

LEARN TOGETHER

To: Inclusive Excellence Executive Committee
President Hanlon, Provost Dever, Executive Vice President Mills,
Vice President Ellis

From: Inclusive Excellence Student Working Group

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I. EXECUTIVE SUMMARY

We envision a diverse and inclusive Dartmouth community where all students have a strong sense of belonging and purpose, where both individuality and group identities are valued, and where respectful engagement fuels open, vigorous intellectual inquiry.

Our working group was charged to focus on inclusive excellence in the undergraduate and graduate student experience at Dartmouth. We were asked to develop a process to better document current efforts and enhance coordination across the institution; define clear goals with metrics for monitoring progress; establish explicit standards of accountability, including mechanisms for transparency that communicate and track progress; and propose short-term and longer-term initiatives.

Over five meetings, we discussed the problems we face as well as initiatives, comparisons with peer institutions, and best-practices literature regarding diversity and inclusivity. Overall, the number and quality of Dartmouth's current efforts in this area impressed us. We were alarmed, however, at a recurring pattern that emerged from many of the reports and recommendations that have been generated as far back as 1968 (see appendix A). Most notably, we recognized that the problems identified and their proposed solutions were frequently unchanged; proposals since 2001 were eerily similar. We found that the lack of progress on these issues was in large part due to a lack of accountability for the implementation and execution of the proposed plans, in addition to a lack of effective communication and transparency about them. We deemed it critical to define explicit accountabilities for initiatives related to diversity and inclusion.

We discussed specific initiatives and proposed new ones, but we did not reach consensus about their priority; rather, we agreed to focus primarily on recommending structures and practices that will help bring about a cultural shift at Dartmouth that involves College-wide dialogue, clear communication about priorities, and the consistent evaluation of programmatic ideas as they arise. We provide a snapshot of key proposals here. Section II of this report consolidates the documents prepared by sub-committees of the working group; it includes narrative explanations of the members' thinking along with details about each proposal.

SNAPSHOT OF KEY PROPOSALS (more proposals and explanations appear in Section II):

ACCOUNTABILITY

1. **Establish an external review committee** to track the progress of the Dartmouth-wide inclusive excellence initiative biennially. The report of the external review committee should be presented directly to the Board of Trustees, and an unedited version made public via the digital resource center described below.
2. **Present and publish an annual Dartmouth College diversity and inclusion report/plan**, produced by the President and Provost.

3. **Establish a standing Assessment Team** charged with:
- defining and refining the quantitative and qualitative metrics to assess progress
 - tracking and assessing progress on multiple metrics over time
 - vetting proposals and initiatives designed to increase diversity and inclusivity
 - delivering annual reports to the entire Dartmouth community
 - making annual recommendations to the President and Provost about priorities

The Assessment Team should report to the President and Provost, and include representatives from the following areas:

- undergraduate and graduate students (for non-confidential data)
 - Office of Institutional Diversity and Equity
 - Office of Institutional Research
 - Enrollment
 - Student Affairs
 - Dean of the College
 - Dean of Graduate Studies
 - Dean of the Faculty
 - Dean of the Tuck School of Business
 - Dean of the Geisel School of Medicine
 - Dean of the Thayer School of Engineering
4. **Publicly assign each current or new initiative to a particular administrator, faculty member, staff member, or student officer** who is primarily accountable for its implementation, execution, and/or ongoing assessment.

TRANSPARENCY AND COMMUNICATION

1. **Establish a Digital Resource Center** with a simple and easy to read dashboard to publicly track progress on diversity and inclusion efforts, post administrative reports on progress and new initiatives, and invite community comments/dialogue.
2. **Host termly town halls and House meetings** focused on diversity and inclusion in order to facilitate open communication and dialogue between senior administrators, students, faculty, and staff.

PROGRAMS AND INITIATIVES

1. **Require a course on diversity for all undergraduates**
2. **Add diversity and cross-cultural communication training to orientation**
3. **Incentivize faculty to undergo diversity/mentor training and to mentor beyond the classroom.**

II. CONSOLIDATED SUB-COMMITTEE REPORTS

A. **VISION.** What would a truly diverse and inclusive Dartmouth experience look like, and what benefits would it produce?

The Dartmouth College mission statement gives us the freedom and the obligation to hold ourselves to the highest standards of fairness and inclusion. As a community of scholars, we acknowledge the uneven playing field created by complex historical forces of exclusion and subordination in the outside world, and we are committed to resisting those forces within our own community. This is a central challenge of our time, hardly unique to Dartmouth, but for that reason, absolutely essential to the future of our institution. We can take the bold steps outlined by generations of internal review; or, we can continue to address diversity and inclusion as a peripheral add-on rather than as the condition of possibility for our entire mission. Without effective and courageous institutional will to implement the plethora of thoughtful, expert recommendations made by dedicated Dartmouth community members since 1968 (see Appendix A), we will fail at any serious intellectual institution's fundamental *raison d'être*: to support the vigorous and open debate of ideas within a community marked by mutual respect. Conversely, if we rise to the challenge of fundamentally restructuring our housing, curriculum, and public sphere in the image of a just and democratic society, then we can truly claim to encourage independence of thought within a culture of collaboration.

To help make this vision more concrete, we invite you to join us briefly at the tenth anniversary celebration of House Community Founders Day at Dartmouth in 2026:

The president welcomes back the founding members of each House community with heartfelt words of gratitude: "Thanks to your commitment to moving Dartmouth forward, the campus today is a laboratory of democratic engagement. It is renowned for its classical foundation of the liberal arts within a close-knit, respectful face-to-face community that represents the most passionate learners from the U.S. and abroad. It is a resource for the common good, a seedbed for the ethical discernment and intellectual creativity that is urgently needed in the face of complex global challenges. Young people who see their education as a resource for their communities, not just themselves, will know that Dartmouth is a place where academic rigor is an investment in something much greater than their own net worth. Truly, we are in your debt." At the president's signal, the entire community also rises in applause to acknowledge as well the honored guests seated on the front row at the spring Dartmouth Town Hall Meeting: the surviving authors of the reports from 1976, 1988, 1993, 2001, 2015, and 2016.

In the wake of the impassioned, at times contentious, but always productive semi-annual gathering, students and alumni reflected to this reporter on their time at the College.

*Not surprisingly, a recurring theme is enthusiasm for Dartmouth's flourishing House system that creates the intense undergraduate communities of trust and respect in which peer learning is normal and lifetime friendships are formed. The Houses' reputations as both home bases and public squares in miniature--places of intellectual and artistic cooperation as well as shared living--are especially valued by the growing proportion of Dartmouth College students from small families or homogenous communities. "My residential House was where I learned to connect with people from very different backgrounds than mine, and collaborate," says one alum, a '20 fresh from his Tony nomination for the musical *The Last Carnival*. "My co-writer is a '21 who grew up outside the United States. We started composing together in the basement of Allen House during my sophomore winter term, and it just never really stopped." But it was the communal meals at the heart of the House experience that gave them the material they spun into Tony gold: "At the time I didn't appreciate how much thought had gone into creating real spaces for community interaction over meals," he marvels. "We knew we loved the chance to speak informally with our faculty and visiting fellows and guests--I remember when Malala was there the same week as Beyoncé and Stephen Hawking. But I had no idea how much from those conversations would wind up in our work." This response was no doubt gratifying to those who undertook the far-sighted investment of resources a decade earlier; they didn't mind their orchestra seats for the Broadway premiere of *The Last Carnival*, either.*

Vying with the artistic pair for celebrity status among returning students was a South Carolina Congresswoman, a '20, who crafted the landmark bipartisan Campaign Finance Reform Act of 2025. She attributes the achievement of this elusive goal in part to the active cultivation of Dartmouth students' sense of responsibility for each other and for the broader world. "It wasn't just that they said it," she emphasizes. "It was much more fundamental: we lived it. We knew who was at the table and we knew who they represented. The town meetings, where we got to speak candidly and publicly with the college's leaders, had material consequences. And in between those gatherings, the individuals responsible for the initiatives that have transformed the campus used the Digital Resource Center to keep us up to date on their progress; you should see it--a model of clarity and brevity, and you get the key information at a glance. These sound like small changes, but the commitment to democratic process at the highest levels reverberated throughout campus. Apathy just wasn't an option, in the classroom or out."

The reinvigorated classical curriculum is credited with exposing students across majors to the complex historical and cultural contexts that situate all knowledge. "The reason I chose the Ivy League's only liberal arts campus," explains the '29 who is an Intel-ISEF Finalist, "was that I knew at Dartmouth a science nerd like me would be challenged to think outside my comfort zone. I mean, college is when you get to learn from people who aren't exactly like where you came from. I knew this was my chance to stretch my mind because of Dartmouth's renowned 'diversity-

across-the-disciplines' initiative. Sure, Dartmouth started later, in a less hospitable environment, but I liked that they owned the challenge and were so upfront that this was what they're about: you just can't get a Dartmouth education--in engineering, music, whatever!--and not find yourself challenged to imagine the world from someone else's perspective in practically every class. I mean, who would defend intellectual fragmentation when we have the irreplaceable tradition of the liberal arts?"

*According to the returning alumni, the intellectual rigor of Dartmouth and its growing reputation as the Ivy campus that helps develop students as citizens, thinkers, and creators, not just employees-in-training, has been fostered in part by the intensification of intellectual, political, and artistic engagement outside the classroom. "I admit I was surprised at how passionately engaged people were in the major issues of our times," confesses environmental policy advocate from the Class of '23. "Even if the Upper Valley hadn't brought me face to face with what's at stake in the climate crisis--I mean, ice sculptures? If only, right??!--the dialogues on race, citizenship, nationalism, economic conditions, and environmental destruction just spilled over from our classes and the dining halls in the Houses. Understanding college as a critical time for figuring out how you want your life to count--that was powerful stuff, and it came at us from all sides. On any given week, you could hear from visiting intellectuals and artists and activists and elected officials; you knew how lucky you were to be figuring things out in a community that encouraged you to take ideas seriously. It meant that people debated things that mattered **as if we mattered ourselves**, as if we were actually going to decide what we wanted our world to be like and how we could make it that way. I will always be grateful to Dartmouth for taking us and the communities we come from seriously."*

B. METRICS. What measures should Dartmouth track to monitor progress toward diversifying the community and strengthening an inclusive environment?

As the College works towards realizing its 2026 vision, it will be essential to measure the progress being made. To this end, the metrics subcommittee offers two principal recommendations:

- 1) Develop an assessment regime which incorporates quantitative and qualitative elements.
- 2) Establish a dedicated and representative group, a Diversity and Thriving Assessment Team (DATA?), charged with implementing the regime and annually reporting its findings to the College's leadership and to the Dartmouth community at large

In considering Dartmouth's progress towards its vision of an inclusive community in which all members fully participate – freely offering their talents and contributions and openly engaging with and learning from their peers and colleagues – it will be essential/necessary to frame an assessment regime in terms of “Dartmouth Thriving”.

Dartmouth thrives when each of its students, faculty and staff thrive; when each member of the community is able to build upon their considerable talents and extend the promise of their potential in an environment of mutual support and constructive challenge; when individuals are fully able to explore and occupy the multiple aspects of their identities and shape their unique paths of intellectual, personal and professional growth. In short, the success of Dartmouth depends upon the success of every member of the community. Thus, when developing, executing and reporting the results of its assessment regime, it will be wise to examine closely the constituent communities that are the fabric of the Dartmouth community as a whole, but to do so in a manner which holds Dartmouth accountable for its thriving as a collective entity.

Finally, in closely examining both the areas of strength and areas which call for improvement on the path to achieving the vision of a thriving Dartmouth community, it will be necessary for the assessment regime to include data which is highly personal and strictly confidential. In addition, it will be necessary for the regime and its findings to be as transparent as possible in order for the community as a whole to observe progress and opportunities for further improvement and to actively contribute to the achievement of the College's vision. As such, the group implementing the regime will need to maintain the highest standards of professionalism and confidentiality on the one hand and to develop reporting that is relevant, effective and credible – to senior leaders of the College and to the community as whole.

Assessment Regime

The metrics subcommittee recommends the College develop an assessment regime, including quantitative and qualitative features.

Quantitative Assessment

The metrics subcommittee recommends the College collect and periodically review a set of quantitative metrics. The set should be considered in aggregate terms and in terms of the following groupings:

- Sex, gender identity
- Race and ethnicity
- Citizenship status: US and international, undocumented students included in US figures.
- Socioeconomic status – parent income quintile
- First generation college

It will be wise to examine a limited number of metrics which serve as strong indicators of participation and success at Dartmouth. Our recommendations:

- 1) Entering class demography
- 2) Admissions academic reader rating
- 3) 4 year graduation rates
- 4) 6 year graduation rates
- 5) Correlate graduation rates for graduate and professional programs
- 6) GPA at graduation
- 7) Major/concentration area – Arts & Humanities, Interdisciplinary Programs, Sciences, Social Sciences; correlate categories for graduate and professional programs
- 8) Thesis participation, where applicable
- 9) Course citations, where applicable
- 10) Undergraduate participation in study abroad
- 11) Undergraduate participation in independent research and/or faculty sponsored research
- 12) Undergraduate participation in athletics
- 13) Undergraduate service as a Trips crew member or trip leader
- 14) Service as an Undergraduate Advisor, Deans Office Student Consultant and/or Teaching Assistant
- 15) Service as a graduate student mentor or advisor to other graduate students
- 16) Debt upon graduation

In addition, it will be worthwhile to consider the opinions of graduating students, drawing questions from the exit survey that address the following topics:

- 1) Would the student recommend attending Dartmouth to someone similar to themselves?
- 2) How many faculty would you be comfortable with writing you a grad school or job recommendation?
- 3) During the past year, have you felt overwhelmed?

- 4) During the past year, have you experienced health problems which limited your achievement?

NB: It may be appropriate to draw data for questions 3 and 4 from an annual survey of all students and/or perhaps one of the climate surveys the College is implementing could be a source of data for these two items.

Qualitative Assessment

The metrics subcommittee recommends that Dartmouth develop a qualitative assessment rooted in the narrative reflections of the College's students.

The subcommittee has identified several venues in which a narrative reflection could be deployed:

- A narrative reflection would be an appropriate element of a diversity course.
- A reflection could be included within the context of the graduating student survey.
- A representative sample of students could be enlisted to periodically report on their experiences as they progress through their Dartmouth careers; this sample could offer reflections at particular moments (e.g., at close of first year spring term, at the close of sophomore summer, at or near graduation and at appropriate correlate points in graduate and professional programs)

Assessment Team

The metrics subcommittee recommends that Dartmouth establish a representative group, a Diversity and Thriving Assessment Team (DATA?), and charge the group with developing, implementing, and reporting its findings to the College's senior leadership and the Dartmouth community at large.

Team Composition

The metrics subcommittee recommends a Diversity and Thriving Assessment Team include a group of representatives selected from the following areas:

- Dean of the College
- Vice Provost for Student Affairs
- Vice President for Diversity and Equity
- Dean of the Faculty
- Vice Provost for Enrollment
- Associate Provost of Institutional Research
- Dean of the Tuck School of Business
- Dean of the Geisel School of Medicine
- Dean of Graduate Studies
- Dean of the Thayer School of Engineering

While the metrics subcommittee is not recommending student representatives to the Team, it is vital that students be represented among the group tasked with accountability: determining whether Dartmouth is truly thriving, areas where the College is performing well, and areas where the College needs to improve.

Team Charge

The metrics subcommittee recommends the Diversity and Thriving Assessment Team serve as a research and reporting body for the College's senior leaders and the community as a whole.

Initial tasks for the group include the following:

- Establish specific membership. Individuals serving in the roles noted above may choose to serve or may choose to designate a representative (e.g., faculty, Title IX Coordinator)
- Develop specific quantitative metrics and qualitative instrument(s).
- Outline research and reporting periods and protocols.

Ongoing tasks including periodic research, reporting, reflecting on working to improve the efficacy of the regime and reporting activities of the Team.

Given the highly confidential nature of much of the data with which the Team will be working, it will be essential that the group maintain the highest standards of professionalism and confidentiality. Concurrently, the College's senior leadership and the community as a whole will need to be periodically informed in a manner which is as transparent as possible – the subcommittee recommends an annual report and presentation. The metrics subcommittee recommends that the Team develop reporting protocols appropriate for each constituent group, addressing the sometimes conflicting requirements of confidentiality and transparency. It is critical that students participate in a review of the Team's findings, as noted above

C. TRANSPARENCY AND CAMPUS DIALOGUE

TRANSPARENCY MECHANISMS

1. **Establish a Digital Resource Center with a simple and easy to read**

“dashboard”: Dartmouth College should create a digital resource center with information about all of Dartmouth’s efforts in this area with a quick link from the Dartmouth home page for ease of access. It would seem logical that the host of this center would be IDE (Institutional Diversity and Equity), or some other group clearly identified as the responsible party for maintaining the website, monitoring, and posting key statistics. In addition, its responsibility should include summarizing the feedback and reporting it to the executive committee.

- *Landing page*: easy-to-navigate items such as quick links to resources, infographics, charts, videos, and pdf’s of both in-depth reports and executive summaries.
- *Calendar and advertising* of campus events related to diversity
- *Responsibility and Contacts*: The name and title of a “person of responsibility” for each of these areas and their contact information should also be identified within these reports.
- *Accessibility*: For those who cannot or chose not to access this information electronically, similar information should also be available in various formats (print, braille, large print, audio, etc.), promptly available upon request, with a contact person listed on the website and in other sources.
- *Feedback*: There should be opportunities for community members to give feedback on the digital resource center. A broad review of the feedback should be reported seasonally to the executive committee and summarized in the annual reports listed below.

2. **Publish/Present an annual Dartmouth College diversity and inclusion**

report/plan. This report by the President and Provost should be presented to the Board of Trustees, published on the ‘dashboard,’ and presented to the Dartmouth Community in an annual address (perhaps linked to a Dartmouth-wide event celebrating diversity and inclusivity). It should include clearly defined goals for what it means to be diverse, equitable, and inclusive. It should

include relevant data and trends (qualitative and quantitative, as indicated in “Metrics”), goals and action steps, timelines, achievements, benchmarking, and new initiatives. This report should address the experiences of undergraduate students, graduate students, staff, and faculty and acknowledge successes as well as goals that have not been achieved or timelines that have shifted and the reasons why. The name and title of a “person of responsibility” for each of these areas and their contact information should also be identified within this report.

3. **Post annual School, Division, and Unit diversity and inclusion plans/reports.** Each school, division, or unit on campus should produce and make available annual reports, including clearly defined goals for what it means to be diverse, equitable, and inclusive. In the case of academic departments and programs, the report should include plans to develop inclusive pedagogy, including inclusive classroom methods, course topics, and departmental structures and events. The name and title of a “person of responsibility” for each of these areas and their contact information should also be identified within these reports.
4. **Design transparent application and selection processes** for student participation on administrative committees and working groups.
5. **Maintain a central directory of contact information** to help student groups find the appropriate staff and administrators responsible for certain topics and functions relevant to student groups. A centralized and comprehensive list could increase communication and engagement with and across student groups and organizations. Identify “point people” as the go-to person for students with interest in a particular area. These point people must see this responsibility as active commitment to providing interested parties access to events, persons, and programs related to their area.
6. **Make any election results public**, even when the administration is not bound to follow the results
7. **Require course syllabi to include a statement in support of diversity, equity, and inclusion** and an acknowledgement of its necessity. With this change, we would remind every student that Dartmouth values the unique background and experiences being brought to campus by students from all types of backgrounds, and encourage students to see that as a positive contributing factor to their academic experience here.

CAMPUS DIALOGUE

1. **Institute House Community meetings.** Administrators should host a House-wide dinner or similarly intimate event with each residential House twice per year, starting AY16-17. House Faculty should take the lead in these communications within their House and to invite administrators of all levels, faculty, and staff to the House for events, especially to those related to diversity, equity, and inclusion.
2. **Host town-hall meetings.** We suggest that twice a year the administration host a town hall meeting—one in the fall and the other in the spring—to discuss current issues, events, and other matters that concern the Dartmouth community. These town halls should be open to students, faculty, and staff alike. The discussions should be reported to the community afterwards in an easily accessible format; additionally, these reports should be archived and made available on the Dartmouth webpage.
3. **Host an annual forum** that allows administrators and students to hold each other accountable. This forum is a campus open forum and invites all community members to a panel discussion. The conversation should be recorded and published on the website.
4. **Standardize Administrative responses to campus crises** related to bias incidents, hate crimes, hate speech, and other acts that stand in contrast to Dartmouth's stated goals of diversity and inclusion. At other institutions, there is a consistent strategy for informing students of bias incidents, which seems to be absent here.

D. ACCOUNTABILITY

ADMINISTRATIVE RESPONSIBILITY

1. Each new initiative must be clearly associated with a senior official or student officer who is primarily accountable for implementation, execution, or ongoing assessment. In addition, an administrative contact should be appointed to answer questions related to the initiative and to ensure that data presented on the dashboard site are current and accurate.
2. Seek to diversify the administrative contacts and senior officers who will be accountable for implementation, execution, or ongoing assessment, making sure that these person are, as much as possible, diverse as the students. This will aid in broadening the scope of knowledge and experiences that could improve judgments and decisions.
3. For each initiative, the senior official responsible should produce an annual report summarizing: efforts (successes and failures), progress, and plans for the coming year. This report should be posted in a timely manner, made public via the dashboard site, and submitted to the President and Provost for review.

ASSESSMENT

4. All future initiatives must have a clearly described assessment plan. Where possible, such assessment should be performed regularly (at least every other year) by external, third-party evaluators, or at the very least by Dartmouth units outside of the administrative home of the initiative (e.g., the Office of Institutional Research).
5. Establish an external review committee to track the progress of the Dartmouth-wide inclusive excellence initiative biennially. This committee should be convened by a committee composed of students, faculty, and staff, and should be chosen in a manner that is independent of and uninfluenced by senior administration at Dartmouth. The report of the external review committee should be presented directly to the Board of Trustees, and an unedited version made public via the dashboard site.

E. INITIATIVES AND IMPACT MEASURES

DISCLAIMER: We do not intend for this list to be taken as complete or thoroughly vetted. It represents the types of initiatives we think should be considered right away. We propose that their consideration be approached according to the impact measures we identify below.

INITIATIVES

1. Curricular

- Diversity course in 1st year - repurpose 1st year seminar
- Recruit diversity thought leaders to campus
- Add diversity and inclusion-related questions to course evaluations
- Pre-matriculation common core course for skill building in writing, math, study skills, personal finance, communication
- Diversity and leadership course through Tuck (for MBAs and undergrads)
- Mandatory senior thesis/culminating project

2. Co-Curricular

- Provide teaching credit for all faculty who mentor and attend mentorship training classes
- Orientation diversity programming and/or training program similar to DBI

3. Admissions

- Ask applicants an essay question dealing with identity/difference

4. Student Life

- Co-ed Greek houses

5. Administration

- Create clear guidelines for staff to participate in activism without risking their position
- Annual address by senior leadership on diversity and inclusion

6. Physical Space/Place

- Specific physical location/space for events, meetings, social gatherings, etc. on diversity issues

IMPACT MEASURES FOR ASSESSMENT OF INITIATIVES AND PROGRAMS

We identified the following categories for assessing the potential impacts of proposed initiatives and programs. These categories and their associated questions are meant to support comparative analysis, increase transparency in our deliberative process, orient thinking towards implementation, and ultimately to enable more thoughtful prioritization and sequencing of actions to be taken. We recommend that the Assessment Team use these measures to evaluate proposals and assign responsibility for their implementation.

Engagement Breadth

- Which groups will this engage?
- What is the potential breadth of the changes?

Depth of Change

- Will the changes produced be superficial or deep cultural changes?

Stakeholders

- Who benefits from and/or is invested in the status quo?

Adoption Chain

- Who has the power to initiate this change?
- What parties need to make changes during rollout?

Resources Needed

- What are the needed human, physical, capital and time commitments?

Immediacy

- How soon can this begin?
- When will the effects start to be felt?

Durability

- Will this produce lasting change?
- Will changes build over time?

Barriers and Risks

- What are the major barriers to adoption?
- In what ways is this likely to fail?

Countermeasures

- What can be done to reduce barriers?
- What can be done to mitigate risks?

Synergies

- In what ways do initiatives interact for mutual benefit?

Appendix A: Dartmouth's Past Diversity Reports (since 1978)

<i>Year</i>	<i>Title</i>
2015	Moving Dartmouth Forward Steering Committee Report
2014	Intercommunity Council: Measures to Improve and Diversify the Dartmouth Community
2013	Strategic Planning Synthesis
2013	Alumni Council Ad Hoc Committee on Diversity and Inclusion
2011	Report on Student Accessibility Services at Dartmouth College
2011	Student Assembly Report on Diversity and Community Affairs at Dartmouth College
2001	Report of the Committee on Institutional Diversity and Equity (SLI)
2000	Afro-American Society Response to SLI Recommendation
2000	Student Life Initiative Report (SLI)
1999	Immigration, Race and Ethnicity Requirement Proposal
1999	Women's Resource Center Student Life Initiative Presentation
1999	Report on the Institutional Accreditation Self-Study
1998	Student Assembly "Visions of Dartmouth" Project
1993	Dartmouth College Five-Year Interim NEASC Accreditation Report
1993	Roman Report on "Managing Diversity"
1988	NEASC Evaluation Team Report
1988	Dartmouth College Committee on Diversity, Self-Study Report
1986	President's Ad Hoc Council on Diversity
1979	Report from Latino Forum to the Board of Trustees
1975	Smoyer Report to the Board of Trustees
1974	Redding Report to the Board of Trustees
1968	McLane Report on Equal Opportunity

Appendix B: Bibliography

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Appendix C: Community Feedback and Ideas

Suggestion 1

Create a distributive requirement that requires students to take a class that challenges their notion of institutionalized injustice around issues of race and inequality for a class credit in order to graduate. While the Dartmouth curriculum currently has a Cultural Identity distributive requirement, the requirement should be more specific and explicitly oriented toward educating students to be the responsible leaders Dartmouth hopes to create.

Suggestion 2

Establish a permanent fund to support month-long events like Pride, APAHM, and V-Feb, which bring issues of diversity into the Dartmouth campus by exposing racialization, raising awareness, and supporting minority students. Currently, every year, student organizers of these events devote a significant amount of work to request funding from various resources on campus; they do this work in addition to planning the events. A fund set aside to support these student activities would serve as an acknowledgment from the college of students' initiatives around diversity. It would allow student committees to focus on event planning and promoting diversity and inclusivity rather than bureaucracy.

Suggestion 3

To celebrate Dartmouth's upcoming 250th anniversary, the College should commission a publication or host a highly visible symposium on the topic of diversity in Dartmouth's institutional history.