to do much more to promote the twin goals of diversity and community at Dartmouth. As the committee was informed by Karl

Furstenberg, Dean of Admissions and Financial Aid, the most highly qualified students in the nation are searching for colleges and universities that embrace diversity and prepare their graduates for the demands of life in an increasingly diverse society. As the 2000 national census data clearly illustrates, the United States is a diverse, multicultural nation. Diversity will be a characteristic of the communities and organizations within which our graduates will live and work, and learning how to navigate within this complex, diverse world will be necessary for personal success. We believe the College can best prepare its students for the demands of the future by engaging them in exploring the twin challenges of diversity and community as part of the Dartmouth educational experience. Dean Furstenberg's observation is consistent with a growing body of national research (Smith, 1997) which indicates that institutional commitment to diversity has a positive impact on student enrollment decisions. Furthermore, as we are all distressingly aware, our image in the national (and even international) press has often been of a school inhospitable to women, gay people, and people of color. Viewed in this context, the College's commitment to improve the campus climate for diversity can appropriately be viewed as a strategic competitive investment for the institution.

III. Committee Membership and Activity

The committee, which included faculty, administrators, staff, and students representing a wide variety of campus perspectives and personal backgrounds, was appointed by Provost Susan Westerberg Prager in November 2000 (see Appendix A for a list of committee members.)

Service on this committee afforded its members an unmatched opportunity to learn from one another and from the many individuals and groups who involved themselves so passionately in our work; we are very grateful to these remarkable people. Each of us brought to our collective task the benefit of our own unique insights, rooted in our personal experiences, backgrounds, perspectives and beliefs. Our work as a committee, and indeed this document itself, reflects our efforts to find common ground while honoring each of our individual perspectives. Members disagreed about some details and emphases of this report, but agreed in its overall conclusions. Looking back, it is easy to see that our diversity was also our greatest strength, and we tried to use it to make us responsive to the experiences and insights of other members of the campus community. We challenge the readers of this report to reflect on their own experiences with diversity at Dartmouth as they consider this document.

Much of the data we collected centered on racial and ethnic diversity, because although diversity was defined more broadly within the committee, that has been the primary focus of many of the conversations and reports on this campus to date. As a committee, we acknowledge the range of identities and perspectives that encompass true diversity. We have not intentionally excluded any groups from our consideration, and we encourage the College to ensure that any ongoing work is as inclusive as possible.

Committee members recognized early on that there was much more involved in fulfilling our mandate than we could accomplish by ourselves and in the time allotted.

We realized that we will best serve the College's long-term needs if we conduct additional research, visit other colleges and universities to examine their initiatives and strategies, and engage some of the many educators and consultants in the field whose work might help us in formulating our ideas. We also discerned that the Dartmouth community has engaged in very little discussion following the previous diversity reports, though we firmly believe that such discussions can play an important role in the life of our community. Therefore, we urge that this report be made available as a public document as soon as possible and that members of the committee help promote campus discussions following its release.

In addition, the co-chairs of the committee would like to assist in setting up the ongoing committees and other structures recommended in this report. Further, the co-chairs and those committee members whose schedules permit are willing to continue their work through summer and fall 2001 to expedite the process of implementing measures that we believe will advance the College's diversity efforts. To that end, we will forward additional suggestions received during the outreach process but not included in this document to those offices most appropriate to consider them.

IV. Summary of Observations

The committee pursued a wide-ranging campus outreach effort to gather information and engage members of the community in a dialogue about diversity and interaction at Dartmouth. We worked together as a committee of the whole and also divided into subcommittees to investigate institutional structure, organize outreach to the communities and organizations that together comprise the Dartmouth community, and review data about various aspects of the College. We listened intently and also took care to observe campus interaction and dialogue. We reviewed previous reports and voluminous quantities of new data provided by various offices. In addition, we considered the growing body of literature concerning the educational benefits of diversity and strategies for institutional change.

We studied numerous reports produced over the past thirty years that address diversity issues. We appreciated the valuable insights embodied in the work of earlier committees. In particular, we were impressed by the judiciousness and candor of the 1993 Report of the Committee on Diversity and Community at Dartmouth ("the Roman Report"). Although some recommendations of these reports have been implemented, many have been repeated from one report to the next to no avail. We are convinced, based on our examination of these documents, our review of data supplied by various College offices and individuals, and our discussions with a wide range of campus constituencies, that the College must take significant action through a broad set of related initiatives if the Dartmouth community is to benefit from the opportunities created by our diversity.

Our review of previous reports (see Appendix B) provided a decidedly mixed reading experience. The consistently excellent recommendations were clearly the result of devoted and extensive effort. We relied on them heavily throughout this document;

they provided a sense of the persistence of certain structural issues and problems. Yet we often found the tone of the reports to be contradictory. Some on the committee felt that the reports revealed a profound historic ambivalence in Dartmouth's relation to issues of diversity, even among the people explicitly committed to diversity work. Others felt that these reports reflected the contested and evolving nature of ideas and understandings about diversity. Our conversations about these differences of interpretation were sometime animated and always thought-provoking.

We note these divided perspectives not to distance ourselves from previous writers, but to register our sense that self-divisions, both conscious and unconscious, are endemic to and characteristic of the College as well as of this work. We acknowledge that we, too, are not necessarily free of such contradictions and ambivalence. (One anonymous web survey comment we took very much to heart pointed out that no committee members were drawn from the service staff (food service, grounds worker, custodial) areas of the College.) Yet we believe that we will be able to find our way to new successes only if we can honestly chart and understand the shortcomings and failures of the past. As an academic community, it is important that we examine and discuss the evidence that confirms and disconfirms our individual beliefs about the College's commitment to diversity. As a committee, we feel that the College should seize this opportunity to make a strong, affirmative statement about the educational value of diversity and to launch a long-term strategic effort to articulate and accomplish its goals. As part of this long-term effort we must, as a community, develop the ability to cope with discomfort as we confront our shortcomings, take stock of setbacks, and confirm our resolve to pursue our objectives vigorously.

To be specific, we were troubled that previous reports simultaneously praised the College for making progress and attempted to explain reasons why Dartmouth had not done enough, or could not do enough, to meet its stated goals. In fact, the same reasons were sometimes cited to explain instances when the College has lost ground. External factors were often cited to explain why progress had been slow or remained incomplete. Such external factors typically included: a view that change must always come slowly; a belief that diversity issues are beyond the control or influence of the campus; assertions that Dartmouth's failure to hire and sustain minority faculty is solely the result of academic market-conditions; the notion that the competitive market for students is to blame for relatively unimproved matriculation results for minority students; the argument that not enough qualified faculty, student, or staff applicants are available; and the claim that racial incidents, sexual harassment, and homophobic misconduct at Dartmouth merely reflects national trends. While not necessarily discounting all of these externally-focused reasons, we feel that they obscure the factors within the College's realm of influence that have contributed to our failure to more fully achieve various desired results.

In every phase of our work, members of the committee encountered students, faculty, staff and alumni who expressed skepticism or cynicism about the genuineness of the College's commitment to diversity. We found these reactions particularly among some of the women and people of color who have shouldered heavy responsibilities for

the College's diversity work. Indeed, members of the committee themselves often struggled with the question of whether their own work would lead to timely progress and productive change. We noted the pervasive and harmful impact of the "cycle of frustration" that has hitherto characterized Dartmouth's efforts to promote interactive diversity. Committee members and other members of the community expressed concern that the WCI committee ran the risk of repeating that cycle by being just one of a long line of committees to produce a report on diversity while lacking any power to mandate the institutional structures and supports necessary to ensure progress. Over the past thirty three years, no fewer than three Trustee-led committees have studied diversity and community at Dartmouth: the Trustee's Committee on Equal Opportunity led by trustee John R. McLane in 1968; the Committee on Diversity and Community at Dartmouth led by trustee Stanford Roman '64 in 1993; and the Student Life Initiative committee led by trustees Susan Dentzer '77 and Peter Fahey '68, which released its report in January 2000. Diversity has been a prominent focus of the College's 1988, 1993 and 1999 accreditation self-studies and external reviews, and was a key element of the material collected by the Student Assembly in the 1998 Visions of Dartmouth project. Diversity has also been the focus of numerous reports and proposals by campus organizations, working groups and departments. (A partial list of these reports is provided as Appendix A).

Against this backdrop of frustration and skepticism, we nevertheless found reason to be hopeful. As indicated in the rationale included above, we believe that the broad, global context for the College's pursuit of interactive diversity continues to change in ways that lend both urgency and pertinence to our efforts. Although acknowledged as a desirable goal for the past thirty years, an increasingly diverse campus community has now come to be seen as an educational imperative. We were encouraged by the mandate given to the WCI Committee by the Provost, the call for such a committee in the January 2000 SLI Report, and the fact that the College has already, by votes of faculty as well as by administrative and individual initiative, instituted programs and held discussions aimed at improving the climate for diversity at Dartmouth.

Many centers of campus life, organized by students, faculty, and/or staff, focus substantial energy on programming, activities and other opportunities for involvement that nurture an understanding of various forms of diversity. (An example of only one administrative initiative that has already had wide positive repercussions is in the hiring and training of UGAs, who are asked to devise specific and systematic plans for creating an inclusive sense of community within our student residences.) Individual, group, and administrative initiatives make important contributions to the life-changing educational work of the College. We also take heart in the ongoing involvement of various individuals among all these groups and sub-communities, who continue to support and nurture diversity and community at Dartmouth in myriad invaluable ways. During the time we have been meeting as a committee, many students have come forward in various coalitions to foster campus discussion of diversity: these are building, of course, on the serious hard work of many long-standing student groups at the College.

Finally, we recognize that the college administration has worked to diversify the College faculty and student body. The Dartmouth community undoubtedly is more diverse today than it was thirty years ago. We should be mindful, however, that progress has not been steady, uniform or even entirely due to the efforts of the institution alone. National demographic trends have driven increases in Latino, Native American and Asian American college enrollment here and elsewhere. Dartmouth has recognized these trends and responded, increasing both the diversity and the academic caliber of the student body. However, the committee notes with great concern that the number of African American students enrolling at the College has fluctuated over the years; we are hopeful that the increase in African American representation in the Class of 2005 heralds the beginning of a positive trend.

It is this overall increase in diversity at Dartmouth that now presents us with an opportunity to capitalize on the educational power of interactive pluralism in the service of learning. Individual and group efforts like the ones noted in this report (and more can be expected) encouraged the committee in its task. Yet we remain mindful, largely because of the research we have done, of the danger of mistaking beginnings or even important contributions for conclusions. For that reason we are eager to suggest and to help implement structures and processes that will continue our work and incorporate it into the ongoing business of the College.

We encourage Dartmouth to embrace the ambitious goal of structural change that will lead to basic improvements in the campus culture. We firmly believe that Dartmouth should be a rigorous, challenging institution in which every member can be stimulated and enriched, both intellectually and socially. We believe it is possible to create an academic community that respects and embraces diversity, that enables all to achieve their full potential, and that causes none to feel damaged by the way they are treated by others in our community.

We also believe that, although our mandate was specifically non-curricular, no diversity initiative at the College can be fully successful without integrating issues of diversity into the curriculum. We reaffirm the significance of diversity in our intellectual mission: as noted in the 1993 Roman Report (p. 35), the “degree of complexity associated with diversity underscores the need for efforts and initiatives that go to the institution’s fundamental character, efforts that foster interactive pluralism across the entire institution ...” We were struck by the consistency with which students described the importance of courses and classroom interaction in their understanding of diversity and in their experiences with inter-group exchange, especially between races and genders. Moreover, the curriculum was widely understood as a crucial element of Dartmouth’s diversity efforts. It was generally agreed, as well, that many members of the faculty and student body would be eager to participate in new initiatives, and that the College should actively facilitate such innovations. The report on the Student Life Initiative itself attests to the educational benefits of strong connections between the curricular and social aspects of student life.

In short, after making contact with so many people in every area of the College who shared our overall goals, we find ourselves warily hopeful. Yet we feel it necessary to add that we consider the College to be at a moment of perilous opportunity. We found the atmosphere on campus, particularly among women and people of color, but also among many others, to be one of significant and increasing frustration. The risk to the well-being of the community is that frustration could turn to settled anger and cynicism.

V. Major Recommendations

1. Revise the College mission statement to state categorically that diversity is a primary objective and core value of the College.

Given its importance to the future well being of the College, we recommend that Dartmouth's mission statement be revised to speak more directly to the role that diversity plays in the educational experience. For example, the current text of the mission statement articulates a commitment to enrich "the Dartmouth educational and social experience by attracting and retaining gifted and talented students, faculty and staff of diverse backgrounds, experiences, races, and economic circumstances." We are concerned that the current mission statement can be read as suggesting a laissez-faire institutional view about what should happen after a diverse group of people has been brought together to live and study on the same campus; the communal participation and well-being of all members cannot simply be taken for granted. We also believe that the current language of enrichment in the mission statement understates the College's true intentions and aspirations. While we did not attempt to craft new language for the mission statement, our discussions did reflect the view that the College should: provide a learning environment that enables students to pursue their educational goals and reach their full intellectual potential; cultivate interaction and friendship between people from diverse backgrounds, including between women and men, to actively promote learning and deepen understanding of complex social issues; help students consider and decide the direction for their lives; facilitate the development of effective and humane leadership for a diverse society; and contribute to the creation and sharing of knowledge.

We also encourage the President, other senior officers, and other members of the community to speak out on the importance of diversity, interaction and community on a regular basis. We cannot overstate the importance of strong, unequivocal statements of support and visible leadership in signaling Dartmouth's commitment and lending support to those who sometimes need assurance and encouragement, and of greater communication with the campus. Almost every group we met with felt that judicial and other decision-making processes were unnecessarily opaque, and that this opacity made them feel excluded from the working of the College.

2. Appoint a high level officer, reporting to the President or Provost, to advise the President and Provost and other senior officers on matters relating to equity and diversity and to oversee the implementation of adequately funded institutional diversity plans.

The President is the chief executive authority of the College and, together with the Provost, provides academic and administrative leadership for the institution. Institutional progress with respect to diversity and interactive pluralism will require strong senior leadership and steady, ongoing attention across the institution. To ensure effective communication, planning, coordination, collaboration, and assessment the committee recommends that a high level administrative post be created within the offices of the President or Provost. Acting under the authority of the President or Provost, the central purpose of this appointee should be to work closely with the President, Provost and other senior officers to ensure that consideration of diversity is effectively integrated into the daily educational and administrative life and long-term planning of the College.

Members of the committee conferred with Professor Daryl Smith, a scholar who has conducted an extensive, national study of campus diversity efforts, to seek her advice about the effectiveness of such high level administrative positions. She explained that a variety of models exist for this type of position, including those at the rank of vice president or vice provost, associate provost, and senior assistant to the president or provost. Professor Smith noted that title and rank might be important factors to consider, but that effectiveness will have more to do with access, involvement, and authority with respect to strategic planning, coordination of initiatives, and evaluation of performance. Therefore, while the committee offers no definitive advice regarding job title, we do advocate that the appointee report directly to the President or Provost and serve as a member of that officer's senior management team. The committee notes that the scope and complexity of this position will also require the creation of additional administrative and support staff positions as well as the allocation of sufficient operating budget resources.

Our examination of these matters indicated a clear need for institution-wide coordination, not only to assist with the development and implementation of a broad plan for diversity, but also to enhance efficiency and ensure communication between all areas of the College. Later in this report, the committee discusses issues related to faculty and staff retention and professional development. An example of the role that the person in this position could play would be to coordinate these efforts on an institution-wide basis (i.e., including the Arts and Sciences, graduate programs, and administrative areas).

3. Establish a Council on Diversity to set goals, develop strategies, and guide and coordinate institutional progress.

To ensure that diversity receives broad institutional attention, we urge that a Council on Diversity be established under the purview of the President or Provost. Membership on the Council should include the Dean of the Faculty, Deans of the graduate and professional schools, Dean of the College, Vice President and Treasurer, General Counsel, Vice President for Development, Vice President for Alumni Relations, Vice President for Public Affairs, and other senior officers of the institution, including the position we propose above. The Council should focus on strategic planning and

policy matters related to diversity, the establishment of long-term objectives, and the coordination, management and monitoring of institutional performance.

The Council should also develop a plan for the coordination, management and monitoring of institutional performance, and provide periodic reports (on an annual or bi-annual basis) to the President and Provost to assess progress and, as necessary, examine and revise institutional goals and strategies.

VI. Quality of Life and Campus Climate

Undergraduates

Students were, naturally, the primary focus of our outreach and study, and they gave generously of their time in numerous groups and as individuals to help us with our work. Many of them also made clear that they hope never to have to repeat this work; a surprisingly large number said that the urgent need they felt to do continuous ad hoc consciousness-raising work on campus had negatively affected their academic work. Students agreed that individual and institutional effort is needed to promote interactive diversity and to foster an environment of understanding and mutual respect. Students and members of the committee agreed that we should strengthen institutional efforts, through training and other educational measures, to increase the proportion of this work carried out by faculty and staff. Energetic student participation only partly obscured a level of skepticism and disillusionment that we felt was beyond what we have observed on other campuses where we have taught, worked, or studied. As such, this was perhaps the most painful work we did, and it was tempered only to a degree by the level of interest students had in sharing their own imaginative ideas about transforming the College.

Many of us found this aspect of our work difficult because we have had contact with numerous students over the years who have felt damaged by the climate at Dartmouth. To hear again--so personally and so repeatedly--from students of color, women of all races, and gay, lesbian, or bisexual students who felt hurt, unvalued, and ultimately less important to the mission of the College than others was searing indeed. The student data we examined corroborated this disturbing pattern. According to a 1998 survey, fully 20% of students reported that they felt rejected by students whose racial or ethnic background differed from their own; the situation was especially acute for African American students, 35% of whom reported that they felt that way. The survey also revealed that 20% of students had "encountered people at Dartmouth who feel I don't have a right to be here," with a startling 50% of African American students reporting such encounters. We would like to emphasize our understanding that anger and grief are rational responses for those who feel marginalized by a steady, pernicious flow of incidents, both the more dramatic and episodic kind that attract public attention and the more mundane but equally destructive variety experienced on our campus.

We were able to gather less information about GLBTQ³ students, staff, and faculty than about other groups; the topic was only occasionally raised in our outreach meetings, the previous reports, or student surveys. Several recent student life surveys are beginning to provide better data about the experiences and perspectives of GLBTQ students. The information we do have, such as it is, is not heartening. We deduce that members of this group still feel less safe or comfortable speaking publicly about their experience at Dartmouth than do others in the community, a premise that is supported by the fact that most replies on these topics came via our (anonymous) website survey—and that many of the writers identified themselves as gay and closeted. Those who did announce themselves on the website as openly gay expressed fears of ostracism and even violence. Many of these writers named themselves as students, and noted that it was in courses touching on sexuality that they felt the greatest support. Staff members identifying as GLBTQ rued the lack of a support system addressed specifically to them. We urge that GLBTQ concerns remain a high priority in the new structures we recommend.

Women make up roughly 50% of the student body and reflect the great diversity of the Dartmouth community. Nonetheless, we heard from women of varied racial, ethnic and economic background, sexual orientation, and gender identity that they experienced the campus culture as “male dominated” even after nearly three decades of coeducation. They reported ways that encounters with sexism had often seriously diminished their experiences in campus social settings, in athletic environments and even in the classroom. Shockingly, many reported that on this apparently idyllic rural campus they felt their movements and social encounters constrained by fear of sexual violence. Co-education, then, in its philosophical as well as practical sense, is a yet-to-be fulfilled promise at Dartmouth. Committee members asserted that they had not seen worse relations between the genders at any other colleges or universities that they had attended or where they had worked, even among those who were undergraduates back in the “less enlightened” nineteen seventies and eighties. As noted elsewhere in this report, we were concerned that gender was often overlooked in campus discussions about diversity. Because the experience for women at Dartmouth has remained unsatisfactory in many ways, and because gender is interrelated with other aspects of individual and cultural identity, we remind the community of the importance of creating gender equity and eradicating sexism as integral elements of the College’s diversity efforts.

Students felt that the problems enumerated in this section should be addressed in two ways: continuing efforts to bring a more diverse group of students, faculty and staff to Dartmouth; and improving the campus climate for women, students of color, international students, GLBTQ students, and other students perceived to be outside of the mainstream. By extension, we believe that such efforts will improve the campus climate for all members of the community. Given the data reported earlier that nearly all Dartmouth students enter the College with the expectation that they will form friendships with peers from diverse backgrounds, this is an effort that should begin as early as possible in each student’s Dartmouth career.

³ Gay, lesbian, bisexual, transgendered, and questioning.

We heard from a diverse group of students (i.e. by gender, race and ethnicity, including Whites, international status, etc.) who receive financial aid that many felt unable to take full advantage of the Dartmouth experience, in part because the level of scholarships in their aid packages—which had often been a primary reason for their decision to attend Dartmouth—were frequently reduced after their first year, and in part because of out-of-pocket expenses associated with some campus activities. They reported that changes in financial aid often required them to spend much more time working on campus and also to disrupt their studies by taking additional terms off in order to work. They felt, too, that their time was so taken up with schoolwork and work-study jobs that it was often difficult for them to participate in the out-of-class learning experiences and leadership and service programs that enhance the educational life at Dartmouth.

These students wished for an advocate or guide who could help them understand and manage the financial aid system and its ramifications, as well as advise them about how to make the most of their Dartmouth experiences without ready access to “extra” funds. In particular, they noted questions about campus resources that are available to help with personal, financial and academic needs; what to do when their family’s financial situation changes; how to ensure access to off-campus programs; and other matters of this kind. At present, an informal advice network of senior to younger students exists, but it is by its very nature a hit-or-miss proposition.

Students from a variety of backgrounds expressed concern about the possibility for isolation within groups and organizations characterized by similar ethnic, racial, national, or socioeconomic background, while also citing the importance of these groups for social and cultural support. A number of students commented on the value of learning about the diversity of backgrounds and perspectives represented within such groups and communities. Many students noted that it was interaction in classes that addressed issues of diversity that helped them achieve the most interesting, insight-producing, and satisfying contact across various groups. Students spoke in very positive terms about campus programming on issues of diversity; they wished, however, that it could be better coordinated to minimize overlap and scheduling conflicts, and better integrated with material and topics being covered in courses. (The topic of curricular attention to diversity is addressed more fully in another section of this report.) The committee recommends the creation of a position within the Office of Student Life to coordinate diversity efforts within the Dean of the College area and to develop programming to encourage interaction across the entire student body.

While it was not the charge of this committee to examine the relative merits of CFS organizations, we did examine data on CFS membership and we certainly heard from students with widely varying perspectives. As the committee focused on ways to stimulate interaction and learning between students from varied backgrounds, we noted that data from a recent Social Life survey (2001) indicates that White students and students from relatively affluent backgrounds are disproportionately over-represented among CFS members compared to students of color and less affluent students. We heard

repeatedly from women who hoped for social spaces that were not controlled by groups of men. We heard as well from many women who described feeling vulnerable, intimidated or at risk of sexual assault in or near CFS houses. While we acknowledge that differences certainly exist among CFS organizations, we are concerned that CFS organizations in general may not be doing as much as they can and should to confront bigotry, sexism, and sexual violence and foster greater awareness and appreciation of diversity. Again, given the high percentage of students who enter Dartmouth expecting to form close friendships with a diverse group of fellow students, this is clearly an area of interest, though quite possibly unspoken, among a significant number of CFS members.

Students felt that having more student-controlled social space on campus would promote interaction between people from diverse backgrounds. Some important campus social occasions and traditions do not promote such interaction sufficiently. For instance, while a significant number of students of color do participate in First Year Trips, we heard that many do not (of the 7-10% of students who do not participate in First Year Trips, most are students of color) and thus many feel that they missed a significant bonding experience with other first year students. White students commented that they regretted a missed opportunity for bonding with a more diverse group of students early in their time at the College. Many students spoke urgently of the need for more alternatives to the current range of outdoor orientation experiences, perhaps involving arts-focused activities in collaboration with the Hopkins Center or Hood Museum, community service and/or environmental studies options in the local area or in urban settings, or sessions focused on fitness, managing health and balancing time for pleasure with a demanding college course load. Recent changes, including the addition of a “photography in the wilderness” trip are a step in the right direction.

The committee felt that Dartmouth’s geographic location, which is often blamed for its problems in relation to diversity issues, presented challenges but not insurmountable obstacles. Students in general, but especially students of color, spoke of occasionally feeling claustrophobic on campus, and of finding shopping and dining options in Hanover too limited; they wished they had greater access by means of shuttle buses to other local businesses and entertainment options. The inconveniences mentioned by students of color (and faculty and staff) were not trivial. We heard that people often had to travel several hours, and at considerable personal expense, to Manchester, Montpelier or Boston, for access to hairstyling, personal grooming products, and common items such as pantyhose.

We also spoke with many students eager to work for diversity both on and off campus. Many had found occasions; a number of specific offices on campus match these highly motivated and idealistic students to internships and projects at Dartmouth, in the Upper Valley, and around the world. Others had been matched through contacts with previous jobs, family members, or friends. But these opportunities are not always accessible or even known to a number of students. Such students expressed the wish for more centralized support systems for service work and other “non-career” options related to diversity: they felt that such work would, in addition to fulfilling their own aspirations, make the best possible use of the flexibility of the D-plan. Others, too, would like more

support for leadership work on campus, but feel uncertain about where their energy would be best directed.

Summary of Recommendations in this Section:

1. Expand domestic and international outreach and recruitment efforts aimed at increasing campus diversity for undergraduate and graduate students.
2. Strengthen the College's financial aid programs for undergraduate and graduate students to ensure that a student's personal economic circumstances do not negatively impact the quality of the educational experience at Dartmouth.
3. Expand the variety of First Year Trip options to better meet the diverse interests and needs of first year students.
4. Create a position within the Dean of Student Life area to focus on interactive pluralism, diversity and community, working in collaboration with colleagues in Student Life, Residential Life, the Tucker Foundation, etc.
5. Enhance funding to support diversity training efforts for: Undergraduate Advisors (UGAs); leaders of First Year Trips, orientation and community service activities; the Diversity Peer Program, and other student leadership positions.
6. Establish a Diversity Venture Fund within the Dean of the College office to support professional development and student learning opportunities related to diversity and interactive pluralism.
7. Provide additional resources to Career Services to support, research, and publicize a more diverse array of student employment, internship and service opportunities.
8. Create additional social spaces and options for use by students and student organizations.
9. Compile and publish information about campus programs, events and other resources related to diversity.
10. Improve and publicize public transportation to local off-campus retail, dining and entertainment centers.
11. Work with local businesses to improve services for Dartmouth's diverse population of students, faculty and staff (e.g. dining options, hair and beauty services, etc.)

Graduate Students:

Diversity varies greatly in Dartmouth's graduate programs: some schools and programs remain very largely white and male, while others have diversified considerably. Unlike the undergraduate College, the graduate programs do not have a centralized admissions office or policy, and so they do not coordinate efforts in this area. Even when individual schools or programs have a racially diverse student body and a significant number of women, most still do not seem to fully reap the greatest benefits from their diversity. According to one medical student, the biggest problem facing most DMS graduates will be their lack of experience with a diverse patient population. Graduate students felt frustrated by a lack of information about campus

diversity resources and expressed a strong desire for greater inclusion by the College in matters relating to diversity.

Graduate students expressed regret, even more than undergraduates, about the lack of campus social spaces in which they could meet: especially those students in the less diverse academic programs. A number of White students reported feeling claustrophobically confined to relatively homogeneous groups, and students of color often reported feeling isolated. Graduate students are particularly eager to have a range of social options devoted to graduate students. They would like more round-the-clock access to food and coffee, and a multi-purpose building or area with social spaces, seminar rooms where they could practice presentations, and study rooms. Like the undergraduates, they would like shuttle buses to surrounding towns. Many of the international students do not have cars and therefore are restricted in their access to inexpensive housing and retail stores. Graduate students would also like increased staff support for trips to Boston and other recreation spots in day-trip distance, and additional programming funds. Our committee acknowledges the richness that our graduate students bring to our educational environment. We recommend that the College continue to make efforts to more fully integrate graduate students into the life of the community and to address their concerns regarding the quality of their out-of-classroom experiences.

Faculty and Staff

We believe that a powerful connection exists between the diversity of the College's faculty and staff and our ability to prepare students for life in an increasingly diverse society. While the committee reviewed information about the racial, ethnic and gender composition of the faculty and staff, time constraints prevented us from delving deeply into the methods used to advertise faculty and staff job opportunities. Data on other facets of diversity (i.e. GLBTQ, international, etc.) were not sufficiently examined. Similarly, we were not able to undertake a systematic examination of recruitment and hiring policies and practices across the institution. However, it was abundantly clear from a preliminary review of the available data that some areas of the College have been much more successful than have others when it comes to the hiring of women and people of color. These are matters of great strategic importance to the College. We therefore recommend the creation of a collaborative effort involving the person in the new high level position we have proposed, the Provost's Office, Human Resources and the Office of Equal Opportunity and Affirmative Action to catalogue, develop and promote the use of strategies that will lead to greater diversity among the College's faculty and staff.

The committee was gravely concerned about data that indicates a significantly lower retention rate for staff of color than for White employees, such that the average length of service for administrators of color is currently less than five years. While the College has made a concerted effort to hire a diverse cadre of junior faculty (people of color represent 28.7% of assistant and associate professors without tenure; women of all races account for 42.5% of junior faculty) we are concerned by the possible fragility of

the College's progress. Faculty of color make up only 7.1% of the College's tenured Arts and Sciences faculty and it appears probable that a significant number of the more senior faculty of color are likely to retire over the next few years. To put these figures in context, the percentage of women of all races in senior faculty positions is 32.5%. In addition, the departure of younger faculty of color may contribute to an overall campus dynamic of instability and high rates of turnover among faculty and staff of color and relative stability for Whites. We are concerned about potential issues of equity in this regard, and about the cyclical loss of momentum and institutional memory that would compromise the effectiveness of the College's ability to plan and manage campus diversity efforts.

Members of the committee were struck by similarities between the concerns shared about quality of life issues by faculty and staff and those expressed by students. Concerns about the campus climate for diversity caused some faculty and staff to hesitate before accepting positions at the College. It is clear that some, perhaps many, faculty and staff experience stresses and role demands that are similar to those faced by students — being called upon or feeling compelled to offer the “minority” perspective in meetings, facing the challenges associated with educating one's peers, confronting unintentional or intentional slights, and balancing one's personal and professional responsibilities with a desire or need for connection with a community of support. For all three groups, the burdensome nature of these demands was intensified for members who were both female and of color.

The committee generated a number of ideas to address these concerns. We offer a few here to illustrate possible strategies, but it is clear that this is also an area of concern in need of further investigation. We noted the potential benefit of a formal orientation program for faculty and staff that would build on the new employee model now coordinated by Human Resources. The purpose of this initiative would be to introduce new faculty and staff to the campus community, foster the creation of relationships within the new employee group, and establish connections with important resource people. Orientation and training related to diversity should also be provided to current faculty and staff. In effect, it is the committee's view that attention to issues of diversity and community should be woven into the overall experience.

Given the specific interests and needs of new faculty members, responsibility for the faculty orientation might be coordinated as a joint effort of the Provost's Office, the Dean of Faculty and the Deans of the graduate schools. Responsibility for this particular effort might be assigned to the holder of the new high level position in the office of the President or Provost recommended earlier in this report. Such an alignment would enable the holder of that position to play a critical role with respect to faculty hiring and development, possibly through influence or control over faculty incentives such as research funds or support for curriculum development, pedagogic innovation, or teaching assistants.

The committee also discussed the opportunities and challenges that will accompany greater diversity in the work place. Success in hiring and retention will

require greater awareness and skill in managing a diverse work force. We therefore recommend the initiation of an ongoing and comprehensive staff training effort, perhaps incorporating the Campus of Difference model as one approach, to foster greater understanding and skill in managing diversity at Dartmouth. We also recommend that each administrative division develop a strategic diversity plan, perhaps using the diversity plan for the Dean of the College division as a guide or model. We commend former Dean of the College Lee Pelton and Dean of Student Life Holly Sateia for their foresight and leadership in creating the diversity plan for the Dean's area. We further recommend that appropriate staff in Human Resources confer with their colleagues in the Office of Equal Opportunity and Affirmative Action, and colleagues on other campuses to explore the integration of the topic of diversity into the professional development training programs currently offered by Human Resources.

Summary of Recommendations in this Section:

1. Establish a joint effort between the appointee to the proposed high level position, the Provost's Office, Human Resources, and the Office of Equal Opportunity and Affirmative Action to:
 - a. Develop strategies to increase faculty and staff diversity and improve recruitment and hiring practices and resources.
 - b. Systematically examine concerns related to the retention, advancement and quality of life of faculty and staff at Dartmouth.
 - c. Initiate a comprehensive staff training effort, perhaps incorporating the Campus of Difference model as one approach, through the Office of Equal Opportunity and Affirmative Action and the Human Resources department to foster greater understanding and skill in promoting diversity at Dartmouth.
2. Develop diversity plans for each division of the College, using the Diversity Plan for the Dean of the College division as a possible guide, to be updated on a regular basis as part of an annual or bi-annual review process.

VII. The Curriculum:

We are aware that integrating diversity further into the curriculum is intensive work that will require the allocation of time, financial support and other resources. Based on our conversations with faculty from across the institution, we believe that individual faculty members will eagerly engage this work if the College makes available resources to enable the incorporation and synthesis of diversity within their respective academic disciplines. Experience at other institutions suggests that this is one of the most effective ways to make diversity a serious topic on campus. When faculty actively engage these issues in their scholarship and teaching, important matters are examined in the classroom and then spill over into the out-of-classroom environment.

We found that students are very eager to see more courses that encourage discussion, analysis and debate around the issue of diversity. Indeed, many students spoke with joyful enthusiasm about courses that had been intellectually and emotionally challenging and "pushed them to the limits of their thinking." These comments are

consistent with Light's (2001) findings at Harvard and data from 1996 survey at Dartmouth that showed strong student support for courses that address topics related to diversity. The committee heard from a wide variety of people, including a diverse cadre of students and faculty, that the present distributive system is perceived to be inadequate to achieve the educational goals for which it was intended. We urge the faculty to examine the efficacy of the current distributive structure, which was intended to introduce students to a wider sense of the world, especially through the non-western requirement.

We heard from many students that Dartmouth's interdisciplinary Academic Programs deserve renewed attention and increased support. These Academic Programs provide important venues for discussions about diversity and identity. They were consistently described as places, intellectually and physically, where female students and faculty, and students and faculty of color often felt most at home. They serve as critical resources for the larger campus. And they provide a steady source of innovation and interdisciplinary connection for other departments. We were concerned, however, by the widely shared sense that most of the Programs seem to be perennially short of resources, and that this shortfall constrains the work they do. We believe that these Programs provide the academic foundation needed to support innovative new curricular initiatives. At present, some compare favorably with similar programs at our peer institutions; others can, but will require careful development if they are to reach their potential. Thus, we urge that the Programs receive greater support and consideration for additional financial resources. The committee noted that many of our most competitive peer institutions have increased and formalized their commitments to these areas of study through senior faculty appointments and the creation of new departments and programs (i.e. The African American Studies Center at Harvard, the Radcliffe Center for Women's Studies at Harvard, Columbia's African American, Asian American and Latino Studies programs, Asian American Studies at the University of Pennsylvania, and Asian American Studies at NYU, the University of California at Berkeley and the University of California at Los Angeles). In this context, Dartmouth needs to support its current programs to remain competitive.

A more diverse student body and an increasing number of students interested in matters of diversity will require careful consideration of curricular matters and pedagogy. We believe that the proposed Center for Teaching and Learning could play a critical role in providing support for faculty interested in incorporating diversity into their course materials and developing pedagogical strategies and techniques. We heard from students and faculty alike about the valuable insights that are generated when faculty members are prepared to seize moments of tension or opportunity in the classroom to focus on matters related to diversity. We therefore recommend that financial support and other assistance be provided to support faculty initiatives in this area. Such support might include funding for undergraduate and graduate research assistantships, and the possible use of trained graduate or undergraduate teaching assistants to lead discussion sections in larger courses focused on topics related to diversity. Efforts such as these have the potential to simultaneously improve the quality of undergraduate education and better integrate graduate students into the campus community by providing them with valuable exposure

to the rigors of teaching and scholarship.

Summary of Recommendations in this Section:

1. Examine the efficacy of the current distributive system with respect to matters of diversity.
2. Improve support for the College's interdisciplinary academic programs.
3. Establish diversity as a particular focus of the proposed Center for Teaching and Learning:
 - a. create incentives for faculty to create new courses and/or integrate a focus on diversity into existing courses (i.e. release time; research or teaching assistantships, etc.)
 - b. provide support to faculty exploring pedagogical strategies for dealing with issues of diversity in the curriculum and among their students.

VIII. Community Outreach

While the communities around Dartmouth were not a major focus of our study, we received a number of comments from students and others in the community about the perceived lack of connection between Dartmouth and the surrounding Upper Valley community. We recognize that Dartmouth's relationship with the town of Hanover and other neighboring communities is a reciprocal and mutually dependent one involving schools, health care, local services, opportunities for recreation and employment, and a host of other factors. While acknowledging the previous and ongoing work of College and town officials, we urge a more concerted effort to develop strategies to strengthen the involvement of Dartmouth students, faculty and staff in service to the local community. In addition, we urge that town officials work closely with the College and other local employers on matters related to diversity and quality of life in the Upper Valley.

1. Develop institutional strategies to strengthen the connection between Dartmouth and the Upper Valley community, using the expertise of the Tucker Foundation, Hopkins Center, Hood Museum and other areas currently involved in community outreach.
2. Engage the Tucker Foundation in increasing communication about service opportunities in the local community.
3. Involve those staff serving as liaisons with neighboring towns in advancing diversity initiatives aimed at improving the quality of life in the Upper Valley.

IX. Concluding Thoughts

The members of the Committee on Institutional Diversity and Equity, originally known as the World Cultures Initiative Committee, firmly believe that Dartmouth College has the potential to provide educational leadership as this nation grapples with the complexities of increasing diversity and global interconnectedness. As such, we have focused our efforts on those recommendations that will enable the College to better align

its core resources with the goal of incorporating interactive pluralism as one of the central elements of the educational experience. When possible, we have offered practical suggestions and we hope that this document might provoke new insights as well. A summary listing of the committee's recommendations is provided in Appendix C.

We affirm the sentiment offered in the 1993 Roman Report (p. 26) admonishing that “[a]ll should understand that there is no simple solution that will resolve all Dartmouth’s issues with regard to ... diversity and community. Progress here, like progress in the larger society of which we are a part, comes slowly and by means of hard, tenacious, and committed work. Part of the solution rests in the process of examination and study itself.” The campus environment is more than the sum product of interactions between individuals, but it is the steady accumulated effort of individuals that will lead to the long term improvements that we seek. Members of the committee intend to do their part and expect to contribute to the follow up work recommended in this report.

Those individuals vested with responsibility for leadership have an important role to play. Others have critical roles to play as well, in arenas large and small alike, building on an attitude of open-mindedness and respect. Learning to celebrate our diversity will sometimes require momentary discomfort. Most important things in life do. Education most certainly does. That is the challenge, the unfinished work, that we have inherited and which we must carry forward for the benefit of those to whom we will someday turn, asking them to play their part in advancing these efforts.

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Appendix A: Committee Membership

COMMITTEE ON INSTITUTIONAL DIVERSITY AND EQUITY

(FORMERLY WORLD CULTURES INITIATIVE COMMITTEE)

James Larimore, Co-Chair, Dean of the College

Melissa Zeiger, Co-Chair, Associate Professor of English

Elise T. Ahyi, Assistant Provost

Katherine P. Burke, Director of Hopkins Center Student Programs

Kathryn Burton, Graduate Student

J. Martin Favor, Associate Professor of English

Mitsuko Gardner, Graduate Student

Frederica Ghesquiere '04

Deborah Golder, Assistant Dean for Residential Education

Christina Gomez, Assistant Professor of Sociology and Latin American, Latino, and
Caribbean Studies

Teoby Gomez, Dean of the Class of 2003

Andres Jimenez, Medical Student

Stuart C. Lord, Dean of the Tucker Foundation

Xenia Markowitt, Outreach Coordinator, Women's Resource Center

Michael Mastanduno, Director of the Dickey Center, Professor of Government

Jorge Miranda '01

Aki Naito '01

Yuval Ortiz-Quiroga '02

Holly F. Sateia, Dean of Student Life

Vernon Takeshita, Assistant Professor of History

Jennai Williams '03

Mark J. Williams, Associate Professor of Film and Television Studies

Appendix B: A Partial List of Reports on Diversity at Dartmouth: 1968 to 2000

- 1968 McLane Report on Equal Opportunity
- 1974 Redding Report to the Board of Trustees
- 1975 Smoyer Report to the Board of Trustees
- 1979 Report from Latino Forum to Board of Trustees
- 1986 President's Ad Hoc Council on Diversity
- 1988 Dartmouth College Committee on Diversity, Self-Study Report
- 1988 NEASC Evaluation Team Report
- 1993 Roman Report on "Managing Diversity"
- 1993 Dartmouth College 5-Year Interim NEASC Accreditation Report
- 1998 Student Assembly "Visions of Dartmouth" Project
- 1999 Report on the Institutional Accreditation Self-Study
- 1999 Women's Resource Center Student Life Initiative Presentation
- 1999 Immigration, Race and Ethnicity Requirement Proposal
- 2000 Student Life Initiative Report
- 2000 Afro-American Society response to SLI Recommendations

Appendix C: Summary of Recommendations

1. Revise the College mission statement to clarify and strengthen language about diversity.
2. Appoint a high level officer, reporting to the President or Provost, to advise the President and Provost and other senior officers on matters related to diversity and equity and to oversee the implementation of adequately funded institutional diversity plans.
3. Create a Council on Diversity to establish specific goals, develop strategies, and guide and coordinate institutional progress.
4. Expand domestic and international outreach and recruitment efforts aimed at increasing campus diversity for undergraduate and graduate students.
5. Strengthen the College's financial aid programs for undergraduate and graduate students to ensure that a student's personal economic circumstances do not negatively impact the quality of the educational experience at Dartmouth.
6. Expand the variety of First Year Trip options to better meet the diverse interests and needs of first year students.
7. Create a position within the Dean of Student Life area to focus on interactive pluralism, diversity and community, working in collaboration with colleagues in Student Life, Residential Life, the Tucker Foundation, etc.
8. Enhance funding to support diversity training efforts for: Undergraduate Advisors (UGAs); leaders of First Year Trips, orientation and community service activities; the Diversity Peer Program, and other student leadership positions.
9. Establish a Diversity Venture Fund within the Dean of the College office to support professional development and student learning opportunities related to diversity and interactive pluralism.
10. Provide additional resources to Career Services to support, research, and publicize a more diverse array of student employment, internship and service opportunities.
11. Create additional social spaces and options for use by students and student organizations.
12. Compile and publish information about campus programs, events and other resources related to diversity.
13. Improve and publicize public transportation to local off-campus retail, dining and entertainment centers.
14. Work with local businesses to improve services for Dartmouth's diverse population of students, faculty and staff (e.g. dining options, hair and beauty services, etc.)
15. Establish a joint effort between the appointee to the proposed high level position, the Provost's Office, Human Resources, and the Office of Equal Opportunity and Affirmative Action to:
 - a. develop strategies to increase faculty and staff diversity and improve recruitment and hiring practices and resources.
 - b. Systematically examine concerns related to the retention, advancement and

- quality of life of faculty and staff at Dartmouth.
 - c. Initiate a comprehensive staff training effort, perhaps incorporating the Campus of Difference model as one approach, through the Office of Equal Opportunity and Affirmative Action and the Human Resources department to foster greater understanding and skill in managing diversity at Dartmouth.
16. Develop diversity plans for each division of the College, using the Diversity Plan for the Dean of the College division as a possible guide, to be updated on a regular basis as part of an annual or bi-annual review process.
 17. Examine the efficacy of the current distributive system with respect to matters of diversity.
 18. Improve support for the College's interdisciplinary academic programs.
 19. Establish diversity as a particular focus of the proposed Center for Teaching and Learning:
 - a. create incentives for faculty to create new courses and/or integrate a focus on diversity into existing courses (i.e. release time; research or teaching assistantships, etc.)
 - b. provide support to faculty exploring pedagogical strategies for dealing with issues of diversity in the curriculum and among their students.
 20. Develop institutional strategies to strengthen the connection between Dartmouth and the Upper Valley community, using the expertise of the Tucker Foundation, Hopkins Center, Hood Museum and other areas currently involved in community outreach
 21. Engage the Tucker Foundation in increasing communication about service opportunities in the local community
 22. Involve those staff serving as liaisons with neighboring towns in advancing diversity initiatives aimed at improving the quality of life in the Upper Valley.