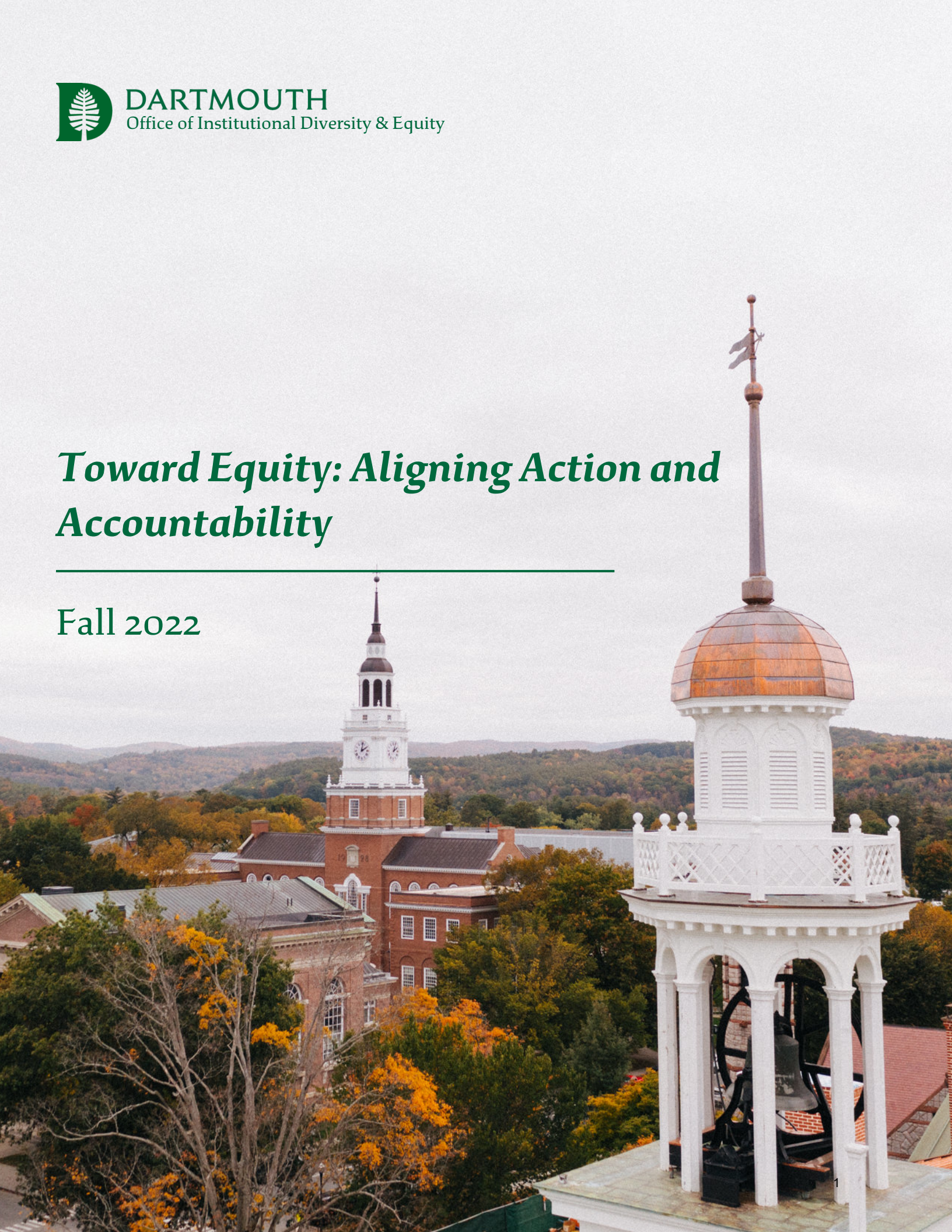**DARTMOUTH**
Office of Institutional Diversity & Equity

Toward Equity: Aligning Action and Accountability

Fall 2022

DARTMOUTH

Dear Members of the Dartmouth Community,

I am pleased to present *Toward Equity: Aligning Action and Accountability*—a 3-year institutional DEI strategic plan for Dartmouth. When I began my inaugural role as the senior vice president and senior diversity officer in July 2021, I was charged with considering how we could better infuse diversity, equity, and inclusion (DEI) initiatives across the institution. Successfully implementing DEI remains critically important because it has been proven to increase academic excellence, creativity and innovation in research, learning, and working environments. **Over the last year my team and I have been engaged with constituents across Dartmouth to develop this cohesive DEI strategic plan that features clear accountability and metrics for success.**

This DEI strategic plan has two primary components: foundational elements and priority areas with accompanying actions. The four **foundational elements** are intended to create a more cohesive way of approaching DEI work across campus and include key definitions, the development of an institutional climate survey, an institutional assessment and alignment of resources dedicated to DEI, and a repositioning of the Division of Institutional Diversity and Equity (IDE) to best support the entire campus. The plan also has a total of 15 **actions** that are organized under four priority areas:(1) coordination, (2) structure, (3) accountability, and (4) assessment. It is our hope and expectation that when implemented, the actions in this plan will have a positive impact on the campus culture in the next three years and beyond. As you read the plan, I encourage you to look for areas of learning, collaboration and synergy with your interests and passions.

Toward Equity is a living document that is designed to support key initiatives and put systems in place while being agile enough to consider the changing needs of the community. My team will commit to creating space for feedback throughout the duration of the plan in the form of surveys and engagement sessions and welcome any feedback now at the strategy plan website: **TowardEquity.Dartmouth.edu**. The first public launch event featuring *Toward Equity* will take place in January 2023. At this event, IDE will review the plan and answer questions from the community. Details on the date and location will be shared at the beginning of the new year. I hope you will read the full plan, attend the event in January and join us on this journey of making Dartmouth a leader in equity space making.

Toward Equity is our collective opportunity to contribute to making Dartmouth more inclusive. It builds on the three most recent initiatives: Moving Dartmouth Forward, Inclusive Excellence, and the Campus Climate and Culture Initiative that were dedicated to improving the climate and culture on campus. The release of this plan marks the conclusion of those initiatives and a renewed focus on a 'one Dartmouth' approach to diversity, equity, inclusion and belonging. I encourage each of you to embrace this call to action.

In Community & Collaboration,

Shontay Delalue, PhD
Senior Vice President and Senior Diversity Officer

Introduction

Dartmouth's capacity to advance its dual mission of education and research depends upon the full diversity and inclusivity of this community; fostering and sustaining an environment where every individual is valued for their unique contributions, experiences, and perspectives; and where everyone can realize their greatest creative and academic potential.

Toward Equity is a three-year strategic plan intended to unify essential diversity, equity, and inclusion (DEI) efforts across the institution. It includes a small number of concrete actions designed to have an impact on the community over the next three years and chart a path for future work in this area.

Strategic plans generally are not intended to address every challenge an institution faces – and this plan is no different. The following plan will set institutional priorities that can be utilized across academic and administrative units to enhance the lived experiences of students, staff, and faculty, thereby improving education, research, and professional outcomes. Institutional initiatives that will also positively impact the community will continue to run parallel with this strategic plan (Appendix 1).

Toward Equity focuses on actions that, when institutionalized, can affect long-term, positive changes to the campus culture, student experience, and working environment. There are opportunities for everyone at Dartmouth to contribute to making our community more equitable and inclusive. As a newly created division at Dartmouth, Institutional Diversity and Equity (IDE) will oversee this campus-wide initiative, providing necessary guidance and consultation to campus leadership to implement these actions and report on progress. The plan's initiatives will begin in Winter 2023 and conclude in 2025.

Background

In 2020, with the support of the Board of Trustees, Dartmouth College leadership made the decision to expand the Office of Institutional Diversity and Equity. 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 Delalue assumed the inaugural role in July 2021 and immediately—with her team— reviewed Dartmouth's three main initiatives related to climate, culture, and diversity: Moving Dartmouth Forward (MDF), Inclusive Excellence (IE), the Campus Climate and Culture Initiative (C3I) as well as other publicly stated goals. In January 2022, IDE issued a 6-month status report on their findings.[1]

Over the duration of those previous initiatives between 2015 and 2022 (Table 1), there has been progress made with 69 out of the 70 actions either completed (52 actions) or in progress (17 actions). While this data point is significant, the College understands that a 'completed action' does not necessarily correlate to sustained change and acknowledges that there is still additional work to be done to improve the campus culture and climate. To this end, the primary recommendation was to create a new cohesive DEI strategic plan that builds on the work of the previous initiatives as well as incorporates the current needs of the community. *Toward Equity* is the realization of this recommendation and its launch signals an institutional transition from the three previous initiatives (MDF, IE, and C3I) to one coordinated plan across Dartmouth writ large.

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[1] Office of Institutional Diversity and Equity, "Strategic Initiatives Report."

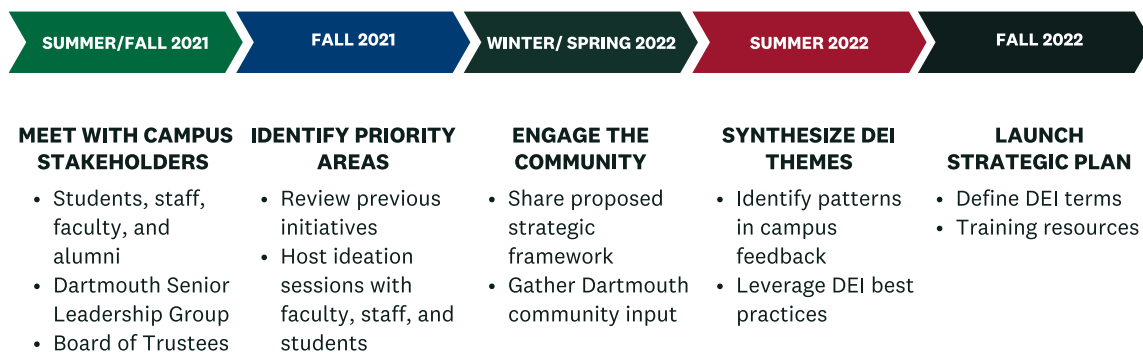**Table 1. Status of Progress on Initiatives launched between 2015 and 2022**

Major Initiatives	Completed	In Progress	Not Implemented*	Total
Moving Dartmouth Forward	16	4	1	21
Inclusive Excellence	28	9	0	37
Campus Climate and Culture Initiative	8	4	0	12
Total	52	17	1	70

*The one action not implemented from the *Moving Dartmouth Forward* initiative was to develop 'Dartmouth Thrive', which was not created due to a shift in resources.

Process

Toward Equity was developed over a 15-month period (Figure 1). Beginning in the summer of 2021, IDE began hosting discussions with students, staff, faculty, and alumni to learn about their experiences at Dartmouth. In addition to these conversations, IDE met with senior leaders to discuss the strengths and challenges associated with the three previous initiatives (MDF, IE, and C3I). Administrators from across campus, particularly those practitioners with a focus on DEI work from all schools and divisions, were invited to participate in a three-day ideation session to do a campus look-back and brainstorm opportunities for transformational change in the future. Information gathered from various meetings and this session resulted in an initial strategic framework.
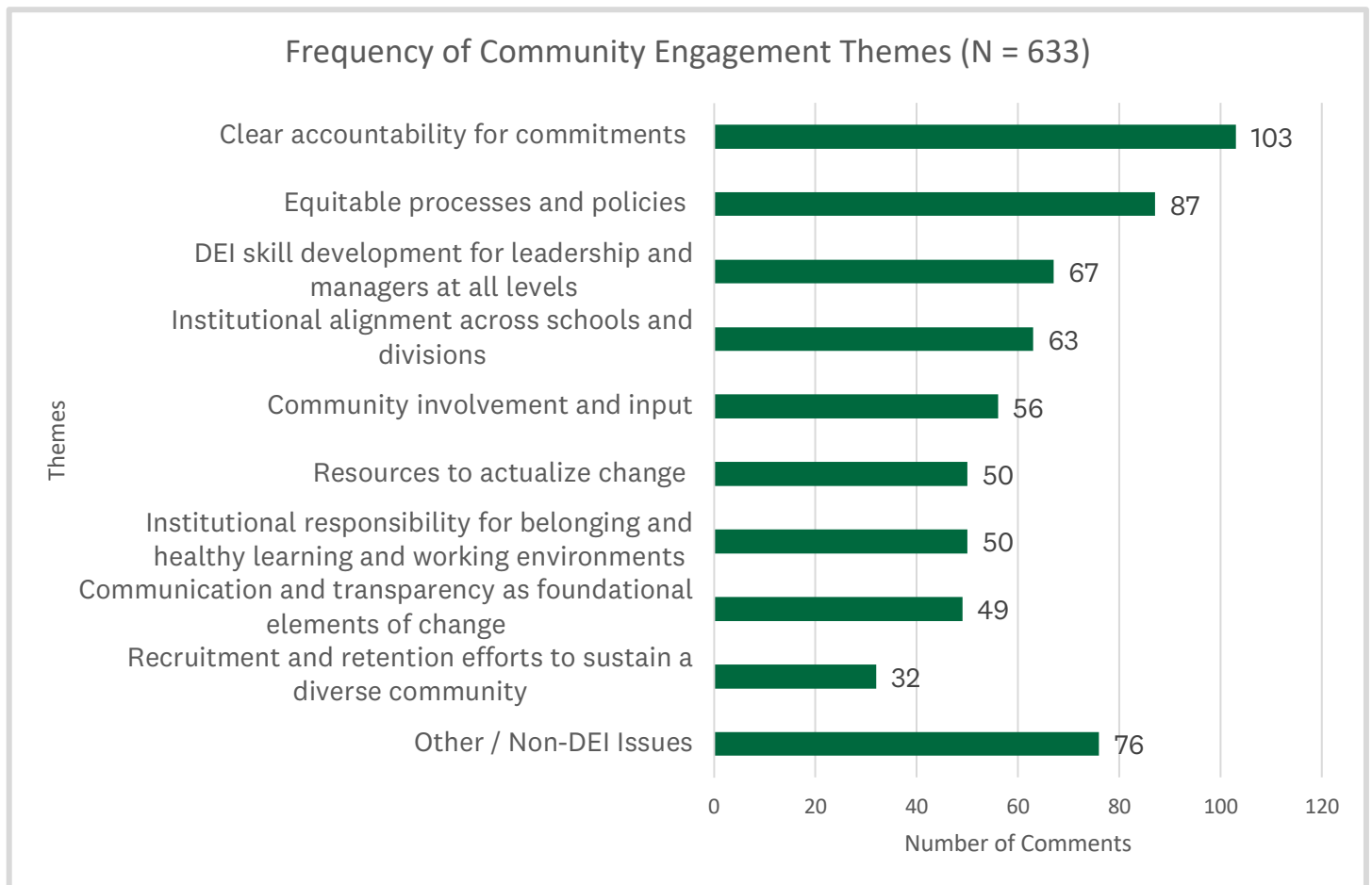
Figure 1. Development Process and Plan

SUMMER/FALL 2021	FALL 2021	WINTER/ SPRING 2022	SUMMER 2022	FALL 2022
MEET WITH CAMPUS STAKEHOLDERS	**IDENTIFY PRIORITY AREAS**	**ENGAGE THE COMMUNITY**	**SYNTHESIZE DEI THEMES**	**LAUNCH STRATEGIC PLAN**
• Students, staff, faculty, and alumni • Dartmouth Senior Leadership Group • Board of Trustees	• Review previous initiatives • Host ideation sessions with faculty, staff, and students	• Share proposed strategic framework • Gather Dartmouth community input	• Identify patterns in campus feedback • Leverage DEI best practices	• Define DEI terms • Training resources

To make certain the strategic planning process included the voice of Dartmouth constituents, IDE invited the entire campus community—undergraduate students, graduate/professional students, postdocs, staff, and faculty—to participate in one of 15 community engagement sessions in Spring 2022. All community members were invited to participate, and managers were encouraged to provide paid release time to ensure staff across the institution were able to engage in the process. In addition, IDE attended or hosted sessions with governance groups across campus. During these discussions, participants had the opportunity to review a proposed framework for the strategic plan, engage with proposed DEI priorities, and offer feedback. A summary of the frequency of the themes that emerged in these sessions (Figure 2) and additional information can be found in the Community Engagement Themes Report[2].

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[2] Office of Institutional Diversity and Equity, "Community Engagement Themes Report."

Figure 2. Frequency of Community Engagement Themes

Frequency of Community Engagement Themes (N = 633)

Theme	Number of Comments
Clear accountability for commitments	103
Equitable processes and policies	87
DEI skill development for leadership and managers at all levels	67
Institutional alignment across schools and divisions	63
Community involvement and input	56
Resources to actualize change	50
Institutional responsibility for belonging and healthy learning and working environments	50
Communication and transparency as foundational elements of change	49
Recruitment and retention efforts to sustain a diverse community	32
Other / Non-DEI Issues	76

Recognizing that some community members were unable to attend these sessions, IDE also disseminated a campus-wide survey where participants could rank the themes in terms of priority. This asynchronous approach allowed for input from a broader subsection of the community with 76% (503 out of 662) of those who completed the survey indicating they had not previously attended a community engagement session. With this information in hand, IDE synthesized themes to develop the actions outlined in this plan.

Building a Foundation for Success

The themes from the community engagement sessions helped to identify four foundational elements that we believe will help advance diversity, equity, and inclusion (DEI) across the institution. These elements include:

1. Using common **institutional DEI definitions**;
2. Developing an **institutional climate survey** to gather data on lived experiences at Dartmouth;
3. **Assessing and aligning resources** devoted to DEI across Dartmouth; and
4. **Repositioning IDE** to support the broader Dartmouth community.

Institutional DEI Definitions

As Dartmouth shifts to an institutional approach to improving DEI, it is critical that all units align with a common understanding of the language and definitions to describe this work. Below are definitions for terms used throughout this plan. Guidance for communicating demographic data is being developed as a part of this work that, when implemented, will provide greater clarity in reporting across Dartmouth.

Key Terms

- **Diversity** includes attributes such as race, gender identity, age, ethnicity, ability, national origin, religion, sexual orientation, and socio-economic status, among other aspects of identity. The composite of the various backgrounds present in the Dartmouth community makes the campus diverse. Diversity coupled with equity, inclusion, and belonging allows for optimal creativity, innovation, and academic excellence[3].

- **Equity** is successfully creating structures and systems that disrupt existing and potential barriers to individual success and ensuring that all persons are treated fairly. Our progress toward equity, diversity, inclusion, and belonging addresses the historical legacies of exclusion, promotes social justice and equips every member of our community to thrive[4].

- **Inclusion** is an active, intentional, and ongoing individual and organizational effort in which people from different backgrounds or identities are treated equitably, culturally and socially welcomed, and included in decision-making. The result of effective inclusion efforts is belonging.

- **Belonging** refers to a personal sense of feeling seen and valued for being our authentic selves. Belonging is experienced and reenforced through cultural messaging that each member of the community purposefully creates[5].

Institutional Climate Survey

The Campus Climate and Culture Initiative (C3I), launched in 2019, called for climate surveys to be conducted within academic departments across the institution[6]. This opt-in initiative was intended to provide data for departments to begin conversations that would lead to improvements in departmental culture. While in some instances the survey included graduate students and postdocs, the focus was primarily on faculty and staff and the data was intended for department-level engagement.

As a part of this new DEI strategic plan, in partnership with the Office of Institutional Research, IDE will develop a new process to disseminate a periodic institutional climate survey for all students (undergraduate, graduate, and professional), faculty (at all ranks), and staff (academic and administrative). Survey results will offer insights that can inform college-wide initiatives and decisions while providing snapshot comparisons for departments and divisions to assess their climate relative to the rest of the campus. Summary survey data will be made available to the Dartmouth community through accessible dashboards. The launch of the institutional survey is anticipated in late 2023.

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[3] Redman and Wilkinson, *Contemporary Human Resources Management*.
[4] Bhopal, "Addressing Racial Inequalities in Higher Education."
[5] Gravett and Ajjawi, "Belonging as Situated Practice."
[6] Office of the President, "Launch of the Campus Climate and Culture Initiative."

Assessment and Alignment of Resources

Resource allocation is often a clear indicator of an organization's priorities. The success of this plan will depend on an institutional commitment to provide the human and financial resources necessary for transforming the campus culture. The first step is creating mechanisms to track and assess current expenditures related to diversity, equity, and inclusion initiatives. IDE and the Division of Finance and Administration are collaborating to build a tracking mechanism to determine the College's annual funding commitments related to DEI.

By assessing the current level of financial and human resources dedicated to this work, Dartmouth can make the best determinations for how to allocate existing operational funds and identify gaps where fundraising can support new DEI initiatives. Additionally, DEI-related positions will be aligned in support of the main priorities outlined in this plan.

Repositioning of IDE

As a first step in fulfilling its expansion, the Office of Institutional Diversity and Equity is now a cross-institution division with two offices: Equity & Compliance and Diversity & Inclusion. The Equity & Compliance Office encompasses staff who oversee civil rights protections and programming at Dartmouth including ADA/504 (disability rights), Equal Opportunity/Affirmative Action, Titles VI & VII (discrimination and harassment) and Title IX (sex discrimination). The Diversity & Inclusion Office is the strategic arm within the division focused on creating and sustaining an inclusive climate. This is achieved through strategic planning, signature institutional programs, community-building initiatives (i.e. employee resource networks) as well as training and education.

Moving the institutional DEI unit to report to the President has already helped to solidify diversity, equity, and inclusion as a priority and signals its critical importance to the entire campus. To further align with Dartmouth's mission and provide departments and divisions across the institution with adequate support, a formal assessment of IDE's organizational structure is underway. That report will provide key insights into how IDE can grow as a unit to develop a more robust system of consultation and support while responding to the complex needs of partners across the institution.

The foundational elements outlined above, coupled with the fifteen strategic actions identified below, will help the campus work toward creating a more inclusive community where everyone has a strong sense of belonging and has the resources to thrive.

Strategic Actions

In addition to the four foundational elements described above, *Toward Equity* has fifteen strategic actions organized into four priority areas: (1) Coordination; (2) Structure; (3) Accountability; and (4) Assessment. Each action is described below with an anticipated completion timeframe. A member(s) of the Dartmouth Senior Leadership Group (DSLG)[7] is accountable for each of the actions listed in this plan. A full list of all actions, including the responsible office, accountable leader, and key metrics for success is tabulated in Appendix 2.

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[7] Office of the President, "Leadership Team."

Coordination

Dartmouth consists of schools, divisions, institutes, departments, and centers which each have unique cultures and, in some cases, specific approaches to addressing equity and inclusion for the communities they serve. The actions below provide opportunities for coordinated approaches to supporting individuals who study and work at Dartmouth.

Actions

1. Create a coordinated model where diversity practitioners for each division and school have a dotted-line reporting relationship to IDE and work to align divisional DEI goals to institutional priorities. True campus-wide transformation will require alignment with institutional priorities at the divisional and school levels. This model, where divisional DEI practitioners develop initiatives for their local areas in consultation with IDE, ensures that all areas are better aligned. The coordinated structure will be developed in partnership with each DEI practitioner and their supervisor and implemented by Summer 2023.

2. Expand and formalize existing mentoring programs into a mentoring initiative that connects alumni with underrepresented and marginalized undergraduate students. One of Dartmouth's strengths is its active alumni community and their commitment to service in the interest of students. Many of the alumni in affiliated groups[8] and others beyond those groups have expressed an interest in connecting and building a supportive relationship with current students to enhance their time while at the College and beyond. To facilitate these connections, the Division of Alumni Relations will work with the Division of Student Affairs to create a mentoring initiative for underrepresented/marginalized students. This initiative will be developed in the 2023-24 academic year and launched by Fall 2024.

3. Develop institutional strategies to recruit and retain diverse faculty and staff. The diversity of our community relies on each unit's ability to recruit and retain top talent from a variety of backgrounds. With this action, each school and division will expand existing efforts to develop new recruitment strategies and goals in consultation with IDE that will inform long-term institutional progress in pursuit of a diverse campus community. Current demographics for faculty and staff are found in Appendix 3. While recruitment presents clear opportunities to welcome a diverse group of new employees to our community, retaining talent, especially those from underrepresented groups, is also a critical focus of this action. Dartmouth will create professional development programs for faculty and staff to ensure their sense of belonging and ability to access leadership opportunities on campus. This goal will be achieved by Fall 2025.

4. Strengthen and expand existing initiatives to promote underrepresented students in STEM. Dartmouth has long been a leader and supporter of diversity within science, technology, engineering, and math (STEM) from being the first American medical school of record to award an MD to a Black man, Samuel F. McGill[9], to being the first national research university to award more bachelor's degrees in engineering to women than men[10], to current initiatives like the E.E. Just Program[11] that provides intellectual engagement and mentorship to students from underrepresented backgrounds who are interested in STEM. Building on this history and a keen desire to become a national leader in this space, a campus-wide coordinated approach to increasing diversity in STEM will be implemented by Fall 2024.

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[8] "Dartmouth Alumni Affiliated Groups."
[9] Green, "Grit and Determination"
[10] Dartmouth Engineering. "Dartmouth Makes History by Graduating a Majority-Female Engineering Class"
[11] "E.E. Just Programs"

Structure

This priority area is focused on building systems and structures that will ultimately improve Dartmouth's ability to support an inclusive and equitable experience for staff, faculty, and students.

Actions

5. <u>Establish a Community of Care model[12] to provide a more robust support structure to increase the overall sense of belonging and enhance the campus approach to safety.</u> We strive to create an environment on campus where all members of the Dartmouth community feel included and have the necessary resources available to them if they are in an unsafe situation. A Community of Care model will establish a coordinated response to incidents directly impacting the campus community, implement an institutional bias reporting system, and create proactive initiatives (e.g., peer-to-peer safe walk programs). Aspects of this model are underway and related initiatives will be in development by Fall 2023.

6. <u>Continued support for interdisciplinary academic departments, programs, and areas of concentration that focus on underrepresented groups.</u> Dartmouth values the critical role interdisciplinary studies play in the academic life of the College. This has been demonstrated by the recent move of Native American and Indigenous Studies, African and African American Studies, and Latin American, Latino, & Caribbean Studies from programs to departments. Additionally, Dartmouth continues to support the Program in Women's, Gender, & Sexuality Studies and is in the process of developing Asian American studies within Arts and Sciences. These programs provide meaningful contributions to the overall academic experience for undergraduate students. Progress toward this action is ongoing and will continue through the duration of the plan.

7. <u>Realize the stated commitment to establish an Institute for Black Intellectual and Cultural Life.</u> In response to a letter authored by Black-identified community members at Dartmouth following the national racial unrest in 2020, Dartmouth made a commitment to establish an Institute for Black Intellectual and Cultural Life. The institute will serve as a critical convener and nexus point for the creative, cultural, and scholarly expression of the Black community at Dartmouth, providing an important foundation for the entire community on topics relating to issues of race and Black culture. Efforts related to this initiative are ongoing and plans for the institute to be launched should be realized by Fall 2023.

8. <u>Standardize and align the collection and reporting of DEI data across divisions and schools.</u> Establish a cross-functional working group to create mechanisms for disaggregating data and creating clear methodologies to be used when reporting demographic information. This working group will be convened by IDE in collaboration with the Office of Institutional Research. This action will be implemented by Summer 2024.

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[12] A community of care model ensures there is a team of designated individuals to both respond to events that may impact the community and proactively recommend initiatives to promote belonging.

Accountability

This priority area addresses the College's need to create clear accountability and reporting systems that incorporate the lived experiences of staff, faculty, and students—and provide necessary training and education to ensure accountability becomes a feature of the Dartmouth community.

Actions

9. <u>Senior leaders will provide a variety of mechanisms, including public forums, to support community feedback and dialogue on issues of equity and belonging.</u> Discussions about topics related to diversity, equity, inclusion, and belonging will be prioritized by senior leaders. These forums can take the form of workshops, town halls, and small group discussions in which community members have an opportunity to learn about the College's trajectory, ask questions to clarify expectations, and have open conversations about the current climate. Each member of DSLG will create these opportunities within their respective units. IDE will advise senior leaders on appropriate formats for their communities. These opportunities for feedback and dialogue will begin in Spring 2023 and should be ongoing throughout the duration of the plan.

10. <u>Provide DEI training and education for all leaders (senior leaders, department chairs, deans, diversity deans, administrative leaders, etc.) to meet expectations for developed leadership competencies.</u> As new research related to organizational leadership emerges that is connected to best practices in DEI management, it is critical for leaders at all levels to continue to build and model their skills to create a more inclusive community[13]. To this end, IDE will provide leadership training for faculty, staff and administrative leaders that centers inclusive management and conflict resolution practices, building on training efforts from C3I. These trainings began in Summer 2022 and will continue through the duration of this plan.

11. <u>Create a mechanism to identify where and how the college can improve its historical accountability for past injustices impacting marginalized groups including Native Americans, enslaved Africans, LGBTQ-identified people, women, and those who identify as Jewish (by practice or ethnicity).</u> Dartmouth, like many of its peers, is poised to confront and take steps to restore injustices that have impacted historically excluded communities[14,15,16]. This work has already begun, with the historical accountability student research program[17], the repatriation of Samson Occom's papers to the Mohegan Tribe in 2022[18], and faculty research on the history of enslaved people at Dartmouth[19]. The college will continue supporting current initiatives and identifying new opportunities to address its past. A report outlining the campus-wide work in this area will be authored by Spring 2024.

Assessment

This priority area reflects actions that will incorporate a lens of evaluation and assessment into processes and procedures at Dartmouth. These additional measures are intended as early steps in integrating an evidence-based approach to decision-making and regular reviews of existing processes that impact the experiences of staff, faculty, and students.

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[13] Ellington, *Leadership First: Reimagining DEI Together.*
[14] Bogues, Cliatt, and Levy, *Brown University's Slavery and Justice Report.*
[15] Harvard Radcliffe Institute, "Harvard & the Legacy of Slavery."
[16] "Georgetown Reflects on Slavery, Memory, and Reconciliation"; "Georgetown Reflects on Slavery, Memory, and Reconciliation."
[17] "Historical Accountability Student Research Program."
[18] Silverstein, "A Solemn and Celebratory Occasion."
[19] "The Ties That Bind."

12. <u>Develop a mechanism to regularly review trends from exit survey data as a marker of the overall employee experience for faculty and staff</u>. As a part of the *Inclusive Excellence* initiative, an institutional exit survey was implemented for all employees who voluntarily departed from their positions. This data collection began in 2019 and provides a proxy for the campus culture from the perspective of employees. The Office of Human Resources in partnership with IDE will review survey responses on an annual basis to identify trends that may inform future professional development, policies, and processes. This action is anticipated to be implemented as a regular practice by Summer 2024.

13. <u>Establish a regular process for assessing search and governing committee participation for women and faculty of color.</u> Recognizing that faculty of color and women faculty have been found to bear a heavier burden on mentorship and service[20], the *Inclusive Excellence* initiative called for departments, divisions, and schools to measure and balance institutional workload across faculty. This action had been implemented in the past with varied results. The action will focus on creating a system and regular process for reporting committee service for faculty. The metrics and process for data collection on faculty service will be refined by Fall 2025.

14. <u>Assess and evaluate graduate student mentoring committees with faculty from multiple graduate programs to track and evaluate equity and inclusion in their mentorship experience.</u> Ensuring support and mentorship for graduate students is critical to their overall experience as those with strong mentors are more likely to be successful in securing fellowships and funding, and to have broader social networks that are linked to job placement outcomes[21]. This is especially true for graduate students from underrepresented groups. Building on the call in C3I for all graduate students to have mentoring committees, Dartmouth will assess and evaluate the implementation of mentoring committees on the graduate student experience across demographics. This assessment will be used to refine this feature of graduate programs and data on the impact will be compiled by Fall 2024.

15. <u>Assess and strengthen community life and inclusivity for all students.</u> As the demographics of our undergraduate and graduate populations shift and students' needs continue to evolve, it is critical for Dartmouth to evaluate its current capacity to effectively support students' needs. To that end, the Division of Student Affairs will conduct organizational reviews for the Office of Pluralism and Leadership (OPAL), the Native American Programs, and the Tucker Center and will include The Guarini School of Graduate and Advanced Studies, the Tuck School of Business, and the Geisel School of Medicine in those discussions. Recommendations resulting from these organizational reviews should be implemented by Winter 2024.

Conclusion: The Path Ahead

The actions found in *Toward Equity* are intended to serve as a catalyst for transformation across Dartmouth within each of the four priority areas: (1) Coordination; (2) Structure; (3) Accountability; and (4) Assessment. To ensure this work is accomplished, accountable DSLG members and responsible offices under their purview are listed for each action (Appendix 2), and IDE will provide regular updates to the campus community. In addition to these actions, the implementation of key definitions, an institutional climate survey, an organizational assessment of IDE, and an assessment of resources dedicated to DEI will accelerate the College's trajectory toward equity and accountability in the next three years (Appendix 4).

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[20] Porter, "A Closer Look at Faculty Service: What Affects Participation on Committees?"
[21] Brill et al., "Best Practices in Doctoral Retention."

To ensure this plan is implemented and remains prioritized, IDE will work to make certain each of the components below are operationalized.

Transparent Reporting and Communication

IDE will summarize progress toward the completion of this plan in an annual report that will be shared with the campus community each year. In addition to annual reports, an online progress dashboard will provide quarterly updates on actions and metrics for success where appropriate.

DEI Strategy Plan Oversight

While IDE will work with division leads by meeting on a semi-annual basis (and more frequently as needed) to discuss progress toward their assigned actions, it will be important to have input from the Dartmouth community on the impact of the plan. This will be achieved through the creation of two bodies: an internal oversight board and an alumni advisory council.

The internal oversight board will be a representative group with members consisting of current students, faculty, and staff, as well as ex-officio members from the IDE staff. The charge of the oversight board will be to meet regularly with the SVP/SDO to review and comment on early iterations of the annual report and to invite senior leaders to discuss progress and opportunities related to specific goals assigned to their areas (e.g., the Dean of the Faculty of Arts and Sciences, the Office of Institutional Research, the Provost).

The alumni advisory council will be composed of a broad representation from the alumni community as well as ex officio members from the recognized alumni affiliated groups as determined in consultation with Advancement and the President's Office. The charge of the council will be to serve in an advisory capacity to the SVP/SDO in reference to this plan as well as long-term policy and planning related to DEI across the institution.

In addition to these two groups, IDE will continue to convene an ad hoc working group of Board of Trustee members to advise on the implementation of the plan as well as other matters within the scope of the SVP/SDO's purview.

Training and Education

A recurring theme from our community engagement sessions was the need for additional training and education for the entire campus community. To meet this need, IDE is developing a curriculum centered on topics related to diversity, equity, and inclusion. As IDE builds more capacity within its division, over time the unit will continue to add new facilitated workshops and self-directed training for the community to continue to expand and apply their knowledge. IDE will also maintain a repository of external trainers, coaches, and consultants with expertise in diversity, equity, and inclusion. This list will be available for those seeking support beyond the capacity of IDE.

Aligning as One Voice Toward Equity

While this plan emphasizes accountability and communication from institutional leaders, every member of the Dartmouth community, whether they are faculty, staff or students can contribute to its success by:

- Developing personal goals to contribute to a more inclusive and welcoming environment;
- Proactively completing training modules, participating in workshops, and attending lectures and programs that center diverse perspectives;
- Participating in divisional action plan development and implementation (Appendix 5); and
- Sharing feedback through institutional surveys.

We can all play a role in moving Dartmouth *Toward Equity*

Appendix 1: Parallel Institutional Initiatives

It is important to note that there are several College initiatives underway that will impact the climate and culture at Dartmouth. Four initiatives that are especially salient to the work outlined in this plan are: Mental Health, Disability Inclusion, the International Student Working Group and the Council on Work-Life Issues.

- *Mental Health*. In summer 2021, Dartmouth partnered with the Jed Foundation's signature four-year JED Campus program to develop and implement plans for supporting student mental health[22]. In the 2021-2022 academic year, committees consisting of students, faculty, and senior leadership were established at Geisel, Guarini, Thayer, Tuck, and in the Arts and Sciences. Each school-based committee completed a comprehensive self-study that explored the institution's mental health policies and procedures, and all students were invited to participate in the Healthy Minds Study (HMS) survey in Fall 2021. Site visits by the Jed Foundation occurred in Winter and Spring 2022. The schools are actively working with the Jed Foundation to develop strategic plans informed by the policy review, HMS data, site visits, and institutional wisdom. In September 2022 several work groups were launched by the undergraduate, graduate professional, and medical schools to address over eighty potential action items generated through those processes. Additional information regarding this initiative can be found by contacting Dartmouth College Health Services[23].

- *Disability Inclusion*. In 2018, an evaluation of Dartmouth's programmatic accessibility services was performed. This provided a pathway for the initial work of the inaugural ADA/504 Coordinator – a role that was filled permanently in July 2021. As a result of this evaluation, the College is moving toward a coordinated centralized disability services model starting in the fall of 2023 where staff from the Office of Institutional Diversity and Equity will lead these efforts. Plans are in development to create greater community disability awareness through a speaker series and other collaborative efforts of likeminded groups across campus. Creating greater awareness about the needs and rights of people with disabilities in our community will help foster the sense of shared responsibility of building an inclusive environment.

- *International Student Working Group*. As Dartmouth prepares to welcome more international applicants as a result of becoming need-blind in admissions for all students, the College wishes to bolster support for this community. In fall 2022, an International Student Working Group was charged with assessing the needs of the international student community, reviewing current supports, and making recommendations to address gaps that are identified.

- *Council on Work/Life Issues*. An ad hoc Council on Work/Life Issues was convened by the Executive Vice President and the Provost and charged with providing guidance to address the challenges of work-life issues as they relate to the recruitment and retention of employees and graduate students, including how such issues affect diversity, equity, and inclusion efforts. This council will address issues including but not limited to housing, child-care, and employee engagement.

The initiatives described above in concert with the actions in the following DEI strategic plan are poised to effect change at Dartmouth. IDE is committed to collaborating closely with partners across campus to ensure these efforts are conducted in tandem and meet the needs of the community.

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[22] https://sites.dartmouth.edu/jedcampus/
[23] https://students.dartmouth.edu/health-service/

Appendix 2. Summary of Actions

Table I. Strategic Actions and Oversight

Priority Areas	Action	Responsible Office(s)	Accountable Leader	Oversight & Metrics for Success
Coordination	1. Create a coordinated model where diversity practitioners for each division have a dotted-line reporting relationship to IDE and work to align divisional DEI goals to institutional priorities (Summer 2023)	IDE	Senior Vice President/Senior Diversity Officer	• Number of dedicated DEI professionals across schools and divisions • Sense of support among DEI practitioners
	2. Expand and formalize existing mentoring programs into a mentoring initiative that connects alumni with underrepresented and marginalized undergraduate students at Dartmouth (Fall 2024)	Alumni Relations, Division of Student Affairs	Senior Vice President for Advancement and Dean of the College	• Number of participants • Program evaluations to assess impact
	3. Develop institutional strategies to recruit and retain diverse faculty and staff. (Fall 2025)	Deans of Thayer, Tuck. Geisel, and Faculty of Arts & Sciences	Provost	• Faculty demographics • Staff demographics
	4. Strengthen and expand existing initiatives to promote underrepresented students interested in pursuing STEM (Fall 2024)	Provost Office, IDE, Development Office	Provost, Senior Vice President/ Senior Diversity Officer and Senior Vice President for Advancement	• Published annual report detailing coordination on diversity STEM initiatives and key outcomes • Fundraising in support of STEM diversity initiatives
Structure	5. Establish a Community of Care model to provide a more robust support structure to increase sense of belonging and enhance the campus approach to safety (Fall 2023)	Diversity Deans	All Deans and Senior Vice President/Senior Diversity Officer	• Number of new or expanded community support initiatives • Sense of belonging
	6. Continue to support interdisciplinary departments and programs within Arts and Sciences (ongoing)	Dean of the Faculty of Arts & Sciences	Dean of the Faculty of Arts & Sciences	• Number of courses • Fundraising in support of faculty lines
	7. Realize the stated commitment to establish an Institute for Black Intellectual and Cultural life (Fall 2023)	Provost Office and IDE	Provost and Senior Vice President/Senior Diversity Officer	• Fundraising for the institute • Sense of belonging for Black/African American-identified community members
	8. Standardize and align the collection and reporting of DEI data across divisions and schools (Summer 2024)	IDE and Office of Institutional Research	Provost	• Clear reporting guidance that has been adopted across the institution

Priority Areas	Action	Responsible Office(s)	Accountable Leader	Oversight & Metrics for Success
Accountability	9. Senior leaders will provide a variety of mechanisms, including public forums, to support community feedback and dialogue on issues of equity and belonging (Ongoing)	President's Office	All DSLG members	• Number of events • Increased trust in leadership • Number of participants
	10. Provide DEI training and education for all leaders (e.g., senior leaders, department chairs, deans, diversity deans, administrative leaders, etc.) to meet expectations for developed leadership competencies (Ongoing)	IDE	Senior Vice President/Senior Diversity Officer	• Number of trainings • Training Evaluations • Trust in leadership gathered via pulse survey
	11. Create a mechanism to assess areas for the college to improve its historical accountability for past injustices impacting marginalized groups including Native Americans, enslaved Africans, LGBTQ-identified people, Women, and those who identify as Jewish (by practice or ethnicity) (Spring 2024)	Library, IDE and Office of Communications	Provost, Senior Vice President/Senior Diversity Officer, Vice President for Communications	• Resource allocation for ongoing initiatives • Number of new initiatives • Report detailing the campus-wide work in this area
Assessment	12. Develop a mechanism to regularly review trends from exit survey data as a marker of the overall employee experience for faculty and staff (Summer 2024)	Human Resources	Executive Vice President	• Annual divisional summary of trends for leaders
	13. Establish a regular process for assessing search and governing committee participation for women and faculty of color (Fall 2025)	Deans of Thayer, Tuck. Geisel, and Faculty of Arts & Sciences	Provost	• Process for regularly assessing representation on faculty governing
	14. Assess and evaluate doctoral student mentoring committees with faculty from multiple graduate programs to track and evaluate equity and inclusion in the mentorship experience for graduate students (Fall 2024)	Deans of Guarini, Thayer, Geisel, and Faculty of Arts & Sciences	Dean of Guarini	• Report on the impact of mentoring committees on doctoral student experience • Plan for regular evaluation feedback on mentor committees
	15. Assess and strengthen community life and inclusivity for all students (Winter 2024)	Division of Student Affairs and Diversity Deans in Guarini, Thayer, Geisel, and Tuck	Dean of the College and Dean of the School of Graduate and Advanced Studies	• Implementation of recommendations from reviews • Sense of belonging

Appendix 3. Faculty and Staff Demographic Tables

Table II. Faculty Composition by Rank Fall 2017 to Fall 2021

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Professor	URM	17 (4.4%)	22 (5.8%)	22 (6.0%)	26 (7.0%)	28 (7.3%)
	Non-URM	362 (94.3%)	353 (93.1%)	346 (94.0%)	344 (92.5%)	348 (91.1%)
	International	5 (1.3%)	4 (1.1%)	0 (0%)	2 (0.5%)	6 (1.6%)
	Faculty of Color	43 (11.2%)	48 (12.7%)	48 (13.0%)	53 (14.2%)	55 (14.4%)
Associate Professor	URM	30 (14.8%)	37 (17.1%)	33 (15.6%)	31 (14.8%)	31 (15.0%)
	Non-URM	172 (84.7%)	177 (81.6%)	177 (83.5%)	175 (83.3%)	172 (83.5%)
	International	1 (0.5%)	3 (1.4%)	2 (0.9%)	4 (1.9%)	3 (1.5%)
	Faculty of Color	45 (22.2%)	55 (25.3%)	52 (24.5%)	51 (24.3%)	50 (24.3%)
Assistant Professor	URM	18 (10.1%)	10 (6.3%)	9 (5.9%)	19 (11.7%)	17 (10.2%)
	Non-URM	147 (82.1%)	133 (84.2%)	128 (84.2%)	128 (78.5%)	133 (79.6%)
	International	14 (7.8%)	15 (9.5%)	15 (9.9%)	16 (9.8%)	17 (10.2%)
	Faculty of Color	36 (20.1%)	25 (15.8%)	20 (13.2%)	38 (23.3%)	37 (22.2%)
Instructor / Other	URM	10 (5.4%)	12 (6.3%)	10 (5.0%)	17 (8.9%)	12 (6.3%)
	Non-URM	162 (87.1%)	162 (85.7%)	175 (87.9%)	168 (87.5%)	171 (89.5%)
	International	14 (7.5%)	15 (7.9%)	14 (7.0%)	7 (3.6%)	8 (4.2%)
	Faculty of Color	18 (9.7%)	16 (8.5%)	14 (7.0%)	30 (15.6%)	23 (12.0%)
URM Total		75 (7.9%)	81 (8.6%)	74 (7.9%)	93 (9.9%)	88 (9.3%)
Faculty of Color		142 (14.9%)	144 (15.3%)	134 (14.4%)	172 (18.4%)	165 (17.4%)
International		34 (3.6%)	37 (3.9%)	31 (3.3%)	29 (3.1%)	34 (3.6%)
Grand Total		952	943	931	937	946

Notes: (1) All faculty identifying as two or more races, where one is URM, are included in the URM groupings; (2) International status is not a racial category in the U.S.; (3) Underrepresented Minority (URM) includes the following racial or ethnic groups: Hispanic or Latino, American Indian or Alaska Native, Black or African American, Native Hawaiian or other Pacific Islander; (4) Faculty of color is inclusive of Asian and URM.

Table III. Staff Composition Fall 2017 to Fall 2021

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Advancement	URM	20 (9.1%)	24 (10.4%)	30 (13.3%)	29 (13.0%)	23 (10.9%)
	Non-URM	200 (90.9%)	205 (89.1%)	196 (86.7%)	194 (87.0%)	188 (89.1%)
	International	0 (0%)	1 (0.4%)	0 (0%)	0 (0%)	0 (0%)
	Staff of Color	27 (12.3%)	33 (14.3%)	36 (15.9%)	36 (16.1%)	30 (14.2%)
Executive Vice President	URM	32 (4.1%)	44 (5.6%)	39 (5.1%)	35 (4.9%)	31 (4.4%)
	Non-URM	752 (95.9%)	737 (94.4%)	731 (94.7%)	676 (94.8%)	668 (95.3%)
	International	0 (0%)	0 (0%)	2 (0.3%)	2 (0.3%)	2 (0.3%)
	Staff of Color	41 (5.2%)	55 (7.0%)	52 (6.7%)	46 (6.5%)	42 (6.0%)
President	URM	10 (4.5%)	14 (6.3%)	15 (6.8%)	11 (5.6%)	23 (10.5%)
	Non-URM	211 (95.5%)	207 (93.7%)	204 (93.2%)	187 (94.4%)	197 (89.5%)
	International	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Staff of Color	17 (7.7%)	17 (7.7%)	21 (9.6%)	17 (8.6%)	29 (13.2%)
Provost	URM	70 (8.3%)	80 (9.4%)	70 (8.9%)	61 (8.4%)	54 (7.4%)
	Non-URM	760 (89.7%)	752 (88.3%)	702 (89.5%)	654 (90.1%)	663 (91.1%)
	International	17 (2.0%)	20 (2.3%)	12 (1.5%)	11 (1.5%)	11 (1.5%)
	Staff of Color	97 (11.5%)	104 (12.2%)	90 (11.5%)	82 (11.3%)	76 (10.4%)
Dean of A & S Faculty	URM	11 (3.5%)	10 (3.2%)	6 (1.8%)	15 (4.7%)	17 (4.9%)
	Non-URM	266 (83.9%)	259 (83.5%)	281 (86.5%)	267 (82.9%)	282 (81.0%)
	International	40 (12.6%)	41 (13.2%)	38 (11.7%)	40 (12.4%)	49 (14.1%)
	Staff of Color	25 (7.9%)	21 (6.8%)	21 (6.5%)	41 (12.7%)	46 (13.2%)
Geisel School of Medicine	URM	22 (3.8%)	25 (4.4%)	21 (4.0%)	21 (4.2%)	21 (4.3%)
	Non-URM	523 (89.7%)	506 (89.2%)	471 (88.9%)	457 (90.3%)	441 (90.2%)
	International	38 (6.5%)	36 (6.3%)	38 (7.2%)	28 (5.5%)	27 (5.5%)
	Staff of Color	63 (10.8%)	58 (10.2%)	51 (9.6%)	50 (9.9%)	46 (9.4%)
Thayer School of Engineering	URM	2 (1.6%)	3 (2.3%)	2 (1.5%)	3 (2.2%)	3 (2.2%)
	Non-URM	111 (87.4%)	115 (88.5%)	117 (88.6%)	119 (88.8%)	119 (88.1%)
	International	14 (11.0%)	12 (9.2%)	13 (9.8%)	12 (9.0%)	13 (9.6%)
	Staff of Color	8 (6.3%)	9 (6.9%)	7 (5.3%)	11 (8.2%)	11 (8.1%)
Tuck School of Business	URM	9 (4.9%)	10 (5.7%)	9 (4.9%)	7 (4.3%)	8 (5.1%)
	Non-URM	171 (93.4%)	163 (93.1%)	170 (92.9%)	154 (93.9%)	147 (94.2%)
	International	3 (1.6%)	2 (1.1%)	4 (2.2%)	3 (1.8%)	1 (0.6%)
	Staff of Color	11 (6.0%)	13 (7.4%)	11 (6.0%)	9 (5.5%)	10 (6.4%)
Guarini School of Graduate and Advanced Studies	URM			3 (7.1%)	9 (23.7%)	6 (14.6%)
	Non-URM			36 (85.7%)	26 (68.4%)	32 (78.0%)
	International			3 (7.1%)	3 (7.9%)	3 (7.3%)
	Staff of Color			4 (9.5%)	11 (28.9%)	9 (22.0%)
URM Total		176 (5.4%)	210 (6.4%)	195 (6.1%)	191 (6.3%)	186 (6.1%)
Staff of Color		289 (8.8%)	310 (9.5%)	293 (9.1%)	303 (10.0%)	299 (9.9%)
Grand Total		3282	3266	3213	3024	3029

Notes: (1) All staff identifying as two or more races, where one is URM, are included in the URM groupings; (2) International status is not a racial category in the U.S.; (3) Underrepresented Minority (URM) includes the following racial or ethnic groups: Hispanic or Latino, American Indian or Alaska Native, Black or African American, Native Hawaiian or other Pacific Islander; (4) Staff of color includes the following racial or ethnic groups: Hispanic or Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander (5) Guarini was establishd in 2018 and first reported staff in 2019.

Appendix 4. Foundational Elements Oversight and Timeline

Table IV. Summary of Foundational Elements

Foundational Element	Responsible Office	Accountable Senior Leader	Anticipated Implementation/Completion Date
Create a tracking mechanism for DEI-related expenditures	Finance and Administration, IDE	Executive Vice President and Senior Vice President/Senior Diversity Officer	Spring 2023
Conduct organizational review of IDE	Institutional Diversity and Equity, President's Office	Senior Vice President/Senior Diversity Officer; President	Spring 2023
Develop and disseminate an institutional climate survey	Institutional Research, IDE	Senior Vice President/Senior Diversity Officer	Fall 2023

Appendix 5. Divisional Diversity Action Plans

	Website / Document	Last Updated
Advancement	Diversity and Inclusion Plan (PDF)	October 2019
Athletics	Diversity & Inclusion (Website)	May 2021
Campus Services	Campus Services DEI Initiative (Website)	September 2021
Dean of the Faculty of the Arts and Sciences	Arts and Sciences Diversity Plan (PDF)	October 2019
Finance and Administration	F&A Divisional Overview 2017 (PDF) Organizational Overview (Website)	March 2017 March 2022
Geisel School of Medicine	Geisel Plan for Diversity, Inclusion, and a Respectful Workplace (PDF)	February 2018
Guarini School for Graduate and Advanced Studies	Guarini Diversity Commitment (PDF)	April 2021
Investment Office	Diversity, Equity, and Inclusion (DEI) Action Plan (Web)	October 2022
Office of the Provost	Provost Division Diversity and Inclusion Plan (PDF)	December 2017
Thayer School of Engineering	Diversity, Equity, and Inclusion (Web)	October 2022
Tuck School of Business	Action Plan (Web)	October 2022

Appendix 6: Strategic Actions Implementation Timeline

Strategic Actions Timeline

SUMMER 2023
Create a coordinated model where diversity practitioners for each division have a dotted-line reporting relationship to IDE (Action 1)

FALL 2023
Establish a Community of Care model to provide a more robust support structure to increase sense of belonging and enhance the campus approach to safety (Action 5)

Realize the stated commitment to establish an Institute for Black Intellectual and Cultural life (Action 7)

SPRING 2024
Create a mechanism to assess areas for the college to improve its historical accountability for past injustices impacting marginalized groups (Action 11)

SUMMER 2024
Standardize and align the collection and reporting of DEI data across divisions and schools (Action 8)

Develop a mechanism to regularly review trends from exit survey data (Action 12)

FALL 2024
Expand and formalize existing mentoring programs that connects alumni with underrepresented and marginalized undergraduate students (Action 2)

Strengthen and expand initiatives to promote underrepresented students interested in STEM (Action 4)

Assess and evaluate doctoral student mentoring committees (Action 14)

WINTER 2025
Assess and strengthen community life and inclusivity for all students (Action 15)

FALL 2025
Develop institutional strategies to recruit and retain diverse faculty and staff. (Action 3)

Establish a regular process for assessing search and governing committee participation for women and faculty of color (Action 13)

ONGOING ACTIONS

Support interdisciplinary departments and programs within Arts and Sciences (Action 6)

Senior leaders will provide a variety of mechanisms to support community feedback and dialogue on issues of equity and belonging (Action 9)

Provide DEI training and education for all leaders to meet expectations for developed leadership competencies (Action 10)

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