

November 29, 2016

Dear Dartmouth Community,

Earlier this month, I and the other members of the Moving Dartmouth Forward review panel reported to the Dartmouth Board of Trustees on the College's progress in implementing President Hanlon's January 2015 plan for Moving Dartmouth Forward. Since our last meeting with the Board, one year ago, the review panel has continued to monitor the College's activities. We have received regular updates from College administrators and reviewed relevant data. We have also visited campus twice, meeting with a range of students, faculty and staff, both those who have been involved with implementation and those who have not.

Based on this information, we were pleased to report to President Hanlon and the Board that the College has fulfilled the commitments laid out in the plan. The College has been developing metrics for measuring the impact of the various measures it has undertaken. As the College moves from implementation to assessment, the panel will likewise shift its focus to assessing the effectiveness of the reforms in achieving the goals of the Moving Dartmouth Forward initiative: combatting high-risk drinking and sexual assault and increasing inclusivity on campus.

As we note in our report, every college in the nation is struggling with the issues of issues of high-risk drinking, sexual assault, and inclusivity, "but we are not aware of any other campus that is addressing the issues with the same level of transparency and comprehensiveness."

Attached is the full text of the report that we presented to President Hanlon and the Board of Trustees. We plan to continue to monitor Dartmouth's efforts and will report annually on our findings.

Respectfully,

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**Moving Dartmouth Forward Review Panel Report
Submitted to President Hanlon and the Board of Trustees
November 5, 2016**

On January 29, 2015, President Hanlon announced the [Moving Dartmouth Forward Plan](#), the aim of which was to counter high-risk behavior and a lack of inclusivity on campus. President Hanlon convened the Moving Dartmouth Forward Review Panel on February 9, 2015, and charged it with reporting to him and the Board of Trustees about Dartmouth's implementation of the plan.

In this, the second annual report of the Moving Dartmouth Forward Review Panel, we present our findings. Information in this report is drawn from regular updates from the College administration, a review of relevant data, and two visits to campus during which we met with students, campus administrators, faculty and President Hanlon.

I. Transform Residential Life

The plan calls for the creation of six residential House Communities by the Fall of 2016. The Houses are to host social and academic programs, to be led by a House Professor, and to have resident graduate students. The College is to commit in excess of \$1 million per year to support programming for the House Communities and for Campus Social Activities.

Implementation

Dartmouth launched the House Communities on schedule with the opening of the 2016 Fall term. The six House Communities are composed of groupings of existing residence halls that are located in relatively close proximity to each other. All students are assigned to a House Community and maintain the same House affiliation throughout their time at Dartmouth. First-year students do not reside in the House residence halls but rather live together in designated first-year residence halls, as in the past. Now, however, first-year student floor groups are assigned by their House Community. Upper-class students may live within their House Communities or chose to live in residential living learning communities, Greek letter organizations and societies, or off-campus. Wherever they live, House members are able to participate in all House programs.

Each House Community is supported by House staff and includes accommodations for undergraduate advisors ("UGAs") and four resident graduate student fellows ("RFs"). House Professors live in newly renovated and newly constructed College-owned residences near their communities. The living learning communities and the existing free-standing academic affinity houses are also supported by a House Professor.

The College constructed two new temporary House “centers” to provide flexible-use space for House activities and programs. Dartmouth Dining Services operates convenience stores in both locations, and a dedicated food truck has been added to support House Community events.

In furtherance of the College’s goals in creating the House Communities – that is, promoting intellectual engagement, community and continuity in the residential experience – the Houses have become the focus of a number of programs. First-year faculty advisors have been assigned advisees by House. Incoming students attended academic orientation sessions by House, convened by House Professors and featuring affiliated House faculty. Orientation included welcome activities in the new House Centers and House Professor residences. House Communities hosted welcome barbecues at the beginning of the fall term. Each House will host an event this fall in partnership with the Hopkins Center, and student House members will organize their own intellectual, athletic, artistic, service, and other House-based activities throughout the year. Each House will have a student governance organization.

Three separate funds support programming in the Houses: *the Central House Fund*, individual *House budgets*, and *Residential Life funds*.

Central House Fund. The Dean of the College manages a central fund to cover core expenses common to all of the Houses. These include, for example, annual kick-off events, bulk Hop ticket purchases, inter-House competitions, formal House dinners in ’53 Commons, high-cost events co-sponsored by several Houses, House apparel, shared equipment, and administrative support.

Residential Life Funds. The Office of Residential Life allocates funds for the work of the UGAs with floor residents and community-building in general. The Assistant Directors are responsible for overseeing the use of these funds.

House budgets. Each House Professor is responsible for the budget that the Dean of the College allocates to his or her House. It is expected that House Professors will collaborate with the whole team of House student officers, Resident Fellows, Assistant Directors, and UGAs, as well as affiliated faculty, staff, and alumni where appropriate, to generate and execute programming.

In addition to creating the House Communities, the President has committed additional resources to enable the Collis Center to fund more student-initiated social events open to the entire student community.

The Panel found both students and faculty enthusiastic about the role that House Communities are playing in increasing faculty engagement with students outside the classroom, in blurring the line between social and academic life, in bringing

undergraduates into contact with graduate students, and about their potential to create new social spaces. At the early stages of implementation, undergraduates (across class years) have been actively involved in the creation of programming. First-year students, in particular, have already begun joining the House governing organizations – a testament to successful early student adoption.

It is apparent that the House Professors are crucial to the success of the House Community system and it is important to provide robust support for House Professors, including training and a better flow of information between House faculty and the administration. The initial group of House Professors must have a positive experience to ensure that other faculty will want to participate in this program in the future. Currently, some junior faculty are engaged as House Professors, which is uncommon at other institutions with house community systems. It will be important to ensure that House faculty, particularly those who are untenured, do not have to make sacrifices in their scholarship to perform in this role. The House Community system would benefit from the formal articulation of a role and the creation of a job description for spouses of House Professors similar to those provided at other institutions with house communities.

The plan calls for exploring new avenues for attracting and supporting the most talented high school students, regardless of their economic status, and for examining ways to enhance student support to ensure that all enrolled students are able to engage fully in the Dartmouth experience.

Implementation

In May 2016, the President, Provost, Executive Vice President, and the Vice President for Institutional Diversity and Equity announced a plan to increase diversity and inclusivity at the College. The [Action Plan for Inclusive Excellence](#) is intended to build on the efforts begun with Moving Dartmouth Forward, and to expand their scope to include faculty and staff. These efforts are outside the scope of our review; we will focus only on those initiatives identified in the Moving Dartmouth Forward Plan.

In September, the first cohort from the Posse Foundation's veteran's initiative entered as part of the Class of 2020. These students are guaranteed free tuition, even if the GI bill and other government funding runs out. The Admissions Office has plans to expand its engagement with Quest Bridge, a national access organization that serves high ability/low income students, and to expand significantly the enrolled Quest Bridge cohort in the Class of 2021. The Admissions Office is also partnering with Thayer on the recruitment of under-represented students to its existing STEM camp/summer program and is launching access initiatives that target low-income residents of New Hampshire, as well as a pipeline initiative with the Boston Public Schools.

This year, the Financial Aid Office plans to launch My InTuition, a new net price calculator intended to simplify a family's ability to gauge the resources required to attend Dartmouth. In addition, the Financial Aid Office is modeling a set of policy initiatives designed to expand middle-class representation in the incoming class. The Admissions Office is using targeted messaging to reach a broad range of applicants and, in the next admissions cycle, plans to reach prospective applicants using newly established, admissions-specific social media platforms.

Students and faculty raised the issue of economic disparity among students a number of times with Panel members. More specifically, some expressed concern that the current campus culture encouraged students to prioritize income above all other considerations in selecting majors, considering internship opportunities, and pursuing professions. We believe the College should consider ways to highlight career choices of alumni who have chosen other paths, including careers in the arts, academia, non-profit organizations and public service.

II. Promote a Safer and Healthier Campus

The plan calls for developing a comprehensive and mandatory four-year sexual violence prevention and education program, including a first-responder training program for faculty and staff; for the creation of an online "consent manual" and a Dartmouth-specific safety app; and for enhancing the College's partnership with WISE, a regional advocacy and crisis services organization.

Implementation

In April 2016, the College launched a consent website (<http://www.dartmouth.edu/consent/>) to educate students about sexual consent. A student and staff working group looked at other institutions and solicited feedback from students about the content they most wanted to see on a consent website. The two topics that students most wanted information about were how to ask for and provide consent, and how alcohol and other drugs affect consent. These issues were incorporated into the website. The working group piloted the site with students, adjusting it based on student feedback before the site was launched publicly. The site, which is intended to evolve over time in response to student need, will be managed by the new Healthy Relationships Specialists in the Student Wellness Center, in consultation with the Title IX coordinator and other campus colleagues.

The College launched a Dartmouth-specific LiveSafe safety app in October 2015, which provides students with the ability to track friends, to report safety concerns to Dartmouth Safety and Security, to report an emergency to 911 or Safety and Security, as well as other features. According to the College, as of October 17, there were 838 total users of the LiveSafe App. Over the 2015-2016 year, Safety and Security received 82

tips, 32 emergency calls, and 94 uses of SafeWalks through the app. This year, in an effort to increase information about the app, instructions for downloading it were incorporated into new students' orientation sessions.

Following the signing of a Memorandum of Understanding between the College and the local non-profit Women's Information Service (WISE) in May 2015, a WISE advocate was hired in October 2015 to work on campus. The WISE advocate, who is not a Dartmouth employee, serves as a confidential and privileged resource and holds twice-weekly office hours on campus. WISE advocates are also available by phone or email throughout the week.

The College created a task force, composed of students and staff, to design the new College Sexual Violence Prevention Program called for in the plan. The task force has submitted a detailed proposal for a mandatory four-year sexual violence prevention program that will be undergoing review. At present, much of the sexual violence prevention programming is directed at first-year students. The proposed program would add a menu of options to be completed over four years, incorporating some existing programs and adding new offerings.

The task force identified four behavioral outcomes as the focus of the program:

- Increased utilization of **resources and support services** by students in need (victims/survivors, secondary survivors, etc.), including an increase in students referring peers in need to resources and support services;
- Increased proportion of sexual encounters and sexualized interactions in which **proactive consent** is present;
- Increased **respectful communication** and interactions between individuals and across difference;
- Increased acts of **bystander intervention** across the spectrum of harm (before, during, and after an incident occurs).

The College is piloting its first full year of interventions beginning this fall with the class of 2020 and will include assessments as it rolls out the program to gauge its impact.

The Dartmouth Bystander Initiative (DBI), which provides training for students on how to intervene in risky situations, is gaining traction among students and is impressive in scale and impact in comparison to similar efforts at peer institutions. The Panel was impressed to hear students praise the efficacy of the program.

Along with program-specific assessments, Dartmouth plans to conduct a biennial survey on sexual assault and sexual misconduct, similar to the American Association of Universities (AAU) Survey in 2015, and use the information in conjunction with the Dartmouth Campus Climate Survey, U.S. Clery Act Annual Security Report, the Dartmouth Health Survey, annual judicial and local law enforcement reports, and other

data collection to assess climate change and inform the program.

The plan calls for developing a pilot College-wide program by 2015-2016 that develops leadership skills and “encourages every student to focus on his or her development as a total person – in and out of the classroom, at Dartmouth and beyond, in mind, body, and spirit.”

Implementation

Implementation of the leadership and wellness program called for in the Plan – referred to in the Plan as “Dartmouth Thrive” – is under way under the new name, The Dartmouth Leadership Project. The Dean of the College, working with offices throughout campus, has led development of the new program, a comprehensive four-year coordinated co-curricular program in leadership. During 2016-2017, existing programs in emotional intelligence (run by the Wellness Center) and D-LAB (Dartmouth Leadership, Attitudes, and Behaviors, offered collaboratively by the Rockefeller Center for Public Policy and the Collis Center) will be expanded and offered in the House Communities. The Dean of the College is simultaneously working with the Office of Institutional Research to prepare an assessment instrument to measure the effectiveness of the programs. Over the next two to four years, the College plans to continue to expand the program with the goal of achieving 100% voluntary undergraduate participation over the long term.

The plan calls for increasing the presence of faculty and other positive adult influences in the lives of students.

Implementation

The House Communities, which are led by House Professors and contain graduate students residing alongside undergraduates, are meant to augment older-adult involvement in the undergraduate co-curricular experience. House Communities feature regular evening programming, including programming involving faculty and staff, which will provide further opportunities for interactions with undergraduates outside of the classroom. Increased interaction between undergraduate students, professors, and graduate students has led to the overlapping of social and academic life on campus. These interactions provide undergraduate students with the rare opportunity to engage with professors in an equalized social setting and gain perspective on academic opportunities beyond graduation.

Currently, 19 of the 28 Greek letter organizations have both a male and female faculty/staff advisor. Of the remaining nine organizations, six have only a male advisor and three have only a female advisor. The Office of Greek Life is working with the nine organizations to fill the open advisor roles.

The plan calls for a ban on the possession or consumption of “hard alcohol” on campus by undergraduates and for a requirement for third-party security and bartenders at social events.

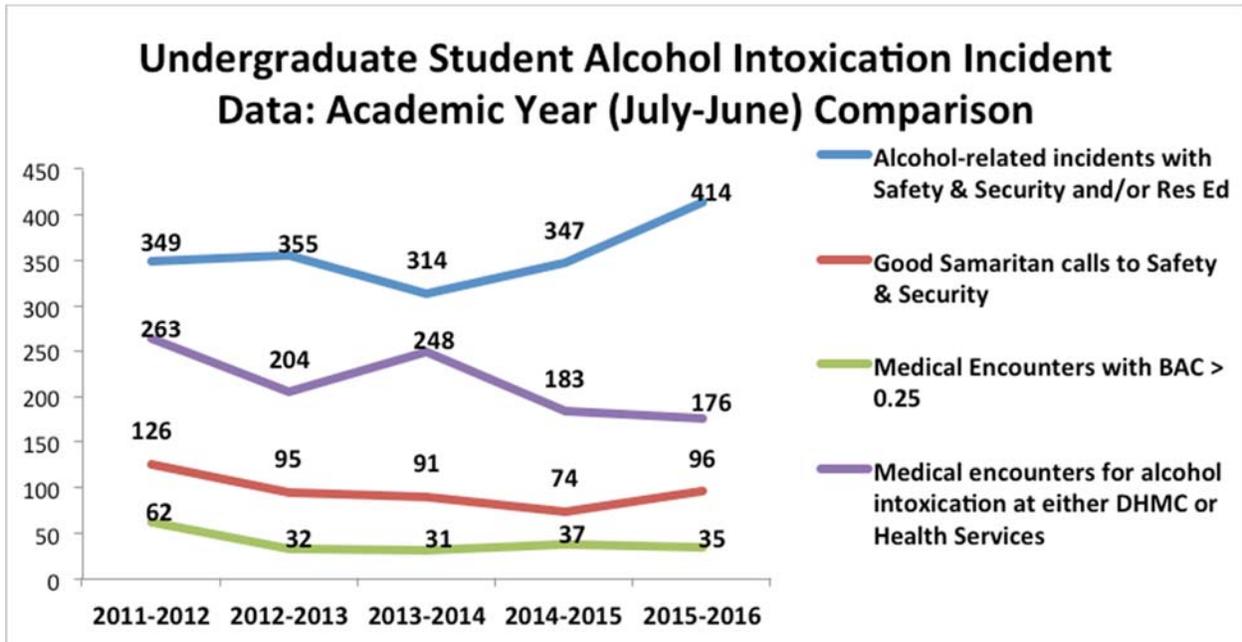
Implementation

An on-campus ban on possession or consumption of hard alcohol by undergraduates went into effect in March 2015. The policy does not allow undergraduates, regardless of age, to have, serve, or consume hard alcohol (above 30 proof) on campus, and does not allow any events hosted in the Collis Center, 1953 Commons, or residential spaces (including Greek Letter Organization facilities) to serve hard alcohol, regardless of who is hosting or whether undergraduates are present.

Hard Alcohol Policy Outcomes				
March 30, 2015 – September 30, 2015				
	15 Spring Term	2015-2016 Academic Year	16 Summer - present	Total
Organization: Responsible	0	4	0	4
Organization: Not Responsible	0	1	0	1
Individual: Responsible	4	13	2	19
Individual: Not Responsible	1	15	1	17
Individual: Good Samaritan	3	14	1	18

A new Alcohol Management Program (AMP) to regulate the provision of alcohol at student social events was put in place in October 2015; these new rules are intended to simplify and rationalize previous regulations. A dedicated program director was hired to manage the coordination of events with alcohol to follow-up on event issues, and to help with coordination of security and bartenders.

Four primary alcohol measures have been in place since the creation of the Dartmouth College Health Improvement Project (DCHIP) which had a goal of reducing the number student medical encounters with BACs over 0.25. Several measures were put into place from 2011 to 2014, and the MDF measures were implemented starting in the Spring of 2015.



Above are data related to primary alcohol measures by academic year from 2011-2015. Overall, these graphs help track trends over time. However, understanding the significance of the data will require continued monitoring over time and a detailed analysis. For instance, the number of alcohol-related incidents represents individual undergraduate student incidents; the 2015-2016 figure shown above includes a one-room party that led to 25 individual counts in the total alcohol-related incidents count. Increases in total alcohol-related incidents may, therefore, be indicative of earlier intervention by residential life staff and undergraduate advisors and good bystander intervention.

It is too early to gauge the impact of the MDF changes on alcohol consumption; however, there is some early indication that the increased focus on high-risk drinking and the hard alcohol ban have led to a reduction in high-risk drinking. Undergraduate advisors and other student leaders reported seeing positive effects in regards to alcohol abuse as a result of the hard alcohol ban – specifically, fewer intoxicated first-year students, especially during the early weeks of the fall semester. In 2015-2016, Good Samaritan calls increased, while the medical encounters for intoxication and those with high BAC decreased slightly compared to 2014-2015 (the medical encounters above 0.25 is less than 1% of the full undergraduate student population), and the reduction of “blackouts” among Dartmouth students runs counter to national trends. The monitoring of the effects of MDF on alcohol use on campus could be bolstered by the incorporation of questions and data that track the secondhand effects of alcohol abuse, such as the consequences of heavy drinking on members of the community other than the abuser(s).

III. Clarify and Strengthen Expectations of Individuals and Student Organizations

The plan calls for enacting a code of conduct, for the elimination of pledge periods within student organizations, for all residential student organizations to undergo an annual review process and for all Greek houses to have staff or faculty advisors.

Implementation

A Dartmouth pledge was drafted by a working group of students, faculty and staff and, after a public comment period, enacted in the Summer of 2015 and incorporated into the student handbook (<http://student-affairs.dartmouth.edu/resources/student-handbook/principles.html>). As of Fall 2015, new students sign the pledge as part of their matriculation to Dartmouth during orientation. The pledge represents the College's aspirations for community members, but does not serve as the basis for disciplinary action.

In addition to its hazing policy, the College has formalized a policy restricting any differentiation based on seniority in terms of expectations, activities, rights or responsibilities for all student organizations, undergraduate or graduate. This followed Dartmouth's Interfraternity Council and Panhellenic Councils' decision to ban pledging by member organizations enacted in May 2014. The new policy was reviewed by all departments that currently recognize student organizations, including Athletics, the Collis Center, Outdoor Programs, and the Office of Greek Life and was incorporated into the Student Handbook in September. The full policy language can be found here: <http://student-affairs.dartmouth.edu/resources/student-handbook/membershippolicy.html>.

The Student Organization Standards and Review Working Group, made up of students and staff, developed a process and standards for the review of all recognized student organizations that fall within the Collis Center for Student Involvement/Council on Student Organizations, Club Sports, the Dickey Center, the Dartmouth Center for Service, Greek Life, Outdoor Programs, the Office of Pluralism and Leadership, the Rockefeller Center, Sustainability, the Tucker Center, and the Thayer School. The process includes an annual organizational review and a full board review that will occur every four years performed by a ten-person student board. Board members are selected by an application and interview process. Groups are selected at random and are to represent a cross section of the departments during any given academic year. The standards by which organizations are reviewed, the Dartmouth Student Organization Expectations and Privileges, are detailed at: <http://www.dartmouth.edu/stulife/studentorganizationaccountabilityprogram/index.html>.

The Student Organization Accountability Program was piloted during the 2015-2016 academic year with a sample of recognized student organizations. As part of the review process, an anonymous survey was sent to members of the organizations to gather feedback about their experiences, and student organization leaders made presentations to the ten-person student organization accountability board. All organizations reviewed during the period met the required standards. During the 2016-2017 academic year, approximately 60 organizations are expected to be reviewed.

IV. Strengthen Intellectual Engagement While Enhancing Learning Outside the Classroom

The plan requests that the faculty consider ways to increase the rigor of the curriculum. It also commits the College to increase its investment in additional educational opportunities and to invest an incremental \$1 million each year in experiential learning.

Implementation

The College's investment in experiential learning is spearheaded by the Experiential Learning Initiative (ELI) and by the Associate Director of Experiential Learning at the Dartmouth Center for the Advancement of Learning. In a recent College survey, departments self-reported over 120 courses characterized by experiential learning taught by over 70 Dartmouth faculty, and more than 70 co-curricular programs (including employment, internships, outreach, research, and service opportunities) self-report experiential learning as a central component of the programs.

Starting in the Fall of 2016, faculty advisors provide pre-major advising for undergraduates in their sophomore year, as well as in their first year. In addition, as of Fall 2016, a faculty member's assigned advisees come from the same House Community. The connections to Houses are meant to be ongoing, so that faculty are assigned advisees from the same House each year.

In May 2016, the Faculty of Arts and Sciences approved a change to undergraduates' distributive requirements that, among other things, requires students to submit a "reflective document" by the end of their second year providing a rationale for their selected distributive courses.

This year during our visit, we observed a rhetorical and practical shift in focus from "academic rigor" to "intellectual engagement." We found students and faculty more receptive to this approach.

V. Accountability

President Hanlon committed to transparency and accountability in the implementation of the Moving Dartmouth Forward Plan, and specifically to the creation of our external oversight body, and to conducting regular sexual assault and campus climate surveys.

The college has developed an assessment framework for looking at high-risk drinking and sexual violence from multiple perspectives to assess for culture shift and impact. This data will be collected annually and shared with the external review committee. The framework includes data from five different focus areas:

- Incoming students: Characteristics of entering students that impact high-risk drinking, sexual assault, inclusivity. Sets the stage for the level and type of interventions needed and informs goal setting.
- Norms: Behaviors in which the majority of our students engage. Misperceptions between actual norms and perceived norms are typical in college populations. Tracking actual behaviors (descriptive norms) serves as an indicator of the behavioral environment of our students.
- High Risk Incidents: Measures of concerning incidents that put students at risk for negative consequences. These metrics often highlight a small subset of students experiencing or creating the most harm on campus.
- Education/Prevention Efforts: Highlight numerous efforts occurring campus-wide to address these issues. Education and prevention activities are centered in the Provost Division, most notably within Student Affairs and the Title IX office.
- Accountability: Measures that reflect how we are holding individuals accountable for high-risk behavior. Continued efforts to set goals and metrics to determine effectiveness of intervention efforts.

In the Spring of 2015, the College joined with 26 member universities to conduct the AAU Sexual Assault Climate Survey. (Survey results can be found at <http://www.dartmouth.edu/~oir/aaudartmouth/>.) Dartmouth plans to conduct another sexual misconduct survey in Spring 2017.

Dartmouth's Title IX Coordinator uses the AAU data in orientation programs for students and new employees and presentations to staff and faculty, and the results have informed the implementation of new training opportunities. In addition, the data has informed the Title IX Office's outreach and communications and the updating of policies and procedures.

In Fall 2015, Rankin & Associates Consulting conducted a survey of faculty, staff, and student views about the campus climate, known as the Community Study. The results of the Community Study, posted at <https://www.dartmouth.edu/%7Eoir/commstudy.html>, informed the development of the Inclusive Excellence Action Plan (see: <http://inclusive.dartmouth.edu/about/action-plan-inclusive-excellence>).

CONCLUSION

All actions called for in the Moving Dartmouth Forward plan are underway, although some remain in the pilot phase. The College is developing metrics for measuring the impact of the various programs and intends to use them to track progress in achieving the goals of Moving Dartmouth Forward: combatting high-risk drinking and sexual assault and increasing inclusivity on campus. The focus of this panel has now shifted to the impact of the changes on behavior and their reception on campus.

Every college campus is struggling with the issues of high-risk drinking, sexual assault, and inclusivity, but we are not aware of any other campus that is addressing the issues with the same level of transparency and comprehensiveness. We found students – particularly freshmen and sophomores – as well as faculty and staff to be supportive of the goals of the initiative and pleased with its implementation to date. For the continued success of Moving Dartmouth Forward, it will be important for Dartmouth to maintain its commitment over the long term.

Respectfully submitted,

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Rachel Siegel '12