



Office of Institutional Diversity and Equity

Strategic Initiatives Report

January 2022

Dear Members of the Dartmouth Community,

In July 2021, I was appointed as Dartmouth College's inaugural Senior Vice President and Senior Diversity Officer overseeing the reimagined Office of Institutional Diversity and Equity (IDE). I was charged by President Hanlon with assessing, planning, and implementing Dartmouth's diversity, equity, and inclusion (DEI) efforts, and overseeing compliance related to civil rights. The diversity and inclusion oversight has included gaining an understanding of the current initiatives that drive our campus work: Moving Dartmouth Forward (MDF), Inclusive Excellence (IE), and the Campus Climate and Culture Initiative (C3I). As I continue to learn more about the work the campus community is engaging in at the school, division, and department levels as well as through student and alumni groups, it has become clear to me that we need one unified institutional strategy that can provide a focused vision for diversity, equity, and inclusion at Dartmouth.

This report represents a first step in the process of developing a new DEI strategic plan: assessing progress on the current initiatives to date. Over the past six months, members of the IDE team and I have reviewed the status of the actions put forth in MDF, IE, and C3I. Each of these complementary initiatives represent the College's progressive efforts to address the climate and culture for students, faculty, and staff. We intentionally focused our attention on summarizing the work to date and highlighting impactful actions from each initiative.

We will be launching a series of community engagement meetings in the spring term to gather input from various constituents within the Dartmouth community in the development of our new institutional DEI strategic plan. These conversations will be used to inform the final plan that we intend to release in the fall 2022 term. DEI strategic plans should be tied to goals and aided by an accountability structure utilizing metrics established while plans are in development. As we embark on this process, we must recognize that future success will depend on our ability to focus on a specific set of concrete, measurable actions that will have a lasting impact.

Since 2015, Dartmouth has made several intentional commitments toward creating a more inclusive community for students, faculty, and staff. We now have an opportunity to build on these initiatives to realize even more transformational change. My team and I look forward to leading these discussions in the coming months and partnering with my colleagues to ensure that we develop a campus culture that is welcoming and inclusive, allowing all members of our community to thrive.

Sincerely,

A handwritten signature in black ink, appearing to read 'Shontay Delalue', written in a cursive style.

Shontay Delalue, Ph.D.
Senior Vice President and Senior Diversity Officer
Dartmouth College

Introduction

In 2020, Dartmouth College leadership made the decision to expand the Office of Institutional Diversity and Equity (IDE). As a part of that expansion, the senior vice president and senior diversity officer role was established and charged with strengthening existing diversity and inclusion initiatives on campus to infuse a greater sense of accountability and sustainability across the institution. Dr. Shontay Delaloe assumed the inaugural role in July 2021 and immediately—with her team—began reviewing and assessing Dartmouth’s stated goals related to climate, culture, and diversity. IDE committed to issuing a 6-month status report on the initial findings.

The purpose of this report is to summarize Dartmouth College’s progress toward the goals detailed in each of the three following major initiatives that have been launched since 2015: Moving Dartmouth Forward (MDF)¹, Inclusive Excellence (IE)², and the Campus Climate and Culture Initiative (C3I)³. These initiatives were launched with an overall goal of supporting diversity, equity and inclusion (DEI) and enhancing the climate and culture of the campus. The goal of this report is to provide a broad overview of the status of the three initiatives described herein.

The information used to create this report was synthesized through a process of reviewing reports and public documents as well as hosting meetings with individuals intimately involved in the initiatives’ development and implementation. For each initiative, the report contains a summary of actions (goals) and progress⁴, as well as recommended next steps. In addition to these initiatives, the College also made several public commitments related to diversity and inclusion – some in response to concerns raised during the height of national unrest following racially motivated violence in the summer of 2020. Table 1 shows the release date and number of actions associated with the three major initiatives and the public commitments. This assessment report is focused on the three major initiatives, thus further review of the public commitments will be folded into the development of a new DEI strategic plan.

Table 1. Summary of Major Initiatives and Public Commitments

Major Initiatives (1 3) and Public Commitments (4 6)	Date Released	Number of Actions
1. Moving Dartmouth Forward	January 2015	21
2. Inclusive Excellence	May 2016	37
3. Campus Climate and Culture Initiative	January 2019	12
4. Joint Statement from Trustees and Senior Leadership ⁵	July 2020	8
5. Dartmouth Working to Diversify Faculty, Elevate Faculty of Color News Article ⁶	January 2021	16
6. Hope and Action MLK Email ⁷	January 2021	7
Total		102

¹ <https://forward.dartmouth.edu/>

² <https://inclusive.dartmouth.edu/>

³ <https://sites.dartmouth.edu/c3i/>

⁴ Actions in this document listed as ‘completed’ are discrete actions that have been fully implemented and/or actions that have been adopted as a part of institutional practice. Actions listed as ‘in progress’ have been started and progress toward goal attainment was still underway as of the date of the report.

⁵ <https://president.dartmouth.edu/news/2020/07/joint-statement-trustees-and-senior-leadership>

⁶ <https://home.dartmouth.edu/news/2021/01/dartmouth-working-diversify-faculty-elevate-faculty-color>

⁷ <https://president.dartmouth.edu/news/2021/01/hope-and-action>

While the three initiatives are distinct, there are some intentional areas of overlap. The launch of these initiatives represents a multi-pronged and increasingly progressive approach to addressing campus climate and culture concerns. MDF placed its emphasis primarily on the undergraduate experience, while IE implemented actions to improve experiences for faculty and staff. C3I built on both initiatives and addressed issues of sexual harassment and gender-based violence. This report serves as a first combined review of these efforts and as a path forward to address diversity and inclusion, as well as campus climate and culture, in a more cohesive way. The report is also intended to provide a foundational framing for the development of a new, unified institutional strategic plan for diversity and inclusion at Dartmouth.

Review of Moving Dartmouth Forward (MDF)

In March 2014, President Hanlon issued a Call to Action to end high-risk and harmful behaviors on campus. The first step towards action was a summit of leaders, faculty, administrators, trustees, and alumni in a conversation that was facilitated by Dartmouth Roots, a student group working to improve the campus by bridging the gap between ideas and implementation. This work continued beyond the summit with a Presidential Steering Committee comprised of students, faculty, administration, and alumni. This committee was charged with both gathering the best solutions to introduce new positive initiatives (inclusivity) and end harmful behaviors (high-risk drinking, and sexual assault). A list of recommendations⁸ were submitted to the President and the plan for Moving Dartmouth Forward⁹ was developed based on this report.

Moving Dartmouth Forward (MDF) was launched in January 2015 and included 21 action steps that fell under five focus areas: (1) transform residential life; (2) promote a safer and healthier campus; (3) clarify and strengthen expectations for acceptable student conduct; (4) strengthen academic rigor, and (5) be accountable. Table 2 indicates the number of actions within each focus area.

Table 2. Number of MDF Actions by Focus Area

Focus Areas	Number of Actions
Transform Residential Life	6
Promote a Safer and Healthier Campus	6
Clarify and Strengthen Expectations	4
Strengthen Academic Rigor	3
Be Accountable	2
Total	21

IDE reviewed the progress of each stated action in Moving Dartmouth Forward. Table 3 shows the status of actions by focus area. Overall, 95% (20 out of 21) of the actions from this initiative were either completed (16) or remain in progress (4); one action was not implemented.

⁸ https://forward.dartmouth.edu/sites/forward.dartmouth.edu/files/final-report-web_0.pdf

⁹ <https://forward.dartmouth.edu/launch/presidents-plan>

Table 3. Status of MDF Actions by Focus Areas

Focus Areas	Completed	In Progress	Not Implemented	Total
Transform Residential Life	4	2	0	6
Promote a Safer and Healthier Campus	4	1	1	6
Clarify and Strengthen Expectations	4	0	0	4
Strengthen Academic Rigor	2	1	0	3
Be Accountable	2	0	0	2
Total	16	4	1	21

As a result of Moving Dartmouth Forward, the College took several steps toward transforming the campus climate for students. A full listing of the MDF actions and their progress can be found in Appendix A. Below are some of the notable actions that were completed since MDF's launch in 2015.

- **Transform Residential Life.** As of the fall of 2016, every student who enters Dartmouth is placed in one of six house communities. Each community is composed of a cluster of residence halls as a home base, responsible for organizing and hosting academic and social programs, with a dedicated space for study and social interaction. During their second year, students reside within their residence hall cluster when living in the dorms, and students living in a first-year dorm, Greek house, affinity house or off-campus are included in all community activities and events.
- **Promote a Safer and Healthier Campus.** The College continued its partnership with WISE, the Upper Valley advocacy and crisis center for victims of domestic and sexual violence. This partnership strengthened our existing confidential resources for survivors of sexual assault, dating violence, domestic violence, and stalking. Additionally, in September 2015, an online Consent Manual,¹⁰ including realistic scenarios and potential sanctions to reduce ambiguity about what is acceptable and what is not, was created by the Student Wellness Center. At the same time, a Dartmouth-specific safety smartphone app¹¹ was released for students to easily and immediately seek assistance if they ever feel threatened. In addition to increased resources to address sexual assaults on campus, one of the most notable changes implemented as a part of MDF was related to the ban on hard alcohol. Major positive outcomes related to the ban are noted below.
 - In the first year the ban was implemented, there were almost 1,500 alcohol-free or low risk drinking community activities within the House system that brought together undergraduates, graduate students, faculty, and staff. House events span a range of social and intellectual interests, including arts and culture, competitive and outdoor activities, house leadership, intellectual engagement, and volunteerism.

¹⁰ <https://www.dartmouth.edu/consent/>

¹¹ <https://student-affairs.dartmouth.edu/news/2015/09/livesafe-security-app-dartmouth>

- Reports from participants in the BASICS program¹² indicated that hard alcohol consumption dropped by approximately 50 percent from 2014 to 2018 and has remained steady for the past three years¹³. This reduction of hard alcohol use corresponded with a 48% reduction in medical encounters for alcohol intoxication at Dartmouth College Health Services and Dartmouth-Hitchcock Medical Center.
- **Clarify and Strengthen Expectations.** The Student Organization Accountability Program¹⁴ was established in 2015 to administer an annual review process for student organizations. This review requires recognized student groups to demonstrate that their structures (advisors, meetings, oversight, accountability, etc.) and programming enhance students' academic and personal development. Groups must also contribute to the health and well-being of the members of the organization and the community as a whole and promote inclusivity.
- **Strengthen Academic Rigor.** In 2015, Dartmouth signed on to the Aspen Institute's Franklin Project¹⁵ (now known as the Service Year Alliance), which helps admitted students find gap year projects if they wish. In addition, since 2015 the Experiential Learning Initiative¹⁶ has funded 42 pilot projects through its Seed Grant Program and formally engaged 100 faculty, 70 staff, and hundreds of students from 20 Arts and Sciences departments, seven co-curricular centers, and partnerships with Tuck, Thayer, and Geisel. In addition to the Seed Grant Program, the initiative also includes the Mini-Grant Program, Student Experiential Learning Fund, Stamps Scholars Program, Learning Fellows Program, and DELTA Summit, among other offerings. Impact extends beyond those who have received direct funding through the initiative to countless students, faculty, staff, and community members who have interacted in various ways with the courses, projects, performances, resources, conversations, and efforts connected with the initiative.
- **Be Accountable.** Beginning in 2015, Dartmouth has administered the Student Sexual Misconduct Survey on a bi-annual basis.¹⁷ Results of the surveys are shared publicly.¹⁸ The goal of the survey is to examine the attitudes and experiences of undergraduate and graduate/professional students with respect to sexual assault and sexual misconduct. Faculty and staff were surveyed for the first time in 2021. In the most recent survey administered (2021), the prevalence of harm was lower as compared to the 2017 results. It is important to note that while the lower prevalence rate is welcomed news, it is difficult to distinguish between changes that stem from programming and interventions since 2017, and changes that might stem from a reduction in student contact during a pandemic year where there was a prolonged period when students were not on campus.

¹² <https://students.dartmouth.edu/wellness-center/prevention-education/alcohol-other-drugs/basics>

¹³ We should be cautious of generalizing these results to all Dartmouth students as individuals invited to BASICS are typically higher-risk given their involvement in an alcohol-related incident or association with a high-risk group (e.g. athletics, the Greek community).

¹⁴ <https://students.dartmouth.edu/student-life/programs/student-organization-accountability-program>

¹⁵ <https://home.dartmouth.edu/news/2015/07/year-serve-dartmouth-partners-franklin-project>

¹⁶ <https://dcal.dartmouth.edu/about/impact/experiential-learning>

¹⁷ Note that the survey was not conducted in 2019 due to organizational transitions.

¹⁸ https://www.dartmouth.edu/oir/sexualassault_misconduct_surveys.html

Recommended Next Steps (MDF)

The MDF initiative emphasized culture and climate and the focus was primarily on the undergraduate experience, which resulted in most actions being led by offices within the Division of Student Affairs. Given that a majority of the actions detailed in MDF have been completed, IDE recommends that this plan—in its current iteration—be sunset, and that the actions in progress (Appendix A) be incorporated into the ongoing work of the Division of Student Affairs. Future oversight for this work, including data-driven reviews of the campus ban on hard-alcohol, should be overseen by the Dean of the College. We recommend that an annual report be generated by the Division of Student Affairs that outlines actions that have been institutionalized, progress in those areas, and plans for sustaining the work including metrics for evaluation and accountability.

Review of Inclusive Excellence (IE)

The Action Plan for Inclusive Excellence (IE)¹⁹ was released in May 2016, to build on Moving Dartmouth Forward, with an expanded focus on diversity and inclusivity among staff and faculty, as well as students. The action steps found in IE were adapted from reports furnished by three working groups²⁰ charged by President Hanlon to study existing data and initiatives related to diversity and inclusion at Dartmouth, as well as best practices in higher education across the country. Each of the working groups focused on one of the three constituent communities on campus: faculty, students, and staff. Each action step was intended to address one of six focus areas: (1) increase faculty recruitment and retention; (2) increase staff recruitment and retention; (3) build a more inclusive community; (4) increase transparency; (5) confront and learn from the past; and (6) be accountable. Table 4 indicates the number of actions within each focus area.

Table 4. Number of IE Actions by Focus Area

Focus Areas	Number of Actions
Increase Faculty Recruitment and Retention	13
Increase Staff Recruitment and Retention	6
Build a More Inclusive Community	8
Increase Transparency	5
Confront and Learn from the Past	1
Be Accountable	4
Total	37

IDE reviewed the progress of each stated action in Inclusive Excellence. Table 5 shows the status of actions by focus area. Overall, 76% (28 out of 37) of the actions from this plan were completed and 24% (9 out of 37) of the actions remain in progress on campus.

¹⁹ https://inclusive.dartmouth.edu/sites/ie.dev/files/ie/wysiwyg/2016-05-action-plan_0.pdf

²⁰ <https://inclusive.dartmouth.edu/about/working-groups>

Table 5. Status of IE Actions by Focus Area

Focus Areas	Completed	In Progress	Total
Increase Faculty Recruitment and Retention	11	2	13
Increase Staff Recruitment and Retention	5	1	6
Build a More Inclusive Community	5	3	8
Increase Transparency	4	1	5
Confront and Learn from the Past	0	1	1
Be Accountable	3	1	4
Grand Total	28	9	37

As a result of IE, the College took several steps toward addressing the campus climate for faculty and staff. A full listing of the IE actions and their progress can be found in Appendix B. Below are some of the notable actions that were completed since the plan’s launch in 2016.

- Increase Faculty Recruitment and Retention.** The Diversity Recruitment Fund was doubled to support salary and start-up costs, making Dartmouth a more competitive option for tenure-track faculty of color²¹. The goal of increasing the percentage of faculty of color²² across the institution to 25 percent by 2020 was modified based on recommendations from the IE External Review Committee. In 2020, with the representation at 23 percent, the College reaffirmed its initial commitment with a new target completion date of 2027²³. Faculty demographic data are publicly available online through an interactive factbook²⁴.
- Increase Staff Recruitment and Retention.** A working group on staff diversity, charged by President Hanlon in 2016, recommended a goal of increasing staff of color to 12% by 2020. While this goal was not met, the percentage of underrepresented staff has increased from 6 percent in 2018 to 10 percent in 2020. Staff demographic data are publicly available online through an interactive factbook²⁵. To address climate and culture concerns, the Central Administration Leadership which include areas reporting to the Executive Vice President (Finance, Human Resources, Campus Services, Safety and Security, and Risk Management) as well as the President and Provost’s divisions participated in externally facilitated trainings focused on implicit bias, inclusion, and social justice.
- Build a More Inclusive Community.** The Office of Human Resources and the Office of Institutional Diversity and Equity developed a suite of programs aimed at helping individual employees and managers understand implicit bias in the workplace, create and understand inclusive environments, and develop communication and customer service skills to communicate across difference. The full listing of professional development offerings can be found on the Human Resources Training and Professional Development website.²⁶ In

²¹ Note that these percentages account for all self-identified non-white, domestic faculty.

²² 'Faculty and staff of color' and 'historically underrepresented' has been used interchangeably throughout various reports. These terms will be clearly defined in the new DEI plan.

²³ https://inclusive.dartmouth.edu/sites/ie.dev/files/ie/wysiwyg/inc.ex_.reponse.erc_.pdf

²⁴ <https://www.dartmouth.edu/oir/data-reporting/factbook/faculty.html>

²⁵ <https://www.dartmouth.edu/oir/data-reporting/factbook/staff.html>

²⁶ <https://www.dartmouth.edu/hrs/profldev/>

2016, the Provost and Advancement areas completed a survey to understand the ways alumni and students are brought together through affiliated alumni groups and clubs, admissions, and specific offices on campus, such as the Office of Pluralism and Leadership.

- **Increase Transparency.** Demographic data for faculty and staff are publicly posted through an interactive fact book maintained by the Office of Institutional Research²⁷. The data is updated on an annual basis.
- **Confront and Learn from the Past.** To create a sustainable, dynamic practice of reflecting on Dartmouth's past, the Inclusive Excellence Executive Committee tapped the library to lead the Historical Accountability Student Research Fellowship²⁸. The program engages Dartmouth undergraduates in the development of new projects on Dartmouth's history of diversity and inclusivity. It also provides faculty with student research interns to delve into the Dartmouth archives to explore opportunities to use existing materials in their research and teaching.
- **Be Accountable.** In 2017, performance evaluations for all staff and faculty were modified to include a section specifically designed to evaluate an individual's efforts to promote inclusion at Dartmouth.

Recommended Next Steps (IE)

After being in place for 5 years, IE has been a catalyst across the College to take intentional steps to improve the culture and experiences of faculty and staff on campus. While there has been some progress with the completion of these actions, there are also opportunities to take this work a step further. Some examples of ways to bolster this work include:

- Sustained funding to ensure that implemented programs and initiatives are incorporated into regular business practices.
- Training and support to ensure that departments can successfully address issues of diversity and inclusion at the local level.
- Transparency and regular communication about the status of actions and their implications for the Dartmouth community.

IDE recognizes the significance of maintaining stated goals and having an opportunity to monitor progress – especially pertaining to community members of color. Given that most of the actions detailed in IE have been completed, IDE recommends that this plan in its current form be sunset, and the actions in progress be further reviewed and, where appropriate, expanded to new actions that would be incorporated into a comprehensive strategic DEI plan with measurable goals and a clear accountability matrix.

²⁷ <https://www.dartmouth.edu/oir/data-reporting/factbook/>

²⁸ <https://exhibits.library.dartmouth.edu/s/HistoricalAccountability/page/fellowship>

Review of Campus Climate and Culture Initiative (C3I)

The Campus Climate and Culture Initiative (C3I)²⁹ was launched in January 2019 as the third strategic pillar for the College related to diversity, equity, and inclusion. This plan provided a comprehensive set of actions that aimed to create a learning environment free from sexual harassment and abuse of power, where every member of the Dartmouth community could thrive.

The actions detailed in this plan were heavily informed by the recommendations in the *Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine* report from the National Academies of Science, Engineering and Medicine³⁰. To address the recommendations detailed in this report, the actions in C3I were organized by five focus areas: (1) campus climate, (2) academic and professional development, (3) recruitment, (4) resources, and (5) measurement and reporting. Table 6 indicates the number of actions within each focus area.

Table 6. Number of C3I Actions by Focus Area

Focus Area	Number of Actions
Campus Climate	4
Academic and Professional Development	2
Recruitment	1
Resources	3
Measurement and Reporting	2
Grand Total	12

IDE reviewed the progress of each stated action in C3I. Table 7 shows the status of actions by focus area. Overall, 67% (8 out of 12) actions from this plan were completed; and four actions remain in progress on campus. While several actions were launched, progress towards these areas was significantly impacted by the COVID-19 pandemic, which resulted in the shift to virtual operations in March of 2020. In some cases, actions may have been implemented and then subsequently paused as the community pivoted to manage a swift transition to virtual operations.

Table 7. Status of C3I Actions by Focus Area

Focus Area	Completed	In Progress	Total
Campus Climate	3	1	4
Academic and Professional Development	1	1	2
Recruitment	1	0	1
Resources	2	1	3
Measurement and Reporting	1	1	2
Grand Total	8	4	12

Since the launch of C3I, the College has implemented several action steps toward addressing sexual misconduct. A full listing of the C3I actions and their progress can be found in Appendix C. Below are some notable actions that have been completed or are currently in progress.

²⁹ <https://president.dartmouth.edu/news/2019/01/launch-campus-climate-and-culture-initiative>

³⁰ <https://www.nap.edu/read/24994/chapter/1>

- **Academic and Professional Development.** Since 2019, the Guarini School of Graduate and Advanced Studies has required that all graduate students have research advisory committees to ensure their access to multiple advisors. Additionally, IDE began implementing the recommendations from the C3I Policy in Action³¹ working group in 2020, providing inclusive mentorship training to faculty and developing training programs like Inclusive Pathways to Academic Advancement (IPAA).
- **Campus Climate.** To assess the climate for faculty, academic staff, post docs, and graduate students, academic departmental climate surveys are being conducted across the College. As of the close of the fall 2021 term, two thirds of all departments who opted to participate³² have completed the survey and the overall process is anticipated to be completed by the end of the spring 2022 term.
- **Measurement and Reporting.** The progress of C3I is reviewed annually by an external advisory committee advisory to the President and this group presents annually to the Board of Trustees. The reports for 2020 and 2021 are housed on the C3I website³³.
- **Recruitment.** To continue the progress toward the faculty diversity goal set in Inclusive Excellence, additional resources have been added to the Diversity Recruitment Fund. The fund aims to support aspects of recruitment and retention of up to 12 faculty per year across Dartmouth until 2024.
- **Resources.** Since the launch of C3I, additional resources were provided to expand the Title IX office staff to better support the campus community. In 2020, the Title IX office reporting structure was moved and now comes under the purview of IDE, which was shifted to the President's division in 2021.

Recommended Next Steps (C3I)

As a result of C3I, Dartmouth has significantly increased training and resources to address and prevent sexual harassment and abuse of power. As the newest institutional initiative and the one most impacted by the pandemic, IDE recommends that the College continue to implement the actions put forth in C3I and take the next few months to determine if it should be a standalone initiative or if it should be enveloped into the new institutional DEI strategic plan being proposed. If C3I does come under the umbrella of a new, more cohesive plan, it would need to broaden in scope to consider other intersections of identity in addition to gender.

Conclusion

The suite of strategic initiatives described in this report aimed to address specific climate and culture challenges the Dartmouth community has grappled with over the past seven years. Each initiative is responsible for meaningful contributions of resources, policies, and programs to create a more inclusive community for students, staff, and faculty. Seven years after the launch of the first

³¹ <https://cpb-us-e1.wpmucdn.com/sites.dartmouth.edu/dist/0/2049/files/2020/12/Policies-in-Action-Working-Group-Summary-6.12.20.pdf>

³² Departments that have opted to participate in the process include 26 from Arts and Sciences, Thayer and the Hopkins Center for the Arts; Tuck opted out in order to focus efforts on their 2021 DEI Action Plan. Outreach to non-clinical departments in Geisel will begin in the spring 2022 term.

³³ <https://sites.dartmouth.edu/c3i/reports/>

initiative, the College has completed 74% (52 out of 70 actions – see Table 8) of the actions in all three of these initiatives. It is now time to consider a new strategic framework that builds on previous initiatives and takes a proactive, evidence-based approach to building and sustaining an inclusive community where everyone can thrive.

Table 8. Status of Overall Progress on Major Initiatives

Major Initiatives	Completed	In Progress	Not Implemented	Total
Moving Dartmouth Forward	16	4	1	21
Inclusive Excellence	28	9		37
Campus Climate and Culture Initiative	8	4		12
Total	52	17	1	70

Looking Forward

The Office of Institutional Diversity and Equity is poised to lead the work of planning, implementing, and evaluating a new comprehensive diversity and inclusion strategic plan that intentionally sets out to address the most critical issues facing the institution. In 2021, the office was elevated to the President’s division and an inaugural Senior Vice President and Senior Diversity Officer, Dr. Shontay Delalue, was named to lead the office. This reimagined office is now positioned to have institutional reach, allowing IDE to bring alignment to diversity, equity, and inclusion initiatives across all divisions and schools.

In her first six months, Dr. Delalue engaged with hundreds of Dartmouth constituents including faculty, staff, students, administrators, alumni, and trustee members. Since her arrival, she has observed an eagerness to work on diversity issues as well as opportunities for growth and improvement. Based on this initial review and countless meetings, three themes emerged as potential overarching focus areas to consider going forward: (1) *recruitment, retention and community engagement of staff, faculty, and students*; (2) *institutional policies, processes, and practices*; and (3) *culture, climate, and academic curriculum*. The creation of a new plan will allow IDE to connect the College’s public commitments (included in Table 1) to a unified strategy with clear goals.

A new plan also presents an opportunity for IDE to gather input from the community and develop new specific actions that will result in meaningful change in the broad aforementioned areas. In the winter term, IDE will be meeting with all division leaders and in the spring term will host a campus-wide community engagement process to hear from various constituents. The foundations of this report, along with community input and response to the emerging themes, will inform a new institutional DEI strategic plan, with a goal to launch in fall 2022.

In summary, the recommendation of the Office of Institutional Diversity and Equity is to create a new DEI strategic plan that builds on the progress of MDF, IE, and C3I, while also considering recent public commitments that the College has made since 2020. IDE also recommends that the presidential committees that provided oversight on MDF and IE each be formally disbanded, the structure of the active C3I External Advisory Committee be evaluated, and a new internal and external committee accountability structure be created to support the new strategic framework. The transition to a new institutional DEI strategic plan will result in a new plan name, clear definitions, and goals that encapsulate a broader, more unified vision.

Appendix A: Moving Dartmouth Forward Progress

Focus Area	Actions ⁱ	Progress ⁱⁱ	Accountable Individual/Unit
Transform Residential Life	1. By the fall of 2016, every student who enters Dartmouth will be placed in one of six house communities. Each community will have a cluster of residence halls as a home base, be responsible for organizing and hosting social and academic programs, and eventually, have a dedicated space for study and social interaction. Beginning sophomore year, students will reside within their residence hall cluster when living in the dorms, but even those students living in a first-year dorm, Greek house, affinity house or off-campus will be included in all community activities and events.	Completed	Student Affairs and Campus Services
Transform Residential Life	2. Each Residence Community will have a house professor and graduate students in residence.	Completed	Provost and Student Affairs
Transform Residential Life	3. We are committing in excess of \$1 million per year to support social, academic, and intramural programming in the Residence Communities and other College owned venues.	Completed	Student Affairs
Transform Residential Life	4. We will build on the E.E. Just Program to explore new avenues for attracting and supporting the most talented high school students, regardless of their socioeconomic status.	In Progress	President and Provost
Transform Residential Life	5. We will place a high priority on recruiting students from a broad socio-economic demographic as well as ensuring that financial aid is available for those who need it.	In Progress	Provost, Admissions, and Financial Aid
Transform Residential Life	6. We will examine ways to enhance our student support to ensure that all enrolled students are able to engage fully in the Dartmouth experience.	In Progress	Provost, Admissions, and Financial Aid
Promote a Safer and Healthier Campus	7. Dartmouth will introduce a comprehensive and mandatory four-year sexual violence prevention and education program for students, as well as a first-responder training program for faculty and staff. We will develop this program by the end of summer 2015 and immediately begin piloting it during the fall 2015 semester.	Completed	Student Affairs and Provost
Promote a Safer and Healthier Campus	8. We will create an online “Consent Manual,” including realistic scenarios and potential sanctions to reduce ambiguity about what is acceptable and what is not. This Consent Manual will be in place by the end of summer 2015.	Completed	Student Affairs
Promote a Safer and Healthier Campus	9. We will develop a Dartmouth-specific safety smartphone app for students to easily and immediately seek assistance if they ever feel threatened.	Completed	Student Affairs and Safety and Security

ⁱ Actions are stated in the table exactly as they were stated in the original major initiative.

ⁱⁱ Progress status in the table reflects the latest status found on publicly available websites for each major initiative.

Focus Area	Actions ⁱ	Progress ⁱⁱ	Accountable Individual/Unit
Promote a Safer and Healthier Campus	10. The College will continue to enhance our partnership with WISE, the Upper Valley advocacy and crisis center for victims of domestic and sexual violence. This partnership will strengthen our existing confidential resources for survivors of sexual assault, dating violence, domestic violence, and stalking.	Completed	Title IX
Promote a Safer and Healthier Campus	11. We will pilot Dartmouth Thrive, a transformational College-wide program that develops leadership skills and encourages every student to focus on his or her development as a total person—in and out of the classroom, at Dartmouth and beyond, in mind, body, and spirit. In building Dartmouth Thrive, we will make use of existing leadership and wellness programs.	Not Implemented	Student Affairs
Promote a Safer and Healthier Campus	12. We will increase the presence of faculty and other positive adult influences in the lives of students.	In Progress	Dean of the College
Clarify and Strengthen Expectations	13. To clarify what we expect of individuals, every student who enrolls in Dartmouth will sign a Code of Conduct that articulates the expectations—as they relate to civility, dignity, diversity, community, and safety—for all members of the Dartmouth community. This is not meant to replace the Academic Honor Code or "Standards of Conduct"; rather, this document is intended to incorporate principles from both and serve as a powerful reminder of the values that guide the institution and our expectations of students.	Completed	Student Affairs
Clarify and Strengthen Expectations	14. We will require all student organizations to eliminate the pledge or probationary periods during which members have a lesser status.	Completed	Student Affairs
Clarify and Strengthen Expectations	15. We will require all Greek houses to have active faculty or staff sponsors (one male and one female) as well as active alumni boards.	Completed	Student Affairs
Clarify and Strengthen Expectations	16. We will require all residential student organizations to undergo an annual review process to demonstrate that their structures (advisers, meetings, oversight, accountability, etc.) and programming enhance students' academic and personal development and contribute to the health and well-being of the members of the organization and the community as a whole.	Completed	Student Affairs
Strengthen Academic Rigor	17. Faculty will consider a number of ways to increase the rigor of our curriculum—from curbing grade inflation, to not canceling classes around celebration weekends, to earlier start times for classes on Tuesday and Thursday mornings.	In Progress	President, Provost, Dean of the Faculty, and Dean of the College
Strengthen Academic Rigor	18. We have signed on to the Aspen Institute's Franklin Project, which helps admitted students find Gap Year projects if they wish, and moving forward we will be investing more heavily in additional educational opportunities	Completed	Student Affairs

Focus Area	Actions ⁱ	Progress ⁱⁱ	Accountable Individual/Unit
Strengthen Academic Rigor	19. We will be investing an incremental \$1 million each year in experiential learning— both to support faculty in their efforts to design and evaluate programs and to expand current efforts and seed new ideas. In allocating these funds, priority will go to areas in which Dartmouth has a strategic advantage, including outdoor programs that cultivate leadership and understanding of the self and the environment, programs that involve our outstanding professional schools, programs that take advantage of the flexibility of our academic year, and programs that encourage partnerships between students and faculty in the pursuit of making a difference in the world	Completed	Dartmouth Center for the Advancement of Learning
Be Accountable	20. An external Oversight Committee, to be chaired by Tufts President Emeritus Larry Bacow, will evaluate our progress. The Committee will report annually to me and to the Board of Trustees on two questions: Are we carrying out the steps that we said we would? And are these steps working to reduce extreme behaviors and promote inclusivity?	Completed	President
Be Accountable	21. Simultaneously, we will be conducting two regular climate surveys and publishing the results to ensure that our work is having its intended impact. Beginning in April 2015, we will conduct the AAU Sexual Assault Climate Survey on a regular basis, along with a Dartmouth campus climate survey in the fall of 2015.	Completed	Provost

Appendix B: Inclusive Excellence Progress

Focus Area	Actions ⁱⁱⁱ	Progress ^{iv}	Accountable Individual/Unit
Faculty Recruitment and Retention	1. We reaffirm our 2014 goal to increase the percentage of underrepresented tenure-track faculty institution-wide from 16 percent to 25 percent by 2020. With our current focus on the recruitment of underrepresented faculty, and an earlier commitment of an additional \$1 million per year in the Diversity Recruitment Fund, we are beginning to see progress. Last year, all of the professional schools saw increases in underrepresented faculty and this year, the Faculty of Arts and Sciences has recruited eight new faculty of color to date (2021). Meeting the 25 percent goal will require recruiting approximately 50 additional underrepresented faculty, with estimated expenditures of \$100 million over the next ten years in salary and start-up costs.	In Progress	School Deans and Provost
Faculty Recruitment and Retention	2. Double the Diversity Recruitment Fund to \$2 million annually, supported by \$45 million in endowment dollars	Completed	School Deans and Provost
Faculty Recruitment and Retention	3. Task school deans to work with the Office of the Provost to retain key faculty, both preemptively in the context of excellent performance in research, teaching and service, as well as in response to recruitment efforts by peer institutions	Completed	School Deans and Provost
Faculty Recruitment and Retention	4. Track our progress in reaching this goal on our website	Completed	School Deans and Provost
Faculty Recruitment and Retention	5. To ensure that faculty search committees recruit the strongest and most diverse pools of applicants, we will support and train additional faculty advocates to provide advice and resources throughout search processes. In addition, each search committee will undergo education and training in implicit bias.	Completed	School Deans and Provost
Faculty Recruitment and Retention	6. Double the length of the Chavez, Eastman, and Marshall fellowship programs from one year to two years	Completed	School Deans and Provost
Faculty Recruitment and Retention	7. Add an additional two-year fellowship in Asian American Studies	Completed	School Deans and Provost
Faculty Recruitment and Retention	8. Add four Provost's Postdoctoral fellows in areas that support diversity, as identified by faculty and deans	Completed	School Deans and Provost

ⁱⁱⁱ Actions are stated in the table exactly as they were stated in the original major initiative.

^{iv} Progress status in the table reflects the latest status found on publicly available websites for each major initiative.

Focus Area	Actions ⁱⁱⁱ	Progress ^{iv}	Accountable Individual/Unit
Faculty Recruitment and Retention	9. Strengthen existing relationships and develop new partnerships with programs that encourage undergraduates to pursue doctoral studies, and with minority-pre-doctoral fellowship programs and training grants	Completed	School Deans and Provost
Faculty Recruitment and Retention	10. We recognize that issues of implicit bias can have unintended effects on evaluations and collegiality. To mitigate these effects and understand their prevalence, we will ask the faculty of each school to review their tenure and promotion processes. The faculty of each school will work within the school's appropriate governance processes, and report outcomes and proposed new practices to their Deans and the President and Provost by June 1, 2017.	Completed	School Deans
Faculty Recruitment and Retention	11. Recognizing that faculty of color and women may bear a heavier burden of mentorship and committee service, we ask that departments, divisions, and schools find rational means to measure and balance institutional workload, including mentoring, across the faculty. Deans will be asked to report to the Provost annually on such measures, including participation rates and outcomes. Initial annual reports will be due on June 1, 2017.	In Progress	School Deans
Faculty Recruitment and Retention	12. As an institutional member of the National Center for Faculty Development and Diversity, we have offered NCFDD workshops and have funded faculty attendance at NCFDD boot camps. We will continue to extend the reach of National Center for Faculty Development and Diversity programming.	Completed	Provost
Faculty Recruitment and Retention	13. We will conduct exit interviews with all departing faculty, as well as "stay" interviews in order to increase our understanding of the factors influencing employment decisions and to assist us in our efforts to recruit and retain an excellent and diverse faculty. As noted above, through the Office of the Provost, Deans will have access to resources in service of faculty retention.	Completed	Vice President for Institutional Diversity and Equity
Staff Recruitment and Retention	14. By September 15, 2016, we will form a working group charged with identifying a target by which to increase underrepresented minorities on our staff and to provide strategies and benchmarks for achieving the goal. The group will report to the President and Provost by February 15, 2017.	Completed	Executive Vice President and Chief Human Resources Officer
Staff Recruitment and Retention	15. All senior staff will complete training in implicit bias, and a trained advocate will provide advice and resources on diversity to search committees for senior staff positions.	Completed	Executive Vice President
Staff Recruitment and Retention	16. To enhance our ability to attract a diverse staff across all levels, Human Resources and Talent Acquisition will work closely with managers across campus to ensure that implicit bias training and a focus on staff diversity are integrated effectively into the hiring process and structure. We will also strengthen our outreach and recruiting practices to reach a broader range of candidates for staff positions, partnering as necessary with other organizations to create strong pipelines for diverse candidates.	Completed	Vice President for Institutional Diversity and Equity and Chief Human Resources Officer

Focus Area	Actions ⁱⁱⁱ	Progress ^{iv}	Accountable Individual/Unit
Staff Recruitment and Retention	17. In order to retain an excellent and diverse staff, we will enhance professional development opportunities. To ensure that every employee has the opportunity to thrive in a fully inclusive and equitable work environment, we will provide training opportunities for new managers.	Completed	Vice President for Institutional Diversity and Equity and Chief Human Resources Officer
Staff Recruitment and Retention	18. Recognizing the important role Employee Resource Networks have in providing faculty and staff with community and support, we will provide a ten-fold increase in dedicated funding to them, making available \$60,000 annually to support their activities	Completed	Vice President for Institutional Diversity and Equity
Staff Recruitment and Retention	19. As with faculty, we will conduct exit interviews with departing staff, as well as “stay” interviews, in order to increase our understanding of the factors influencing employment decisions and to assist us in our efforts to recruit and retain an excellent and diverse staff.	In Progress	Chief Human Resources Officer
Build a More Inclusive Community	20. We will develop co-curricular offerings for students on cross-cultural communication, and support faculty governance processes working to develop an undergraduate requirement on human difference.	In Progress	Dean of the College and Vice Provost for Student Affairs, Graduate and Professional School Deans, and Dean of the Faculty
Build a More Inclusive Community	21. We will integrate opportunities for student discussion and education on issues of diversity and inclusivity into the undergraduate house communities	Completed	Dean of the College and House Professors
Build a More Inclusive Community	22. In order to exemplify their importance to our community, Dartmouth will sponsor an annual debate on a topic of political and/or social import. The debate will feature experts who bring a broad range of perspectives to the issue. Nominations for each year’s topic will be solicited from faculty, staff, and students	Completed	President
Build a More Inclusive Community	23. Beginning with the academic year 2016–2017, orientation for students and new staff and faculty will include training on diversity and inclusion. Through orientation and through web-based resources, we will ensure that all members of the community are aware of opportunities for involvement in enhancing the diversity and inclusivity of our campus, as well as clear guidelines for reporting incidents of bias.	In Progress	Vice Provost for Student Affairs, Chief Human Resources Officer, and School Deans
Build a More Inclusive Community	24. Beginning with the academic year 2016–2017, we will expand workshops and training on topics of diversity, mentorship and implicit bias with the goal of reaching all faculty, and with a priority for department chairs and senior staff	In Progress	School Deans and Provost
Build a More Inclusive Community	25. Human Resources will develop manager-training programs that include topics of diversity hiring, inclusivity in decision-making and cross-cultural leadership	Completed	Vice President for Institutional Diversity and Equity and Chief Human Resources Officer

Focus Area	Actions ⁱⁱⁱ	Progress ^{iv}	Accountable Individual/Unit
Build a More Inclusive Community	26. The President and Provost, in consultation with the Vice President of Institutional Diversity and Equity, will review the optimal design and resourcing necessary for the Office of Institutional Diversity and Equity to serve its complex mission, and issue a report by January 6, 2017.	Completed	President and Provost
Build a More Inclusive Community	27. The Provost and the Advancement Division will examine ways to increase connections between alumni and students in order to support students of color and LGBTQIA students more systematically and effectively, and will issue recommendations by September 15, 2016.	Completed	Provost and Senior Vice President for Advancement
Increase Transparency	28. By September 15, 2016, we will launch a new comprehensive diversity and inclusion website which will include a dashboard detailing initiatives, their status, and the responsible offices; a directory of relevant personnel and other resources; a compendium of ways to get involved; a calendar of events; and other information.	Completed	Provost, Executive Vice President, and Vice President for Institutional Diversity and Equity
Increase Transparency	29. By September 15, 2016, Dartmouth will form a new Council on Institutional Diversity and Inclusivity, comprising students, faculty, and staff drawn from all schools and divisions, to advise the President, Provost, Executive Vice President, and Vice President for Institutional Diversity and Equity. The Council will share best practices from throughout the institution, monitor progress, ensure that departments, divisions, and schools are aware of training opportunities, and provide updates and recommendations to senior leadership.	Completed	President and Provost
Increase Transparency	30. By September 15, 2016, we will create a Research and Assessment Team to develop metrics to evaluate our efforts, to study data, and to work with and to support the Committee on Institutional Diversity and Inclusivity, the Office of Institutional Diversity and Equity, and senior leadership.	Completed	President and Provost
Increase Transparency	31. We will publish an annual Dartmouth College diversity and inclusion report card which will be posted on our website. It will include programs, initiatives, relevant data and goals from across the College. The first report card will be published by May 30, 2017.	Completed	President and Provost
Increase Transparency	32. Senior leaders will provide a variety of mechanisms, including public forums, to support community feedback and dialogue on issues of diversity and inclusivity.	In Progress	President, Provost, School Deans, Executive Vice President, Vice President for Institutional Diversity and Equity, Dean of the College, and Vice Provost for Student Affairs

Focus Area	Actions ⁱⁱⁱ	Progress ^{iv}	Accountable Individual/Unit
Confront and Learn from the Past	33. Many students, faculty, staff, and alumni have conducted valuable research over the years to shed light on some of the darkest moments in the history of Dartmouth, as well as some forgotten bright spots. We believe that a full treatment of Dartmouth's involvement in slavery, its historic treatment of underrepresented minorities and marginalized and excluded groups, as well as an examination of those moments where Dartmouth has led, will help us navigate a more honest and informed way forward. In consultation with faculty, students, alumni, and staff, we will commission public projects on the subject as part of our sescentennial celebration in 2019.	In Progress	President and Provost
Be Accountable	34. As of 2016-17, every academic department, division, and school, as well as every administrative division of the College, will be required to develop and post an annual diversity and inclusion plan. These plans will be particular to each division's role and priorities, and may include mentoring initiatives, curricular offerings, recruitment, training, professional development opportunities and community outreach. The first plans will be completed by March 8, 2017, and will be available on each department, division, school, and administrative division's website.	In Progress	President, Provost, School Deans, and Divisional leaders
Be Accountable	35. Beginning in 2016-2017, as part of annual performance evaluations, all faculty and senior staff will be asked to describe their efforts to enhance diversity and inclusivity on campus.	Completed	School Deans, Provost, Executive Vice President, and President
Be Accountable	36. Dartmouth will create an External Review Committee comprising national thought leaders in diversity and inclusion in higher education. The external reviewers will report to Dartmouth's Board of Trustees annually to evaluate the institution's accountability for the commitments outlined here. The committee will provide an annual report, publicly available on our website. The first annual visit to campus will occur in spring 2017, with the public posting of the annual report to follow by July 1, 2017.	Completed	President
Be Accountable	37. The Dartmouth Board of Trustees commits to an enhanced focus on diversity and inclusion and to complete training on bias and diversity.	Completed	Chair of the Board of Trustees

Appendix C: Campus Climate and Culture Initiative Progress

Focus Area	Actions ^v	Progress ^{vi}	Accountable Individual/Unit
Campus Climate	1. Conduct climate reviews for all academic departments at Dartmouth, led by Abigail Stewart of the University of Michigan, a professor of psychology and a national expert in creating inclusive academic environments. Professor Stewart will run the review process in partnership with Vicki May, professor of engineering at Dartmouth's Thayer School of Engineering. Professor May is already engaged in the process, and her participation will build internal capacity to continue this practice on a regular basis.	In Progress	Abigail Stewart and Vicki May
Campus Climate	2. Revise our sexual misconduct policies and procedures to create clear and consistent expectations with a single policy for our faculty, students, and staff, and appropriate processes for adjudicating potential violations of this policy.	Completed	Title IX
Campus Climate	3. Create a policies-in-action working group. The Provost will convene a working group to identify additional policies and actions to diffuse hierarchical, power-differentiated relationships between faculty and advisees, faculty and staff, and senior faculty and junior faculty.	Completed	Provost
Campus Climate	4. Establish mandatory Title IX training, to begin immediately. All faculty, staff, post-doctoral scholars, and graduate and professional students are now required to complete an online sexual violence prevention program. This training is in addition to the Sexual Violence Prevention Project, a four-year education program for undergraduates, and builds on the work we are doing to advance an effective training program for every member of our campus community.	Completed	Title IX
Academic and Professional Development	5. Provide leadership development training for deans, academic department chairs, directors, faculty members, and also principal investigators who manage other researchers and investigators.	In progress	Provost and Dean of the Faculty
Academic and Professional Development	6. Make research advisory committees mandatory in all programs overseen by the Guarini School of Graduate and Advanced Studies to ensure that all graduate students have access to multiple advisers.	Completed	Guarini School of Graduate and Advanced Studies
Recruitment	7. Diversity recruitment fund. In 2015, the Provost's office launched a pilot program to help support the recruitment and retention of faculty candidates who are underrepresented in their fields. We will provide additional resources to help support this program at a sustainable level of up to 12 new hires per year for the next five years.	Completed	Provost

^v Actions are stated in the table exactly as they were stated in the original major initiative.

^{vi} Progress status in the table reflects the latest status found on publicly available websites for each major initiative.

Focus Area	Actions ^v	Progress ^{vi}	Accountable Individual/Unit
Resources	8. Review and expand our capacity in the Title IX office.	Completed	Title IX
Resources	9. Increase investment in mental health resources, including the addition of five counselors by 2022, growing the total to 15 full-time-equivalent counselors by 2022.	In Progress	Dean of the College
Resources	10. National Academies collaboration. As a founding member of the Gender and Equity Collaborative and a participant in the Action Collective, Dartmouth will continue to partner with institutions committed to sharing ideas and best practices related to the successful implementation of the NASEM report's recommendations.	Completed	Provost and Office of Institutional Diversity and Equity
Measurement and Reporting	11. Measurement and reporting metrics. With input from the working group convened by the Provost, we will establish key performance indicators to measure progress and impact in providing a healthy learning environment for all students, faculty, and staff.	In Progress	Provost
Measurement and Reporting	12. Provide an annual progress report to the board of trustees by the independent External Advisory Committee that will be available to the public.	Completed	C3I External Advisory Committee



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