



Office of Institutional Diversity and Equity

**Community Engagement  
Themes Report**

July 2022

Dartmouth College  
Office of Institutional Diversity and Equity  
Community Engagement Themes Report

## Introduction

The Office of Institutional Diversity and Equity (IDE) is charged with leading institutional strategic efforts as they relate to diversity, equity, and inclusion at Dartmouth College. After an initial review<sup>1</sup> of the progress made through Moving Dartmouth Forward, Inclusive Excellence, and the Campus Climate and Culture initiative, Senior Vice President and Senior Diversity Officer Shontay Delaloe put forward a recommendation that these three initiatives be sunset as the majority of the actions associated with them have either been completed or embedded into institutional practice. These initiatives have made way for a new, cohesive strategy that unifies efforts across schools and administrative divisions at Dartmouth. The new institutional strategic plan is currently in development, with a projected launch date of October 2022. As outlined in the strategic plan development timeline on the IDE website<sup>2</sup>, this *Community Engagement Themes Report* is the next step of the planning phase to ensure the campus is fully apprised of the progress.

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 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 addition, IDE attended or hosted sessions with various governance groups across campus. During these discussions, individuals and groups had the opportunity to review a proposed framework for the strategic plan, engage with proposed DEI priorities, and offer feedback.

This report provides a summary of common themes that emerged through engagement with members of the Dartmouth community during these sessions. Community engagement sessions were transcribed and then read in their entirety with each unique comment receiving a code; the thematic analysis is a compilation of these codes. Additional information regarding attendees, session formats, and the session timing is found in the Appendix.

## Community Engagement Themes

IDE identified ten themes (Table 1) which reflect the aggregate comments raised by campus stakeholders. A description of each theme is included for clarity and an example of the type of comment made by attendees is provided for each theme. The themes in the table are listed in order of comment frequency. The themes and comments represent aspirations constituents have for the College rather than its perceived current state.

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<sup>1</sup> [https://www.dartmouth.edu/ide/strategicplanning/strategic\\_initiatives\\_report.html](https://www.dartmouth.edu/ide/strategicplanning/strategic_initiatives_report.html)

<sup>2</sup> <https://www.dartmouth.edu/ide/strategicplanning/>

Table 1. Community Engagement Themes (description, example and comment frequency)

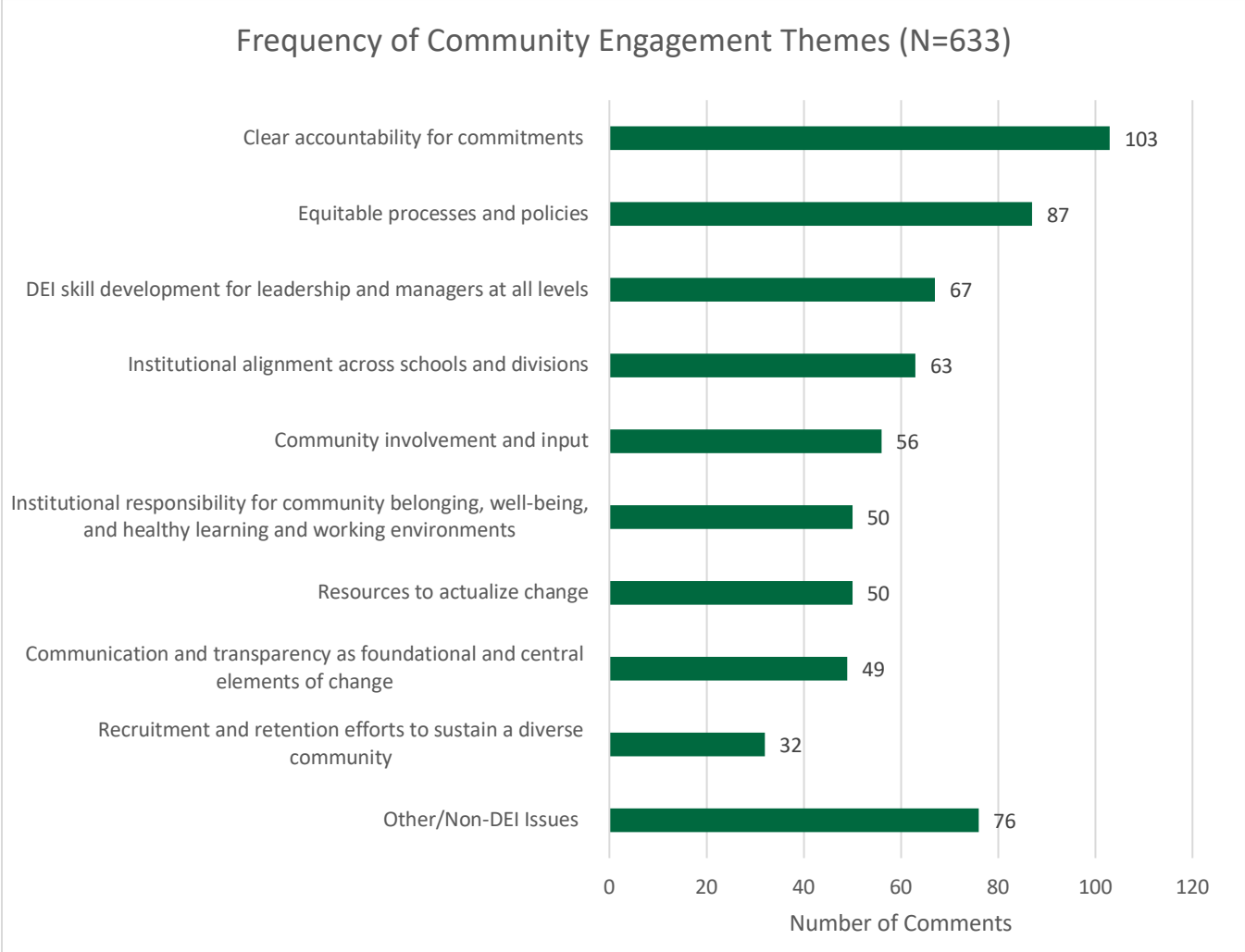
Theme <sup>3</sup>	Description	Example	Frequency N (%)
1. Clear accountability for commitments	Articulated leadership accountability to ensure commitment and follow-through on our stated actions associated with our espoused values	"Town halls [with students, faculty and staff] and training for senior leaders with key responsibility they must walk away with and implement [are needed]"	103 (16.3%)
2. Equitable processes and policies	A clear plan to develop and assess policies and processes for equity	"The clarity around tenure and promotion is important. I think it's also important to address what the criteria are"	87 (13.74%)
3. DEI skill development for leadership and managers at all levels	Training and professional development as opportunities for DEI skill building—specifically for leaders at every level of the institution	"Training sessions should be frequent and easily accessible"	67 (10.58%)
4. Institutional alignment across schools and divisions	Institutionalization of DEI initiatives as a means of working together in areas across campus	"All work should be viewed as an institutional commitment with accompanying institutional guidance for implementation (with metrics for success and desired outcomes)"	63 (9.95%)
5. Community involvement and input	Recognition of shared ownership of DEI work and the community as a valued partner to inform and effect institutional change	"We are all accountable for creating a more inclusive community. What trainings/learning opportunities can we offer to help people be more literate and engaged with DEI related objectives"	56 (8.85%)
6. Institutional responsibility for community belonging, well-being, and healthy learning and working environments	Dartmouth's unique location necessitates intentionally curated community spaces and opportunities for individuals to develop connections and a sense of belonging	"Building community - events that bring together URM students across programs (even if we are low in numbers, that doesn't mean we can't have a rich culture and have a sense of belonging)"	50 (7.90%)

<sup>3</sup> The themes and comments represent aspirations constituents have for the College rather than its perceived current state.

Theme <sup>3</sup>	Description	Example	Frequency N (%)
7. Resources to actualize change	Dedicated resources (work release time, funding and human resources) in order to drive change throughout the institution	"Resource support to ensure that all staff, including hourly staff, are able to take part in DEI opportunities. Provide funding, identifying time that is expected to be spent on continuing education"	50 (7.90%)
8. Communication and transparency as foundational and central elements of change	Ongoing, straightforward, and clear communication, and requests for feedback about progress, set-backs, and outcomes of change efforts	"Transparency: some approach that isn't just a report but allows interaction of some type from the community"	49 (7.74%)
9. Recruitment and retention efforts to sustain a diverse community	Recruiting diverse talent (students, faculty, staff) to campus and retaining that talent through positive academic and career milestones	"Aggressive efforts to recruit diverse faculty, and efforts that facilitate such hires, should be supported and rewarded"	32 (5.06%)
10. Other/Non-DEI Issues (e.g., impact of work-life concerns on employee retention)	Various issues and concerns relevant to each stakeholder group, but without a clear and direct connection to DEI (e.g., the substantial impact that compensation, housing, childcare, community life in the Upper Valley, and other work-life concerns have on employee satisfaction and institutional ability to retain employees)	"As affordable housing for staff is getting further out, which often pushes folks to more rural areas that may not be very diverse, or longer commutes from more diverse areas"	76 (12.00%)

To illustrate the relative frequency of comments related to each theme, this information was plotted in descending order with the exception of 'other/non-DEI issues' which is noted last (Figure 2).

Figure 2. Summary of Themes



### Conclusion and Next Steps

The themes that emerged through the community engagement process provide an indication of what members of the Dartmouth community are hoping to be addressed through a new institutional strategic plan. To distill these results, all members of the Dartmouth community will be invited to review this report and complete a ranking of these themes. This additional community engagement step will allow for asynchronous input and further prioritization of the proposed objectives included in the plan, which is scheduled to launch in Fall 2022<sup>4</sup>.

<sup>4</sup> <https://www.dartmouth.edu/ide/strategicplanning/>

# Appendix

## Session Schedule

Public sessions focused on receiving feedback from specific populations within the Dartmouth community:

- Staff - 04/07/22
- Graduate/Professional Students and Postdocs - 04/13/22
- Undergraduate Students - 04/18/22
- Faculty - 04/25/22

Closed sessions sought feedback from the perspective of the members of their respective groups:

- Campus Climate and Culture Initiative (C3I) Ambassadors - 04/13/22
- Employee Resource Network (ERN) Members (including members of the Black Caucus, Young Professionals at Dartmouth, LGBTQIA+ Employee Network, Asian and Pacific Islander Caucus, Latinx Hispanic Caribbean Network, Empowering Women of Color, and Dartmouth Veterans Network) - 04/28/22
- Student Advisory Board of the Office of Institutional Diversity and Equity – 03/29/22

Information sessions hosted with various governance groups across campus sought to inform leadership of the direction of this work and address questions and concerns while gathering feedback:

- Dartmouth Senior Leadership Group (DSLGL) – 04/04/22
- Geisel Faculty Council - 06/02/22
- Tuck's Executive Committee - 05/12/22
- Arts and Sciences Committee on Priorities - 05/16/22
- Service Employees' International Union (SEIU) Local 560 Leadership – 05/03/22
- Undergraduate Student Assembly – 04/10/22
- Joint session for leadership of the Graduate Student Council, Geisel School of Medicine Student Government, TDI Hybrid Student Advisory Council, TDI Residential Student Advisory Council, Thayer Council and Tuck Student Board\* - 04/04/22
  - \*Thayer Council and Tuck Student Board were invited, but opted not to send representatives

## Session Format

Members of the Dartmouth community were invited to register for 60-90-minute virtual sessions. During each session, IDE staff briefly presented the draft strategic framework including four identified priority areas and objectives for advancing change over the next 2-3 years. Following this presentation, individuals attended small breakout rooms where they had an opportunity to engage in dialogue about the proposed priority areas and provide feedback on the intended objectives. Each room had a dedicated facilitator and provided multiple methods for individual contributions including sharing ideas aloud, submitting feedback via Zoom chat, and/or contributing to a shared Google document. Following the conclusion of each session, attendees were given 24 hours to finalize their contributions and submit them via a collaborative Google document.

## Participation and Outreach

All members of the Dartmouth community were invited to attend a public session with their relevant constituent group. Hourly staff were encouraged to discuss their interest in participating in a session with their supervisor. Managers were strongly encouraged to provide paid release time to ensure staff across the institution were able to engage in the process. Members of closed groups received invitations from IDE to attend their respective sessions, or to attend an open public session, as their schedule allowed.

IDE also attended standing meetings for the various governance groups and was allotted a portion of the agenda to share general updates with their membership. Where standing sessions did not exist, IDE hosted a dedicated session (SEIU Union leadership, graduate governance groups, and Tuck Executive Committee). A list of all the governance groups that were engaged is found below:

- Dartmouth Senior Leadership Group (DSLG)
- Geisel Faculty Council
- Tuck's Executive Committee
- Arts and Sciences Committee on Priorities
- Service Employees' International Union (SEIU) – Local 560 Leadership
- Undergraduate Student Assembly
- Joint session for leadership of the Graduate Student Council, Geisel School of Medicine Student Government, TDI Hybrid Student Advisory Council, TDI Residential Student Advisory Council, Thayer Council and Tuck Student Board



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