SUMMARY
On January 11th, 2019, the Student Assembly and the Student and Presidential Committee on Sexual Assault hosted an open forum for students to ask questions and freely discuss their thoughts about the Campus Culture and Climate Initiative (C3I). The following is a summary of the discussion that can help the College understand student perspectives on the initiative. We hope senior leadership will reflect on this feedback and integrate student perspectives as it implements C3I.

Specific questions that came up:
- When and how will student input be incorporated into the initiatives?
- Will departmental climate reviews be available to the public and the Dartmouth community to view and comment on?

Please provide direct responses to these questions to the Student Assembly and SPCSA that they can pass along to students.

Major Themes in Student Perspectives

STUDENT INPUT AND TRANSPARENCY
Students want to be an integral part of the initiative by providing input regarding the tools utilized to implement action items and by quickly and consistently receiving updates on the progress of C3I. They hope to be active participants in discussions and have a seat at the table to achieve shared goals.

- The email from President Phil Hanlon to the Dartmouth community mentions that the Administration “[looks] forward to hearing from every member of the extended Dartmouth community,” but this response is passive and expects those who have disagreements with C3I to come forward by themselves instead of offering opportunities for face-to-face discussions with the Administration.
  - While the Town Hall with Rick Mills on January 16th, 2018 tried to involve the “extended Dartmouth community,” it was poorly advertised and did not allow students adequate time to plan for it. The first public push out to the student body was the VOX announcement that went out at 1:01AM the day of the Town Hall. Because students do not use VOX as a form of obtaining information and because of the last-minute nature of the advertisement, many students were unaware of the Town Hall and could not attend. Future outreach should utilize the channels and platforms for information sharing that students access regularly.

- Students are curious about how the community will get updates on the progress of reviews of departments, whether that be through a consistently updated website or through email, or through in person community forums.
- Students would like clarity on the concrete goals or desired outcomes that correspond with each action item. This will help everyone assess the progress of the initiative along the way.
  - The C3I website FAQ page states: “We will know that we have been successful when our community tells us that Dartmouth is a place where—without exception and across all disciplines—members of our community can advance…” While this is an idealistic goal, it does not seem realistic and does not seem conducive to short-term progress checks. Focused, attainable outcomes should be outlined and assessed regularly.

Recommendation:
• Invite students to come to well-advertised open forums with administrators (dinners, One Wheelock discussions) to facilitate direct dialogue between students and the Administration about the initiatives. Recruit students for any committees assembled to oversee aspects of the initiative.
• Provide continuous updates on the status of the various action items outlined in C3I (stating whether items are completed or in-progress) via a website or easy-to-access interface.

SKEPTICISM ABOUT HIRING DIVERSE FACULTY
Students involved in the hiring process of faculty for the Religion and PBS Departments currently hiring faculty are unsure about how much their voice is being heard. This led to doubts that faculty diversity will genuinely improve.
• Two students noted that they were recently invited by their respective academic departments to share opinions on candidates for faculty roles, however, a majority of the hiring committee is composed of older professors of privileged identities with considerable influence over decision-making. Students doubt how much weight their voices have in the hiring process. A lack of diversity on the selection committees likely impacts the diversity within all departments.
• The candidates for faculty positions in these ongoing hiring processes are not reflecting the breadth of diversity that the College aspires to have.
• Students aired grievances about faculty of particular identities different than their own turning a blind eye to their concerns and having to seek out other faculty who “look” like them. Willingness to help students navigate concerns with faculty has been racially biased.
• Students also expressed concern over the Tenure Committee and the criteria used to determine whether a faculty member obtains tenure. Students are concerned that some of the best faculty in non-mainstream disciplines or from non-privileged backgrounds face obstacles to obtaining tenure because their scholarship and labor are undervalued by the Tenure Committee.

Recommendation:
Review the hiring process to understand what aspects of the process impede inclusivity. Consider requiring cultural competency, diversity, and inclusivity training for hiring committees and perhaps for all faculty eventually. Assemble hiring committees intentionally with the same diversity we aim to see in new hires. Review the Tenure Committee and the criteria used to give faculty members tenure.

BROADENING THE FOCUS OF THE INITIATIVE TO INCLUDE VARIOUS RELATIONSHIPS OF POWER ACROSS CAMPUS
Students are interested in how the College plans to investigate power dynamics in non-academic spheres, such as sports teams, student clubs and organizations, and other areas of campus life.
• Students felt that, though programs such as Movement Against Violence begin to address power dynamics and differentials in Greek spaces, student-led programs of such limited scope are not enough.
• Many want to see a broad, robust institutional focus on power in the aforementioned spheres. Students feel that because harmful power dynamics are the roots of violence, it is extremely important to address them across our community.
• Some were concerned about the responsiveness and accessibility of existing channels for reporting harm, beyond the Title IX office, such athletic coaches, academic department leaders, etc. Furthermore, some were concerned that the
nature of the response to student reports of harm, particularly within academic settings, varies according to identity.

- Students want to see the new initiative account for the ways people’s various identities impact their experiences with sexual violence, reporting, accessing resources etc. How will community members who hold identities that have been marginalized historically be centered in this initiative?
- How can we ensure that existing power structures (tenure system, prioritizing faculty research output) aren’t further disincentivizing reporting harm? Though this top-down initiative values reporting and encourages community members to speak out against harm, how do the College’s own structures and systems create competing interests to reporting, especially when reports are against community members who are privileged and valuable to the College?

**Recommendation:**
*Beyond departmental climate reviews, consider the structure of the academy and the ways in which this structure can systematically discourage reporting, enable abuse of power, and further marginalize students of various oppressed identities. Consider investing resources in climate reviews of spaces beyond academic departments to understand power differentials that contribute to harm.*

**FACULTY TRAINING**

*Students are unsure about the efficacy and impact of an online training module that does not involve in-person learning opportunities and support.*

- Students commented on concerns that an online module is limited for various reasons. For instance, such a platform might be easy to skip through. Furthermore, it might not address the roots of violence including the deeply internalized harmful norms that may exist among faculty. Though students are excited to see mandated training implemented, they want to ensure that College leadership doesn’t view this as a cure-all for potential harmful behaviors. Additional tiers of training could help deepen the growth promoted by online training.
- Students feel an in-person training should be mandatory for faculty, specifically for understanding how to respond to student disclosures of violence and to understand how to speak to survivors of trauma.

**Recommendation:**
*Consider expanding upon the current action item regarding training to include further modules, such as an in-person session on trauma-informed response to disclosures of violence.*

**MENTAL HEALTH RESOURCES**

*Though students are happy to see the College’s commitment to hiring counselors by 2022, they would like to see their concerns about the availability of mental health services addressed now.*

- After an explanation from Student Assembly about how the College is collecting donations for the Call to Lead campaign (in which donors can be very specific in where they want their money to be allocated), students voiced feelings about the immediacy of the need for resources in the interim.
- Despite the general shortage of mental health service practitioners in the Upper Valley, the College can be doing more to help students understand how to find care. Most students feel confusion and discouragement when they are referred to services outside of Dartmouth and don’t know how to navigate finding community resources.
care or telehealth options. Much of this confusion stems from a misunderstanding among students of the short-term nature of the Counseling Center’s services.

**Recommendation:**

*In an effort to expand Counseling Center Staff earlier than 2022, the College should increase efforts to encourage donations to mental health services that can be used to hire counselors as soon as possible. If it is not possible to expedite the expansion of the Counseling Center staff before 2022, the College should work to ensure that all students who are interested in obtaining mental health services are given tools and information to do so, whether those services come from Dartmouth, the community, or remotely from telehealth providers. Both during in-person interactions with the Counseling Center and via outreach materials such as guides or flowcharts, the Center should do more to help students navigate the process of accessing care.*