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Report of the Residential Communities Working Group



Key Recommendations for House Communities, Greek Life &
Student Societies, and Living Learning Communities

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Executive Summary

Before Dartmouth undergraduates have found their people, their major, or figured out who they want to be, they have a floor, a building, a set of faces that become familiar. A place to live is one of the very first things students encounter when they arrive, and, long after graduation, it remains a strong memory for most.

Dartmouth's residential experience today is organized around three structures: House Communities, Living Learning Communities, and Greek Life and Student Societies. Together, they serve the majority of undergraduate students and shape how belonging, social life, and community identity are formed on campus.

We convened the Residential Communities Working Group in Fall 2025 to examine how each structure is functioning, where it delivers the most benefit, where it is falling short, and what a stronger, more coherent residential system would look like. This project drew on a campus-wide survey of 866 students, interviews and focus groups, and subcommittee reports from staff, faculty, students, and trustees. The recommendations for this report focus on proposals that require institutional commitment and resources, rather than those that can be implemented through the existing capacity of a single office or program.

What the data show

Respondents to the Winter 2026 Residential Communities Survey were asked to identify their residential community affiliations; because students can belong to more than one structure simultaneously, the question was collected as "select all that apply." As shown in the table below, House Communities were the most common affiliation, claimed by nearly 69% (n = 493) of respondents, followed by Greek Life and Student Societies, and Living Learning Communities.

Type of Residential Community Affiliations Self-Reported

Type of Community	Number of Respondents	Percent of Respondents
House Community	493	68.9%
Living Learning Community	103	14.4%
Greek Life & Student Societies	307	42.9%

Note. Residential community affiliation was collected as a "select all that apply" item. Percentages are calculated among respondents who answered this question (n = 716) and therefore do not sum to 100%.

Across all three structures, belonging is built through relationships and environment rather than formal design. Eighty-eight percent (n = 664) of survey respondents identified a sense of belonging as the defining feature of a strong residential community, and the conditions they associate most with engagement are close friends and a welcoming environment.

But these structures differ vastly in their histories, the number of students they touch, their relationships to the College, and their opportunities to provide a more enriching, more supportive, and healthier experience, open to all undergraduates. All three are in a state of change; it is important not to see them as static, and it is equally important to understand that they are each in a very different stage of their evolution.

The three structures are not competing for the same students. They layer. Most respondents participate in more than one residential structure at once, and 74% (n = 495) describe those overlapping affiliations as additive, expanding peer networks and deepening support rather than creating conflict. Undergraduates also typically move from one structure to another during their time at Dartmouth, so it is important to evaluate them not only as discrete entities, but as a system, understanding how the structures work together, simultaneously and over time.

House Communities reach every student and provide them with one of their first communities at Dartmouth. But they function as a secondary affiliation for many.

- Only 14.7% (n = 69) of respondents report both strong belonging and active engagement with their House, and that engagement declines sharply after the first year.
- First-years are the most positively engaged, with 58.5% (n = 98) rating their House as effective at fostering belonging, compared to roughly one in five juniors and seniors who rate it as very ineffective.
- Cross-class and intergenerational interaction, one of the House system's defining goals, remains limited in practice, with over half of students reporting it rarely or never happens.

Living Learning Communities are very successful in fostering positive social environments.

- Among LLC-affiliated students, 87.4% (n = 90) rated their residential social environment as positive, the highest rate observed among the residential community types examined. LLCs also received the highest ratings for fostering belonging, with 76% (n = 76) of affiliated students describing their LLC as effective.
- Identity alignment is the single strongest driver of participation.
- LLCs in a standalone house significantly outperform LLCs embedded in an apartment or dorm: 59% (n = 36) of standalone LLC students rate their community as very effective at fostering belonging, versus 37.1% (n = 13) of those in embedded LLCs.
- The system's weakness is structural inconsistency: 17 communities operating without a shared mission, unified governance, or equitable resources.

Greek Life and Student Societies show the highest belonging effectiveness ratings of any structure.

- Nearly 67% (n = 196) of affiliated students rate their organization as very effective.

- GLASS organizations also function as de facto social venues for the entire campus, not just their members, in part because alternatives are limited.
- More than half of Greek-affiliated students report that risk-related incidents occur more frequently in Greek spaces than in other residential environments, highlighting a tension between strong community outcomes and elevated perceptions of risk.
- Students are not asking for crackdowns. They want more accessible low-risk events, clearer expectations, and more sober-friendly environments.
- The system also faces structural challenges around inequitable housing, inconsistent institutional relationships, and some organizations operating outside official recognition.

A shared philosophy

Each of the three subcommittee reports named the absence of a shared vision for what the residential experience at Dartmouth actually serves. The steering committee proposes one with five commitments: make a genuine home through personal investment rather than proximity; develop the capacity to live alongside difference and discomfort; build lasting bonds across generations; sustain continuity through and beyond Dartmouth; and grow through shared responsibility, which means taking care of oneself and others and being accountable to community. All of this must explicitly serve Dartmouth's mission of education, lifelong learning, and leadership, and uphold Dartmouth's stated values, acting not as a peripheral service but as a core driver of Dartmouth's excellence.

What the report recommends

Eight shared recommendations apply across all three structures. They call for:

- House Communities serve as the entry point for first-year students before LLC and GLASS residency is available, and remain a foundational community for all students through their time at Dartmouth and beyond. An annual Residential Communities Fair for first-years highlights the full residential landscape, including LLCs and GLASS.
- Every community should meet baseline practices and undergo annual review; where communities fall short, action must be planned and taken without delay.
- Academics should be integrated through faculty and co-curricular partnerships.
- Residential staff and student-leader roles, training, and responsibilities should be defined and unified.
- Staffing should be reviewed across structures and adjusted to community needs.
- Policy enforcement should be consistent.
- Intergenerational connection should be built through mentorship structures, graduate fellow roles, and alumni pathways.
- Sustained institutional investment should expand the range of meaningful social alternatives beyond alcohol-centered environments.

House communities are the youngest of the three structures, just a decade old. While they have not yet achieved all of the goals originally envisioned, the Working Group believes the data show important progress and proof of concept, with the opportunity to grow into a more fully realized, more fully integrated element of Dartmouth's residential experience.

House Community recommendations focus on making the House visible and real before students arrive: a House Assignment Day in summer with a mailed welcome kit, a formal welcome ritual at orientation, House names and logos embedded in ID cards and campus systems. Regular dining in House spaces, including student-run, late-night grills. Paid student operations roles in every House Center to keep the spaces active. Floors in new apartment-style buildings would be reserved for juniors and seniors who choose to commit to House programming, creating an incentive for upper-level students to maintain strong engagement with their House without requiring it.

GLASS organizations, the most distant from and independent of College administration, have been the focus of considerable attention over recent decades. Some of that examination has spurred new programming that now plays an important part in supporting students' health and safety, with demonstrable gains. Yet the data also shows some of the historic reasons for concern stubbornly persist. This report proposes more fundamental and proactive ways to improve the GLASS structure and experience, with greater engagement by the College, to complement the more reactive reforms undertaken over the past decade.

Greek Life recommendations address the creation of annual relationship agreements with all organizations, a formal separation policy alongside a structured re-recognition pathway for organizations currently operating outside official recognition, dedicated Undergraduate Advisor (UGA) roles in GLASS residential properties, new sorority pathways to address the documented capacity gap, and a long-range infrastructure plan that addresses the inequitable distribution of standalone housing. Culturally-based Greek organizations are the only GLASS organizations *without* standalone housing—a structural inequity this report names directly.

LLCs are, by design, the smallest of the three structures and, by their history, the most organic in their development. The data shows they play an outsized role in providing an alternative for the students who participate, while offering important lessons for residential life across the institution. And because little effort has been made to bring the greatest elements of success in individual LLCs to the other LLCs, it is clear this structure still has substantial room for progress.

LLC recommendations call for the adoption of a unified mission, vision, and values across all 17 communities, baseline expectations across six areas (community, living, learning, staffing, engagement, and assessment), a cross-LLC Advisory Board, and an equitable funding model to ensure budget allocation considers criteria such as existing endowments, LLC size, and staffing capacity.

In short, the Working Group finds that while work needs to be done to adapt each of the three structures to current conditions, together these three existing structures hold the potential to significantly enhance the student experience at Dartmouth, meriting the kind of investment and consistent focus described in the pages that follow. Crucially, there is an opportunity for powerful improvements if the three structures can be understood as a single, coherent system and intentionally coordinated so that students move across and among them in the ways that provide them the best possible Dartmouth experience.

Introduction

Among its peer institutions, Dartmouth is distinctly defined by its tight-knit community, which its strong residential foundation helps to foster. Long after graduation, students remember where they lived, who they lived with, and the people who made an unfamiliar place feel like home. The undergraduate residential experience is where belonging at Dartmouth begins and where, for four years and beyond, it is sustained.

Residential communities do not stand alone. Dartmouth students hold many affiliations at once, such as academic departments, teams, clubs, cultural organizations, and friend groups that cut across all of them. A single student might spend their week attending House Community events, find their closest community in a Living Learning Community (LLC), and spend their weekends in Greek Life and Student Societies (GLASS). These affiliations are not in competition. The findings in this report show that students experience overlapping communities as additive, offering different kinds of learning, expanding peer networks, deepening support, and strengthening belonging. The residential experience matters not because it is a student's only community, but because it is the one students can return to at the end of the day and year after year.

For centuries, Dartmouth's residential campus has been a defining element of its community, and the College's historic \$500 million investment in housing creates a rare opportunity to serve students at a new level where they live.¹ Each of Dartmouth's three residential models already demonstrates the promise of this work in its own way. Yet each can improve, and each struggles with its own challenges and capacity to bring students together rather than create division.

The House Communities trace back to *Moving Dartmouth Forward*, the 2015 report whose first recommendation called for a four-year residential House system to anchor a stronger sense of community on campus.² That effort was convened to confront high-risk drinking, sexual assault, and a lack of inclusivity, and Dartmouth has made real progress on each in the decade since, even as the work of building a healthier residential culture continues. Updated data on all three is presented in [Appendix A](#).

The Residential Communities Working Group was convened in Fall 2025 and charged with examining the current nature and role of Dartmouth's housing options—the House System, Greek Life and Student Societies, and Living Learning Communities—illuminating their strengths and vulnerabilities for undergraduate students and producing practical, actionable recommendations. The charge, which was co-written by various stakeholders across Dartmouth, directed that work toward five questions:

- how Dartmouth can improve community within its residential options;

¹Office of Communications. (2024, September 17). *Dartmouth details expansive vision for undergrad housing*. Dartmouth. <https://home.dartmouth.edu/news/2024/09/dartmouth-details-expansive-vision-undergrad-housing>

²Office of Communications (2015, January 28). *President Hanlon Presents His Moving Dartmouth Forward Plan*. Dartmouth. <https://home.dartmouth.edu/news/2015/01/president-hanlon-presents-his-moving-dartmouth-forward-plan>

- how it can extend successful community-building already happening within each model to more students;
- how these residential opportunities can better inform one another;
- how residential life can further reduce unhealthy and unacceptable behavior while offering real alternatives;
- and how Dartmouth can improve the experience for all students, including those outside these programs.

The charge also asked the group to realize more fully the student support offered by the School of Arts and Sciences, Health and Wellness, Community and Campus Life, and Athletics, recognizing that all of these contribute to student culture, in service of Dartmouth's mission to educate the most promising students and prepare them for a lifetime of learning and of responsible leadership.³

The working group investigated these questions through a layered design. Three subcommittees—one for each residential structure—brought together staff, faculty, students, and trustees under co-chairs representing faculty, student affairs, and residential life, meeting from the fall through the winter to examine each assigned structure in depth.⁴ In the winter, subcommittee members took part in thematic pod workshops that explored five themes that were present across all structures—alcohol, campus policies, first-years, tradition, and intergenerational connections—pulling voices from each subcommittee to surface commonalities and provide recommendations.

In order to prioritize student voices, two student researchers from Dartmouth's Design Corps staffed each subcommittee and were responsible for collecting data on the student experience by conducting surveys, interviews, peer institution research, and focus groups. In addition, the Office of Institutional Initiatives spearheaded the development and analysis of a campus-wide survey that drew responses from 866 undergraduates, roughly a 20% response rate. Beginning in the spring, a steering committee of co-chairs alongside representatives from Health and Wellness and the Office of Communications integrated these findings and finalized the recommendations presented here.

This report provides an overview of the residential landscape as a whole, then examines each structure in turn—House Communities, Living Learning Communities, and Greek Life and Student Societies—describing how each functions, how students experience it, and where it succeeds or has room to improve. From there, it focuses on proposing a philosophy articulating what every student should gain from the residential experience regardless of where they live, followed by cross-cutting recommendations that apply across all communities and structure-specific recommendations for each.

³ About | Residential Communities Working Group. Community & Campus Life. (n.d.). <https://ccl.dartmouth.edu/community-resources/residential-communities-working-group>

⁴ Names of committee members are in the Appendix B.

Overview of the Residential Landscape

Residential communities are one of the consistent venues through which Dartmouth students build belonging, form friendships, and develop relationships during their time on campus. This section draws on findings from a Winter 2026 survey of 866 undergraduate students,⁵ as well as subcommittee reports, interviews, and focus groups, to describe the current landscape across Dartmouth's three residential structures and the dynamics that cut across them.⁶

Dartmouth's residential landscape is organized around three structures, each with a distinct approach to community formation. House Communities are the first community students are welcomed to, providing the option of a continuous four-year affiliation tied to physical residence, faculty and staff engagement, and House-wide programming. The Houses represent a full cross-section of Dartmouth students because students are randomly assigned. Living Learning Communities (LLCs) are smaller, interest- or identity-based residential groupings that pair living arrangements with intentional programming around a shared academic, cultural, linguistic, or affinity-based theme. Students submit applications or opt in to join LLCs. Greek Life and Student Societies (GLASS)—including fraternities, sororities, gender-inclusive organizations, and senior and undergraduate societies—are self-selected, student-led communities organized around shared identity, tradition, and social life. GLASS organizations are open to students beginning their sophomore year and rely upon mutual selection.

When students were asked what contributes most to a strong residential community, 87.7% (n = 664) identified a sense of belonging. Beyond belonging, students described community through regular interaction (70.7%, n = 535), shared values (70.5%, n = 534), and mutual support (68.6%, n = 519). Structural factors such as physical co-location (27.1%, n = 205) were selected far less often, indicating that students primarily define community through social connection rather than space or design. The factors students most often associate with their engagement in residential spaces are the presence of close friends (72.9%, n = 553) and a welcoming environment (68.0%, n = 516), followed by social events (53.9%, n = 409). These patterns appear across House, LLC, and GLASS affiliations, suggesting that the conditions students value in residential life—connection, comfort, and welcome—are consistent regardless of the specific structure in which they are found.

Most students live in and affiliate with multiple residential communities. Students generally describe these overlapping affiliations as additive: 74.1% (n = 495) report that multiple affiliations expand their peer network, 63.8% (n = 426) report increased social support, and 48.7% (n = 325) report a strengthened sense of belonging. Fewer students report challenges, including time demands (33.5%, n = 224), conflicting expectations (14.5%, n = 97), and identity conflict (7.0%, n = 47). Taken together, these findings indicate that the three structures are not

⁵ A. Najdich (2026). *Dartmouth Residential Communities Working Group: Winter 2026 Student Survey Results* [unpublished data]. Dartmouth College. Office of Institutional Initiatives.

⁶ See Appendix H for analysis from the Residential Communities survey that pertains to the general residential landscape at Dartmouth. See Appendix I I for the survey methodology and full questionnaire.

best understood as alternatives competing for the same students but as overlapping affiliations that, for many students, function in combination.

Residential communities are one of many ways students create social connections. Many students report participating in studying, paid work, athletics, and organizational participation but doing so predominantly outside residential spaces. Social events are the principal exception, with a meaningful share occurring within residential community contexts. This pattern suggests that residential communities serve a specific role within the broader student experience as primary settings for social connection and belonging rather than for the full range of student activity.

Students' perceptions of the social climate in residential communities are largely positive. Across all respondents, 70.8% (n = 512) rated their residential community environments as positive, 25.3% (n = 183) as neutral, and 3.9% (n = 28) as negative. Awareness of supportive behaviors is also high: 70.7% (n = 497) of students report observing inclusive social gatherings, and 47.7% (n = 335) report peer support and students looking out for one another. Statistical testing revealed few meaningful differences across the demographic characteristics examined (race/ethnicity, gender, socioeconomic background, and first-generation status), and those that did emerge were generally associated with small effect sizes, suggesting that students' experiences of residential communities are more similar than different across the populations analyzed.

At the same time, students identify concerns that occur within residential spaces, most commonly disruptive behavior (54.3%, n = 299) and binge drinking (33.9%, n = 187), with smaller shares reporting drug misuse (18.5%, n = 102), hazing (12.0%, n = 66), and physical altercations (9.1%, n = 50). When asked what would most improve safety and well-being, students pointed to more accessible low-risk events (36.5%, n = 220), clearer expectations and norms (31.5%, n = 190), and more sober-friendly environments (30.7%, n = 185).

The sections that follow examine each structure, describing how it functions, how students experience it, and where it succeeds or has room to improve.

House Communities Overview and Key Findings

Dartmouth's House Communities are a foundational framework for residential and community life on campus, based on the "residential college" model that is supported by a range of scholarly research and has a long history worldwide.⁷

Dartmouth's House Communities were founded in 2016 with three goals: (1) to enhance intellectual engagement, (2) to create a sense of community and belonging, and (3) to provide continuity. These three goals shape the structure and activities of the six Houses: Allen, East Wheelock, North Park, School, South, and West. Before students arrive on campus, they are

⁷ Some of the research supporting this model can be found at: <https://residentialcollegesociety.org/residentialcollegescholarship/>

randomly assigned to one of these six Houses, each with their own color and insignia, residential and common spaces on campus, and faculty, staff, and student leadership. Members of each House include undergraduates as well as graduate and professional students, postdoctoral scholars, faculty, and staff. Each House is led by a “trio team” of a House Professor and two staff members in the office of Residential Education: an Assistant Director of Residential Education and a Program Administrator. Each House also has a dedicated team of student leadership staff: Undergraduate Advisors (UGAs) and graduate Resident Fellows.

The House Communities are designed to be every undergraduate’s first, immediate home at Dartmouth. First-year students live on a floor and in a building with others from their House and continue to live with that group throughout their time on campus unless they move into other residential options (i.e., LLCs, Greek organizations, on-campus apartments, or off-campus housing)⁸. Diverse groups of students form intellectual, cultural, and social connections as they engage in House-specific activities, including dinners, off-campus trips, discussions with distinguished guests, and competitions. The goal is that connections through House affiliation are built across class years and between undergraduates, graduate students, postdocs, faculty, and staff.

Our research indicates that the House Communities are successfully achieving many aspects of their core goals of intellectual engagement, community, and continuity.⁹ The impacts of the House Communities are strongly aligned with Dartmouth’s institutional priorities, including connection across difference, mental health and well-being, and lifelong Dartmouth.¹⁰ On this front, the data are encouraging: 64.4% (n = 284) of students agree or strongly agree that their House fosters an inclusive and welcoming environment for students from diverse backgrounds, with most of the remainder neutral (29.5%, n = 130) and few in disagreement. We note, however, that the benefits of the House system are often not perceived by students as being *due* to those structures. Current students do not have a frame of reference for what residential life was like before House Communities existed, at which time students often experienced residence halls as “hotels” where they didn’t know people living around them. Recent efforts to expand the ability for students to live with friends who were assigned to a different House have been well-received, and the first year of a new House Transfer process was carried out effectively.

Survey data indicate that, on the whole, students feel less of a strong association with their Houses compared to communities students make a choice and effort to affiliate with, such as Greek organizations, LLCs, sports teams, or clubs. While 47.4% (n=226) rate their House as somewhat or very effective at fostering belonging, only 14.0% (n=50) of House-affiliated students describe it as very or extremely important to their identity, compared to 65.3% (n=190) for Greek-affiliated students and 37.9% (n=36) for LLC-affiliated students. Roughly 71% report

⁸ The House Transfer process and new junior and senior residences provide more opportunity to live outside of the House, but a student’s House affiliation lasts throughout and beyond Dartmouth. Approximately 27-30% of students scheduled to live in House Communities in Fall 2026 are juniors and seniors.

⁹ Albright, C. (2026, April 8). *Marking their first decade, House communities are thriving*. Dartmouth. <https://home.dartmouth.edu/news/2026/04/marking-their-first-decade-house-communities-are-thriving>

¹⁰ Dartmouth State of the College Address. Office of the President. (2025, November 10). <https://president.dartmouth.edu/news/2025/11/state-college-address>

that their House affiliation is either not very important to their identity or not part of it at all. The same pattern appears in how students relate to their House day to day: only 14.7% (n = 69) report both a strong sense of belonging and active engagement, while the largest group, 44.0% (n = 207), report neither. Houses also receive the lowest ratings on students' perceptions of whether their community promotes a positive and healthy social environment. While 62.5% (n = 308) of House-affiliated students rated their House positively on this measure, the corresponding figures were 77.9% (n = 239) for Greek Life and 87.4% (n = 90) for LLCs.

As noted above, one of the most distinctive aspects of Dartmouth's Houses is their intergenerational nature, with regular engagement of faculty, staff, and graduate students that sets them apart compared to residential college systems at peer institutions in the United States. In practice, however, only 14.6% (n = 65) of students report frequent interaction with House members from other class years, over half (53.6%, n = 239) report it rarely or never, and just 5.8% (n = 24) cite interaction with faculty or staff affiliates as something that built community for them.

Students generally feel that the Houses do not have distinctive characteristics associated with traditions or themes, and that, being randomly assigned, the Houses do not have the cachet associated with selectivity and exclusivity. While it is clear that distinctive traditions can be very important for building identity and belonging, our research indicates that selectivity and exclusivity are *not* a necessary ingredient for this. Examples from other institutions show that even with random assignment, strong belonging and identity building are clearly possible; the difference at Dartmouth is that so far, the Houses lack the strong messaging and community buy-in to make this happen. We also note that many Dartmouth students speak positively of their engagement with *multiple* communities and identities, and members of student House Councils and UGAs are often also leaders in LLCs and/or Greek organizations, so House engagement and belonging do not have to be at the expense of other activities.

Given the strong correspondence between what surveys show students are looking for (low-risk events, sober-friendly environments, staff and peer leadership) and what Houses provide, there is an opportunity for these communities to provide a social environment that would be in high demand, acknowledging that barriers to student engagement and identity exist.

Some other current challenges for Houses relate to infrastructure and staffing. Unsurprisingly, given that many of the facilities were not built for the purpose, House physical spaces are less well-suited for living together in community compared to residential colleges at peer institutions. One challenge is the frequency of disrespect for shared spaces and decor, such as breaking signage and pulling fixtures from walls, which poses difficulties in creating and maintaining well-appointed residential spaces. Another challenge is bandwidth and resources for House leadership and staff. At peer institutions, the Residential Education staff member that is roughly analogous to our Assistant Director (AD) plays a critical role in the development of community in residential colleges. These staff often benefit from long periods in the position, in contrast to the relatively high turnover of ADs at Dartmouth, raising the question of whether such roles should be more senior positions with less turnover. Dartmouth Houses have so far made limited use of

student workers beyond graduate RFs and UGAs that could be effectively utilized for administrative and physical space support. Increasing the variety of types of students' employee roles and peer leadership in Houses would achieve a broader goal of student engagement and high student agency seen in other areas of campus life.

A related challenge is that Dartmouth's Houses currently have limited ability to provide regular, in-House dining, which is an especially valuable way to build community in a residential college setting. Large-scale House dinners are among the most popular and well-regarded activities for students. While complete dining halls for each House are likely cost-prohibitive, we note that there may be opportunities for more regular, cost-effective House dinners in House spaces or campus dining halls. In addition, at peer institutions, late-night student-run dining can be an effective way of encouraging engagement in residential colleges. By contrast, Dartmouth late-night food service is currently limited to a single, large-scale "Late Night" venue in Class of 1953 Commons. Expansion of late-night food options to each House could encourage deeper and more regular social engagement within the familiarity of students' residential environments.

Finally, we note that survey data show that engagement in House Communities decreases after the first year. First-year students report the most favorable House effectiveness ratings: 40.2% (n = 68) selected "somewhat effective" and 18.3% (n = 31) "very effective," both the highest of any class year. This supports doubling down on Houses as a first-year entry point and the need to do better with upper-level student engagement. Students become less likely to view their House Community as effective at fostering community and belonging as they progress through Dartmouth. Juniors and seniors report "very ineffective" rates of 19.5% (n = 16) and 21.3% (n = 17), respectively. However, some of the distinctive qualities of the House Communities—in particular, connection with faculty, staff, and other class years as well as intellectual engagement—become increasingly meaningful for students as they progress, so there is a real benefit to sustaining relevance and social connections beyond the first year. The recommendations aim to enhance these connections to Houses as Dartmouth develops apartment-style housing for juniors and seniors.

GLASS Overview and Key Findings

Greek Life and Student Societies (GLASS) are a central and longstanding component of Dartmouth's residential and social landscape. With approximately 71% of eligible students affiliated and more than 3,200 members across 50+ organizations, GLASS functions as one of the primary structures through which students build community, form friendships, and engage in leadership and social life. These organizations, including social and cultural fraternities and sororities, gender-inclusive Greek organizations, undergraduate societies, and senior societies, are characterized by mutually selective membership, strong traditions, and multi-year participation.

Students consistently emphasize that GLASS communities feel meaningful because affiliation is chosen rather than assigned. This selectivity produces pride, identity, and deep emotional

investment; belonging is often described as something “earned.” In the 2026 Residential Communities Survey, GLASS organizations show the highest overall effectiveness ratings of any community type, with 66.9% (n = 196) of affiliated students rating their organization as very effective at fostering belonging. Shared rituals, traditions, and initiation processes further strengthen cohesion, often creating durable bonds that extend across class years and into alumni networks. Survey data reinforces the centrality of social events and traditions as the primary drivers of GLASS participation. Among all the reasons students gave for spending time in their residential communities, social events, traditions, and close friendships were significantly more likely to be cited by GLASS-affiliated students than by students in any other community type. At their best, these elements provide continuity, mentorship, and daily social connection in ways that few other campus structures match.

At the same time, the same features that produce strong internal cohesion also create structural challenges. For example, while ritual can strengthen social cohesion, rituals have also led to hazing and violence, causing real personal and institutional harm.¹¹ Recruitment can feel opaque and high-stakes, particularly for students without prior social connections, and unsuccessful affiliation may be experienced as deeply personal and even distressing. Stress, anxiety, and a desire to transfer from Dartmouth have all been feelings conveyed when someone does not get into an organization. While this model fosters intentional belonging, it also reinforces forms of social closure and exclusion. It is important to note, however, that this tension is not inherent to all forms of community-building: evidence from LLCs and peer institutions demonstrates that strong identity and belonging can be achieved without exclusivity.¹² At Dartmouth, the current social environment makes it difficult for students to imagine these alternative models at scale, which is both a cultural and a messaging challenge.

GLASS organizations also play an outsized role in Dartmouth’s social infrastructure. In the relative absence of alternative late-night and weekend social venues, Greek houses serve as the primary spaces where large-scale social events occur. Some of this is related to social capital, and some of this can be related to the relative isolation of being in a small rural environment. These events are often open to unaffiliated students, meaning that GLASS spaces function not only as private communities but also as de facto campus-wide social venues. This dual role creates both opportunity and strain: Organizations provide an essential service to the broader student body, but doing so places strain on their physical spaces, leadership capacity, and risk management systems. Alcohol is an important, though not exclusive, feature of this social ecosystem. Survey data makes this tension concrete. When asked how frequently safety or well-being concerns occur in Greek spaces compared to other campus social spaces, more than half of affiliated students said more frequently, the sharpest gap of any community type in the survey. Students report that GLASS spaces and events significantly shape campus norms around alcohol use, even though demand for lower-risk, sober-friendly, or mixed-environment events is strong. Specifically, the survey notes that 57.8% (n = 155) of affiliated students report high risk incidents occurring much more frequently or somewhat more frequently in Greek

¹¹ There is another campus committee focused specifically on hazing.

¹² Spanierman, L. B., Soble, J. R., Mayfield, J. B., Neville, H. A., Aber, M., Khuri, L., & De La Rosa, B. (2013). *Living Learning Communities and Students’ Sense of Community and Belonging*. *Journal of Student Affairs Research and Practice*, 50(3), 308–325. <https://doi.org/10.1515/isarp-2013-0022>

spaces compared to other campus residential or social spaces. This is the sharpest safety perception gap of any community type. Importantly, students distinguish between alcohol itself and the structure of social environments: successful alternatives often include events where alcohol is present but not central (e.g., performances, music events, or casual gatherings). When students were asked what improvements would most help safety and well-being, students pointed to cultural and environmental solutions over punitive ones: more accessible low-risk events (36.5%, n = 220), clearer expectations and norms (31.5%, n = 190), and more sober-friendly environments (30.7%, n = 185). Current conditions, where access to alcohol is largely concentrated in GLASS spaces, reinforce their centrality in campus life.

Institutional oversight is widely viewed as inconsistent and insufficient to drive cultural change. While practices such as Safety and Security walkthroughs exist, students often perceive them as predictable or symbolic rather than transformative. Enforcement varies across contexts, and informal norms and historical narratives frequently carry more weight than formal policy. At the same time, there is broad recognition that meaningful change cannot be imposed solely from outside. Students, staff, and alumni note that sustainable progress requires both clearer institutional frameworks and empowered student leadership. There is growing interest in more consistent training models, for example, structured leadership development for officers (house managers, risk managers, wellness chairs), sober monitor training, and baseline education for all members to reduce reliance on informal knowledge and improve accountability. Students echo this in open-ended survey responses, calling for "dedicated officer training," "stronger leadership development," and clearer communication of expectations. In the structured data, training for students in leadership positions was identified as a top improvement by 25.5% (n = 154) of respondents, and clearer expectations and norms by 31.5% (n = 190). Compared to the House Communities and Living Learning Communities, the ratio of dedicated staff members or trained student workers for Greek housing is significantly lower, as GLASS utilizes its director as the point person for all houses in coordination with Residential Operations and Undergraduate Housing. The instability in support for GLASS organizations comes from a lack of transitions in student leadership, the rural nature of Dartmouth's campus, a lack of support for alumni advisors, inter/national headquarters partners experiencing poor relationships, and high turnover in the Office of Greek Life and Student Societies itself.

Physical space is a critical factor shaping both GLASS organizations and the broader social environment. Well-maintained houses with functional kitchens, common areas, and adequate capacity support stronger, healthier communities. Conversely, deferred maintenance, overcrowding, and limited amenities strain organizational culture and day-to-day operations. Survey data confirms physical spaces are central to how GLASS students experience community. Regardless of where they live, 80.2% (n = 223) of affiliated students strongly agree that dedicated spaces are important to building community, and 90% (n = 253) report using Greek-affiliated spaces at least weekly. These numbers are consistent with qualitative responses calling for increased investment in building upgrades, repairs, and expanded access for organizations without a physical house. At the same time, improved non-GLASS residential spaces (including apartments and House Community facilities) are increasingly seen as viable alternatives for social engagement. This aligns with broader evidence that clean,

well-maintained, and accessible spaces foster stronger community norms and reduce risky behavior. There are still 500+ GLASS beds that are utilized for undergraduate students, which make up about 12% of beds on campus. Single rooms have spiked in demand (a large selling feature for one of the newest facilities built for sororities at 2 North Park).

Significant variability in housing arrangements and institutional relationships further complicates the GLASS system. Differences in ownership, maintenance responsibilities, and relationship agreements (e.g., leases and MOUs) result in uneven expectations, support, and accountability. Stakeholders consistently emphasized the need for clearer, more consistent relationship agreements that define responsibilities across students, alumni, and the College. Without such alignment, responses to challenges are often reactive and case-specific rather than strategic and system-wide.

Finally, there are unresolved questions regarding the long-term sustainability, growth, and role of GLASS within Dartmouth's residential system. Some organizations face declining membership or inadequate facilities, while others exceed the capacity of their houses. There is no clearly defined pathway for expansion, reorganization, or reaffiliation, nor a long-range plan that integrates GLASS into a broader vision for residential and social life. This includes questions about equitable access to housing for culturally based organizations, the future of gender-inclusive groups, the need for more sororities and sorority housing on campus, and how to reduce social pressure to affiliate while preserving meaningful opportunities for those who actively seek these experiences.

Overall, GLASS organizations remain core sites of belonging and identity formation at Dartmouth, offering powerful benefits in terms of connection, leadership, and continuity. At the same time, their central role in the social ecosystem, combined with structural features such as selectivity, space constraints, and decentralized governance, creates persistent challenges. A key opportunity moving forward is to preserve the strengths of these communities while expanding alternative pathways for belonging and social engagement, strengthening institutional support and clarity, and aligning GLASS more intentionally with Dartmouth's broader goals for inclusion, well-being, and community life.

LLC Overview and Key Findings

Building on Dartmouth's longstanding tradition of Affinity Houses and Cultural Centers, Living Learning Communities at Dartmouth have grown into a robust network serving diverse undergraduate populations, from first-year-focused communities like the Interfaith LLC and Great Issues Scholars to multi-year homes such as Native American House, Shabazz, and Triangle House. Dartmouth's 17 LLCs serve as vital hubs for residential engagement, academic connection, and cultural exploration, organized into four program types: identity-based, language, global perspective, and shared interest communities. LLCs represent important centers of connection and belonging, particularly for underrepresented students, with Faculty and/or Staff Advisors offering mentorship and co-curricular connections and Undergraduate

Advisors (UGAs) or House Managers supporting community building and program planning.

These communities are distributed across campus in three housing configurations—eight occupy standalone houses on North Main, College, and West Streets; four are embedded in apartment-style buildings; and five are housed within the House Community's residence halls. Financial support is provided by Residential Education through a gift fund—with a baseline allocation of \$1,200, and with adjusted allocations of up to \$1,500 based on demonstrated programming activity, community size, and available unspent funds from other LLCs—and, at times, extensively supplemented by funding from the Dickey Center for International Understanding, Office of Pluralism and Leadership, Native American Program, Tucker Center for Spiritual and Ethical Living, or other partner academic departments. Campus Services supports the operational and custodial needs, as with other Dartmouth residences.

While some LLCs—especially the language communities—directly support curricular offerings, others focus on co-curricular programming, community building, experiential education, and interpersonal support. Together, this eclectic mix of themes, facilities, and stakeholder connections gives each LLC a distinctive character, even as that diversity presents ongoing coordination challenges.

There are broad variations among the Living Learning Communities, and these inconsistencies create challenges for student participants in the communities and the staff, faculty, and students who lead them. The observed variations include:

- LLC type,
- number of participants,
- physical location (standalone house or embedded in a residence hall or apartment),
- amenities such as common areas,
- funding support,
- leadership structure and presence,
- expectations for student engagement,
- connections with academic departments and campus offices,
- and the nature of the programs and experiences offered to enhance intellectual development and sense of community between participants.

Although individual LLCs experience success, there is minimal collective effort among the communities to elevate the program as a whole. The program lacks an overall mission and vision, and there is insufficient staff capacity to facilitate larger-scale efforts to promote and implement the broader LLC experience. Furthermore, there is no singular funding model, the staffing of UGAs and live-in advisors varies, and each LLC has its own programming priorities based on student interest. There is no cohesive strategy to promote the LLCs, and students report learning about them through word-of-mouth rather than through clear institutional communication. Consistent information about the application process and deadlines can be difficult to find, and this lack of consistency and visibility may discourage students who would otherwise be interested in participating.

Despite these challenges, the data reveal that LLCs are producing meaningful, measurable benefits for residents—often outpacing other forms of campus housing. LLCs are powerfully linked to positive social environments: 87.4% (n = 90) of LLC residents rated their social environment as positive, compared to 77.9% (n = 239) for Greek Life and only 62.5% (n = 308) for House Communities. Students within LLCs were over five times more likely to report a positive social climate than non-LLC students. Findings further suggest that the LLCs enrich the residential experience by fostering a strong sense of identity and belonging in spaces and through activities in which students build meaningful relationships with peers who share or are interested in similar identities and cultures. Identity alignment, in fact, emerged as the single strongest driver of LLC participation. Students described the LLCs as significantly more successful at creating a sense of belonging and the broader impact data echo this: 62.5% (n = 60) of students felt LLCs had a "good" or "great" impact on community and sense of belonging, 59.5% (n = 57) said the same for quality of physical spaces, and 51.1% (n = 45) noted positive movement in academics. The weakest area was connections to faculty and advisors, where only 45.2% (n = 38) rated the impact as good or great—pointing to a meaningful area for institutional investment.

Yet shared identity alone does not guarantee healthy community dynamics, and inconsistency in establishing and maintaining community norms can result in unintentionally excluding some members or diminishing the potential benefits of living in an LLC. The type of residential facility in which the LLC is housed also matters significantly. Standalone LLCs clearly outperform embedded LLCs at building community and belonging: 59% (n = 36) of standalone LLC students rated their LLC "very effective" at fostering community, compared to only 37.1% (n = 13) for embedded LLCs. Likewise, 83.6% (n = 51) of standalone LLC participants cited a "strong sense of identity and community" as a primary benefit, while 55.9% (n = 19) of embedded LLC students flagged that it was "harder to build a strong sense of LLC cohesion." Standalone houses are advantageous for serving as cultural centers and hubs of LLC activity, but embedded LLCs in residence halls are not as well situated for that. The amenities available for individual LLCs also matter. The quality and accessibility of the physical space in the standalone LLCs vary. Students value the common areas such as kitchens, lounges, and study rooms as the primary locations where community interaction occurs. Cleanliness and shared responsibility in maintaining the common spaces are ongoing challenges, and some LLCs do not have adequate common areas for social functions. Some LLCs serve as cultural centers that explicitly serve the broader campus as affinity spaces for students who share a common identity. However, sometimes students who utilize these centers do not appear to be committed to their stated mission.

Another dynamic for participants is that students in LLCs have a dual affiliation with a House Community. First-year LLC residents report that it can be challenging to experience a sense of belonging in these different spaces. For example, first-year residents in a standalone house may feel disconnected from their peers who live in residence halls affiliated with their House Community. Although they are expected to participate in New Student Orientation and floor meetings with their fellow House members who live in the residence halls, they are not as

familiar with these students because they live separately from them.

Across Living Learning Communities, students consistently identify informal, recurring events—such as community dinners, snack-and-study sessions, and cooking nights—as the most effective drivers of community engagement. While faculty participation is welcomed in these casual settings, more structured academic programming is often perceived as overly formal and misaligned with the social character of LLC life. Underpinning the success of these activities are visible, active leaders: UGAs, live-in advisors, and faculty advisors whose presence helps residents feel confident organizing events, maintaining shared spaces, and resolving issues as they arise. However, the effectiveness of any given LLC is also shaped by the level of institutional support it receives. Disparities in funding, infrastructure, and staffing—ranging from access to shared supplies to basic furniture—affect how consistently residents can cultivate an active and welcoming environment. Communities that retain residents across multiple years tend to benefit from stronger collective identity and more stable social dynamics, suggesting that continuity is itself a meaningful asset. At the same time, a portion of students report selecting their LLC primarily for its amenities—such as single rooms or cleaner facilities—rather than its mission, raising important questions about the relationship between housing incentives and genuine community investment. Language-focused LLCs face an additional, distinct challenge: balancing immersive language environments with accessibility for learners at varying proficiency levels.

Taken together, these findings affirm that Dartmouth's Living Learning Communities are among the most powerful drivers of belonging, identity, and social well-being in the undergraduate residential experience. But realizing their full potential will require a unified vision, equitable investment in spaces and staffing, and a coordinated institutional commitment to scale what is already working.

Shared Philosophy

Each of the three subcommittee reports named the absence of a clearly articulated, shared vision for the residential experience at Dartmouth. The following philosophy responds to that recommendation. It articulates what every student should be getting from the residential experience at Dartmouth, regardless of where they live.

This shared philosophy is not intended to replace the Office of Residential Life's existing philosophy, which focuses on how students develop within the residential community through leadership, accountability and dialogue, and reflection.¹³ Rather, it sits above that operational philosophy as an umbrella. The shared philosophy names what the residential experience is for; the existing philosophy describes how that purpose is realized in daily practice. Together, they give Dartmouth a coherent foundation for residential decision-making at both the philosophical and operational levels.

The shared philosophy is intended to serve two audiences: For staff, faculty, and student leaders, it is a reference point for decisions about residential policies, programs, physical investments, and practices. For the students themselves, it is an honest statement of what residential life at Dartmouth offers and asks of them, from before they arrive through their lifetime as alumni. It applies across all residential settings, including House Communities, Living Learning Communities, and Greek Life and Student Societies, recognizing that each contributes distinctively to a shared whole. Naming this shared purpose is not meant to overlook the real challenges students face or the different ways they experience residential life. It is an expression of what we want for every student—a genuine sense of belonging—and of our commitment to keep working toward it together.

The steering committee proposes this shared philosophy for Dartmouth based on their review and synthesis of the committees' work, data collected, and the consideration of current institutional priorities.

¹³ See Appendix C.

A Shared Philosophy for Dartmouth Residential Living

Purpose: Residential communities at Dartmouth are where students learn to live and lead in community: building belonging, navigating difference, connecting across generations, extending the liberal arts beyond the classroom, and forming the bonds that shape a lifetime.

The five commitments of the residential experience at Dartmouth:

1. Making a home.

The residential experience at Dartmouth intentionally begins by placing students in daily contact with peers they did not choose. Through shared routines, close quarters, and the ordinary friction of daily life, students build genuine belonging—not necessarily by seeking out the familiar, but by investing in the people and places around them. Home at Dartmouth is made, not found.

2. The capacity to live alongside and appreciate difference and discomfort.

Sharing the residential experience with people whose backgrounds, beliefs, habits, and rhythms differ from your own can be uncomfortable, and that discomfort can be where some of the most important learning at Dartmouth happens. Students develop the capacity to disagree without disengaging, to share space with people with different perspectives, and to recognize that discomfort and belonging coexist when one can value another's humanity through living and learning together.

3. Lasting bonds across generations.

The residential experience brings students into sustained relationships with faculty, staff, graduate students, alumni, and undergraduates of different years. These intergenerational connections extend the liberal arts beyond the classroom, foster mentorship and role modeling, build friendships across life stages, and shape who students become.

4. Continuity through Dartmouth and beyond.

Residential communities sustain Dartmouth across terms, class years, and off-terms, building friendships, mentorship, and identity beyond any single term on campus and into a lifelong Dartmouth experience.

5. Growth through shared responsibility.

Living with other people is hard. It requires taking care of oneself, adjusting to others, maintaining shared spaces, and being accountable to a community. Dartmouth's residential communities ask students to practice that kind of responsibility, not as a rule to follow but as something worth learning.

All of this must explicitly serve Dartmouth's mission of education, lifelong learning, and leadership, and uphold Dartmouth's stated values, acting not as a peripheral service but as a core driver of Dartmouth's excellence.

Recommendations: Introduction

The following recommendations are proposed by the students, staff, and faculty representatives from the subcommittees. They were created after analyzing the relevant survey and focus group data alongside the lived experiences of our community. This process surfaced a wide range of ideas, and the breadth of what emerged reflects the many real and pressing needs across our residential communities.

We want to acknowledge that there were some recommendations not included here that remain valid and worthy of consideration, and we encourage their continued exploration by the offices and programs best positioned to advance them. The recommendations for this report focus on proposals that require institutional commitment and resources rather than those that can be implemented through the existing capacity of a single office or program.

Shared Recommendations

Dartmouth's three overlapping residential structures have developed with their own culture, norms, and practices, and yet the subcommittees revealed challenges and changing conditions that cut across these living experiences.

The recommendations that follow respond to those shared findings by establishing a common set of practices and standards every residential community should meet. They are not intended to override the distinct character of each structure but to create coherence across the system as a whole. The philosophy articulated above is only as meaningful as the structures put in place to support it; these recommendations are the means by which to move from aspiration to practice.

1. Build a cohesive residential experience with House Communities as an entry point and constant. LLCs and Greek Life are layered in, adding depth and personalized affiliation to the foundation already set.
2. Develop baseline practices for all residential communities.
3. Enhance academic and educational integration across residential communities.
4. Define clear roles and responsibilities for residential staff and student leaders.
5. Assess and review staffing across each residential structure.
6. Improve and standardize policy enforcement across residential communities.
7. Strengthen intergenerational connections across residential communities.
8. Create spaces, structures, and incentives to deemphasize alcohol use in social life on campus.

1. Build a cohesive residential experience with House Communities as an entry point and constant. LLCs and GLASS are layered in, adding depth and choice to the foundation already set.

Most students arrive at Dartmouth knowing few people, carrying a mix of anticipation and uncertainty about where they will find their place. Before they have joined a club, rushed a fraternity, or found their way to an LLC, they have a House Community. That immediate belonging matters. It gives students a floor to stand on while everything else is still taking shape—a community of diverse people they did not choose but who are nonetheless theirs, and a physical place they can return to all four years.

From that foundation, students begin to explore. They discover LLCs organizing around identities and interests that they want to explore more deeply. They encounter Greek organizations that offer a different kind of chosen belonging and socializing. They build friendships that cut across all of it. The House does not compete with any of these affiliations. It is the one platform they may physically depart but always come back to, the place where the full map of residential life at Dartmouth should first become legible. The goal is that a student who understands their House as a home base is better positioned to navigate everything else, because they are never without support.

The data support this framing. First-year students report the most favorable ratings of House effectiveness, with 58.5% (n = 98) rating their House as somewhat or very effective at fostering belonging, compared to 19.5% (n = 16) of juniors and 21.3% (n = 17) of seniors who rated it very ineffective. First-year students are also more likely to see their House as important to their identity, while by junior year, nearly half (46.8%, n = 36) report it is not part of their identity at all. The pattern clearly shows the House has its strongest hold early, and that hold loosens as students build other affiliations. This is not a failure of the system nor the intended outcome. The goal is not for House identity to fade as students add new affiliations, but to serve as the foundation those affiliations build on. A student who joins a Greek organization or moves into an LLC their second year should do so with a clear sense of what their House offers and a continued relationship with it, not as someone who has aged out of it. Done well, the residential experience at Dartmouth is cumulative. The student's House affiliation comes first, and everything else layers in.

The House Communities make sense as that entry point because it is a diverse residential community built to hold all four years at once. Unlike a first-year-only residence or an advising relationship alone, a House mixes class years, gives students a physical place to belong to, and keeps the same people around them as other aspects of their life shift. That continuity is what lets it serve as both the front door and home base. But the working group also heard clearly that this potential is not yet fully realized. The pace of the D-Plan makes continuity hard to hold. Program participation that starts strong in the fall tends to drop off for the first year. According to the Design Corps researcher interviews, UGA support is uneven across communities, meaning a first-year's experience varies significantly depending on where they land. And without a clear

institution-wide introduction to the full residential landscape, students piece together options through word of mouth and social pressure rather than through a clear set of options for communal living. The recommendations are a response to that gap.

Recommendation: Create a more intentional life cycle from admissions through senior year that actualizes the philosophy.

- Require all first-year students to live in a House Community. LLC and GLASS residencies should be deferred until the second year, with the exception of the Great Issues Scholars LLC, whose mission is already aligned with the goals of the first-year experience to support students in making a home across difference.
- Encourage enthusiasm about House affiliation before students arrive. Dartmouth should work with Admissions to communicate the value of House communities at the point of enrollment, so students arrive already knowing there is a community waiting for them. That early excitement should build toward the 'House Assignment Day' later in the summer, when students learn their specific House. Pre-arrival materials should then lead with House identity and set clear expectations for what the first year will look like. Building pride of affinity should also begin early, including delivering House-branded gear when student anticipation is building to its highest point.
- Make the full residential map explicit. Dartmouth should hold an annual Residential Communities Fair at which LLCs and GLASS organizations present their values and membership opportunities in a single setting. House Communities would anchor the fair, showing how upper-level students remain involved, highlighting leadership opportunities available within House Communities as well. The fair positions the House as the entry point through which students learn and access other communities over time, and helps replace peer anecdote with a clear and consistent introduction to everything residential life at Dartmouth has to offer. Figuring out how to provide advising support to students after this fair would strengthen first-year students' access to information and help them process what makes sense for them.
- Revisit the First Year Residential Experience (FYRE) curriculum to sustain residential connection beyond orientation. First-year programming should be designed to build on itself across the full year rather than letting it drop off. This includes formally introducing GLASS and LLCs to first years—surfacing clubs and skill-building opportunities—in collaboration with other centers and offices on campus but anchored in the House Communities, which can provide a sustained connection rather than a one-time onboarding experience.

2. Develop Baseline Practices for All Residential Communities

Recommendation: Develop a purpose and practices for each residential structure in the community, drawing from the shared residential philosophy, and establish baseline practices

defining minimum expectations across all communities. These expectations should be specific to each residential model and include expectations for community building.

- Define the purpose of each residential community.
 - Establish baseline practices that define minimum expectations for all residential communities, including community, living, learning, staffing, engagement, and assessment expectations.
 - Communicate realistic, minimum expectations for resident engagement and a process for remediation.
 - Implement an annual review process that assesses engagement, programming, student experience, leadership effectiveness, and alignment with the residential philosophy and that informs decisions about continued support, improvement planning, or sunsetting.
-

3. Enhance Academic and Educational Integration Across Residential Communities

Recommendation: Enhance the academic and educational integration of residential communities by strengthening connections to faculty and to co-curricular and extracurricular offices and organizations.

- Establish a system in which each residential community is paired with one or more co-curricular partners to collaborate on programming throughout the year. Partners include, but are not limited to, the Student Wellness Center, Native American Program, Office of Pluralism and Leadership, Center for Social Impact, and Dartmouth Dialogues.
 - Encourage collaboration with the Center for Career Design on resume-building workshops, talks with alumni, and more that target specific residential groups.
 - Create signature intellectual traditions per community (an annual lecture, debate, research night) to hone in on the academic identity alongside social ones.
 - Encourage faculty members to host their office hours, study-based gatherings, or other small-group meetings in residential spaces.
 - Expand opportunities for faculty engagement in residential life through Faculty Fellow models, advisor:advisee assignments and associated programming, integration of relevant coursework, partnerships, and informal faculty-student interaction.
 - Develop and streamline reservation systems for residential physical spaces to be used by students and student-led extracurricular groups to activate residential spaces as sites of student life.
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4. Define Clear Roles and Responsibilities for Residential Staff and Student Leaders

Recommendation: Define clear roles and responsibilities for the staff and student leaders supporting each residential community, including Live-In Advisors, Program Advisors, Undergraduate Advisors (UGAs), House Managers, and other designated roles.

- Identify the overlapping elements of residential student leader roles, such as house managers or UGAs, and create a unified baseline for termly training. This should include onboarding prior to each academic year and ongoing development throughout the year.
 - Build a culture of peer accountability by equipping student leaders with consistent support and training so they are able to communicate community expectations, intervene when necessary, address concerns directly, and uphold community standards.
 - Require staff and student leaders to be visibly present and actively engaged in the daily life of their communities, with explicit responsibility and appropriate support for fostering connection, belonging, and community-building—not just rule enforcement.
-

5. Assess and Review Staffing Across Each Residential Structure

Recommendation: Establish a process to review staffing across each residential community and evaluate whether current staff structures and roles adequately meet each community's needs. Recommendations for additional staff were consistent across all three structures, reflecting a shared interest in providing greater support to students.

- Create a review process of the current staffing of each residential structure in an effort to identify what needs are not being met. That review should assess the capacity of each structure and recommend a staffing model to move forward with. The review should identify what roles can be accomplished by collaborating with critical offices such as Facilities & Operations Management and Residential Operations and by expanding undergraduate and graduate student roles.
- Develop criteria and metrics to justify when additional, reallocated, or restructured positions are warranted to ensure staffing decisions are tied to demonstrated community need.

While the recommendations for student staff are outlined in the report, the specific details for this section are referenced in Appendix D. The charge of this working group specifically called for examining the experience of undergraduate students. That said, none of this work could be accomplished without the tireless efforts of our faculty and staff. From being a steady presence in students' lives to maintaining the physical space students call home to building the

community that makes them feel like they belong, the value of faculty and staff engagement cannot be overstated.

6. Improve and Standardize Policy Enforcement Across Residential Communities

Recommendation: Improve and standardize policy enforcement across residential communities, ensuring that expectations are communicated clearly, applied consistently, and grounded in a shared philosophy of accountability.

- Clarify expectations for student behavior, space use, and community standards across all residential structures so that residents understand what is expected of them regardless of where they live and socialize.
 - Create a central channel (such as a website) to make expectations visible and accessible to all students. The responsible staff for each community should be named so students know where to direct questions.
 - Review policies from each residential community, as well as residential operations and sunset policies that are not effective.
 - Align enforcement practices across House Communities, Greek Life and Student Societies, and Living Learning Communities, addressing current inconsistencies in how policies are applied for safe shared living and hosting events with or without alcohol.
-

7. Strengthen Intergenerational Connections Across Residential Communities

Recommendation: Strengthen intergenerational connections within and across residential communities, deepening the relationships among undergraduates, graduate students, faculty, staff, and alumni that distinguish Dartmouth's residential model.

- Establish mentorship or family-like structures within residential communities that connect first- and second-year students with juniors, seniors, graduate students, and alumni.
- Create shared traditions and signature events that are intended for class years and intergenerational communities.
- Diversify the range of programming and events offered within residential communities to enhance the appeal to different audiences across class years, identities, and interests.
- And develop touchpoints or a loose structure for leadership across all three residential communities.

8. Create Spaces, Structures, and Incentives to Deemphasize Alcohol Use in Social Life On Campus

Recommendation: To shift away from a culture that centers risky alcohol and other drug use as the primary social interaction, investment must be made in enhancing and diversifying opportunities for students to connect. While progress has been made in providing community-building spaces and late-night programming, further investment, creativity, and commitment to supporting safe and appealing student social opportunities between 10 p.m. and 2 a.m. should be prioritized. This works in coordination with policies enforced to implement important safety and legal guardrails that encourage our students to take care of themselves and act responsibly.

- Re-envision and invest in residential community spaces to support ways to create meaningful connection and shared experiences not contingent on or centered around high-risk substance use, such as sharing meals, enjoying music, arts, or games, and gathering for entertainment and intellectual pursuits.
- Expansion of late-night food options in residential spaces that encourage socialization away from events serving alcohol.
- Reinforce prevention efforts and accountability measures through institutional messaging that anchors the Dartmouth community in the health- and safety-driven rationale behind current policies and practices.
- Bolster mechanisms for early interventions in residential communities by training live-in staff and student advisors to recognize and respond to early concerns and creating more structured opportunities for Student Wellness Center (SWC) staff to interact with residents.
- Bolster belonging and community-building programming specific for first-years through the FYRE curriculum in the residential halls, administered through the UGAs;
- Conduct a regular, systematic review of alcohol and social event policies across all residential communities to address disparate enforcement that concentrates social activity unevenly. For example, audit which communities host social events and why; develop a plan to expand sanctioned social opportunities in House and LLC spaces; work with the Department of Safety and Security, Community Standards and Accountability, SWC, and the Office of Residential Life to standardize enforcement protocols.
- Amplify current no/low-risk drinking opportunities through cross-divisional, multi-organizational co-hosting events.

House Community Recommendations

1. Increase Visibility of House Communities
2. Strengthen Intergenerational Connections
3. Expand the Roles and Standardize Implementation of Expectations for Student Leaders
4. Design and Resource Physical Spaces for a Four-Year Community

1. Increase Visibility of House Communities

Recommendation: A community that students cannot see is a community that is more difficult to feel. Greek organizations have houses, crests, rituals, and a physical presence that announces itself. And while Houses also have physical presence and identity markers, Dartmouth's current residence halls, by comparison, are easy to pass through without ever developing a sense of what they stand for or what it means to be a member. In part, this is because of visuals, but also messaging. The survey data reflect this: only 14.0% (n=50) of House-affiliated students say their House is important to their identity, compared to 65.3% (n=190) for Greek-affiliated students, and roughly 71% (n=316) say it plays little to no role in their identity at all. Students also pointed to weak traditions, unclear character, and limited awareness of events and opportunities as factors that keep the House from feeling meaningful. This is not primarily a programming problem. It is also a visibility, messaging, and identity problem. Students need to be able to see their House, recognize it, and know that it stands for something before they can be asked to invest in it and hold a connection to it beyond their time at Dartmouth.¹⁴

- **Strengthen signage and physical presence of House identity:** The physical presence of each House should be unmissable. Today, a student can walk past a House Center without knowing what it is or who it belongs to. Prominent exterior signage at each entrance, reflected on campus maps; wayfinding signage from key campus hubs like Baker-Berry Library and the Green; and interior spaces decorated with activity photo walls, framed rosters updated each term, event posters, and House crests in common rooms would go a long way toward making House identity visible and legible in daily campus life. A student who sees their House reflected in the spaces around them is more likely to feel that it is real and worth belonging to.
- **Embed House affiliation across campus information systems:** House affiliation should be embedded across the campus information systems students already use every day, not just on backend systems for administrators. When a student's House name and logo appear on their ID card, in the Dartmouth-only directory, and on their Canvas roster, House identity becomes part of the fabric of campus life rather than something that exists only in residential spaces. These are small changes with outsized symbolic weight, signaling to students that their House moves with them through all four years, regardless of where they sleep.
- **Build off first-year traditions and build out the House assignment ritual:** House assignment should be elevated into a meaningful first-year tradition on par with the Pinning Ceremony. Dartmouth should establish welcome videos and a House Assignment Day in Summer for incoming students, with mailed House welcome kits that include a House-branded item, so that students arrive in September already knowing they belong somewhere. During New Student Orientation, a standardized House

¹⁴ Xiao Yaping, Nguyen Thi Thu Huong, Nguyen Hoang Nam, Phan Dinh Quyet, Cao Tuan Khanh, Dao Thi Ha Anh, *University brand: A systematic literature review*, Heliyon, Volume 9, Issue 6, 2023, e16825, ISSN 2405-8440, <https://doi.org/10.1016/j.heliyon.2023.e16825>.

Welcome ritual led by senior House Councilors—for example, passing out a House sash to the incoming first-years—would give that belonging a ceremonial weight that students can carry with them.

- **Strengthen communications and media about the Houses:** Communications about the House Communities should be enhanced so that students, families, and prospective students understand what the Houses are and what they offer to the Dartmouth experience. Short videos featuring the House Professor, a UGA, and an actively engaged junior or senior distributed through Admissions and social channels will give each House a face and voice. Pre-arrival and orientation materials should lead with House assignment, and a dedicated section of Orientation should introduce House traditions and expectations clearly so that students arrive with a sense of what their House stands for rather than piecing it together over time.
- **Formalize and systematize House traditions:** House traditions should be formalized so that they carry institutional weight and persist across class years. Existing first-year traditions such as Orientation book signing, the House Welcome, the Pinning Ceremony, and Homecoming Bonfire should be added to the official Dartmouth traditional registries, each with a recognized House-facing complement. Each House should develop one large-scale annual signature event, such as a West House Homecoming Tailgate, an Allen House Field Day, or a School House Playground. Large-scale formal House dinners in the north hall of '53 Commons (for example, a first-year welcome dinner and a senior celebration in the spring) would give every student a shared formal memory of their House that persists after graduation.

2. Strengthen Intergenerational Connections

One of the most distinctive features of Dartmouth's residential model is its intergenerational design. Dartmouth's House Communities bring together undergraduates, graduate students, postdoctoral scholars, faculty, and staff under a shared affiliation, creating the conditions for the kind of mentorship, role modeling, and cross-generational friendship that shapes who students become. The data, however, suggest that this potential is not yet being fully realized. Only 14.6% (n = 65) of students report frequent meaningful interactions with fellow House members from different class years, and more than half (53.6%, n = 239) report these interactions happening rarely or never. Faculty and staff affiliates ranked last among all aspects of the House system that students identify as successfully building community, cited by only 5.8% (n = 24) of respondents. This does not mean they aren't working hard to help shape the community, but their work is less visible to students. 16.8% (n = 72) of respondents reported the mentorship programs as very or extremely effective. We know that in other areas of the college, mentorship programs continue to successfully connect students (e.g., First-Year Trips). The appetite for these connections exists. The structures to reliably create them could use some work. The recommendations that follow are designed to build those structures so that the relationships Dartmouth's model makes possible are ones that are visible to students and that they know they can count on.

- **Connect to outside offices and programs for mentorship models that can be embedded in the House Communities:** Structured mentorship opportunities should be built into House Communities through partnerships with different academic learning fellows, the Center for Career Design, and the Center for Social Impact on Campus, among others. Over time, these touchpoints build a culture of mentorship within each House that extends naturally from undergraduate life to alumni engagement. Create table assignments at routine dinners that mix class years, graduate students, and faculty guests.
- **Partner with programs that reinforce social connection:** Houses should become venues for the kind of cross-difference programming and civic engagement that Dartmouth is already investing in through partners like Dartmouth Dialogues, the Rockefeller Center, the Center for Social Impact, and the Dickey Center. A House Dialogue Series hosted each term, where House members engage in a structured conversation on a current campus or social issue, would bring this programming into the residential spaces where students already live rather than asking them to seek it out elsewhere. It would also reinforce one of the core commitments of the residential philosophy that living alongside difference is not just something that happens by accident, but something Dartmouth actively cultivates.
- **Recruit graduate students and staff as participants:** While the foundations of the House Communities are built around undergraduate residential life, graduate students and employees add value and benefit from the connection and community. Many are unaware that House Communities exist or that their participation is welcomed. A simple and practical first step is to add a House Community overview and involvement sign up to HR onboarding for all new employees and to Graduate Student Orientations, so that the invitation to participate is extended clearly and early. A short model explaining what the Houses are, how to attend events, and how to sign up for involvement would ensure that faculty, staff, and graduate students arrive at Dartmouth already knowing there is a place for them in residential life.
- **Create a Graduate Community Fellow role:** Deeper engagement could be encouraged via a new Graduate Student Community Fellow role within each House. These would be graduate students who lead study groups, mentor undergraduates, run small programs, or take part in other activities in return for modest compensation such as a limited meal plan. For example, a PhD student in chemistry hosting weekly problem-solving sessions in the House lounge creates the kind of informal, recurring intergenerational contact that reinforces academic community outside of the classroom. This role would be coordinated with the more expansive responsibilities carried out by graduate Resident Fellows.
- **Use the House Community as a base to make other campus connections:** Staff from across the institution should also be brought into House life in more regular and structured ways. A counselor from Dick's House holding monthly drop-in hours in a House Center or a Safety and Security officer attending one House dinner per term would make support resources more visible and accessible while also building familiarity between students and staff that makes it easier to ask for help when it is needed.

- **Increase engagement with faculty:** House Communities provide a powerful opportunity to extend Dartmouth's exceptional student-faculty connection outside the classroom and into the residential community. A pilot program for 2026-27 will see a new first-year Liberal Arts Advisor model that connects each faculty advisor with a residential cohort of first-year students within their House. This advising relationship can be enhanced through connections with UGAs and House leadership. In addition, some House Communities (as well as future renovations and new buildings) include seminar rooms that could be utilized for small courses, explicitly bringing academic life into the residential environment.
 - **Connect alumni:** Intergenerational connection does not end at graduation. Dartmouth should partner with Alumni Relations to establish House affiliation in alumni records and build clear pathways for alumni to stay connected to their House over time. Alumni who opt in to a House affiliation on the alumni portal can receive House newsletters, be invited to House-hosted reunion events, and be matched with current students for mentorship. These touchpoints transform the House from a community that students age out of into one they carry with them, offering current students the living proof that House identity has a life beyond four years.
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3. Expand Roles and Standardize Implementation of Expectations for Student Leaders

Recommendation: A community is strongest when the team of people leading it are strong, too. UGAs, Resident Fellows, Assistant Directors of Residential Education (ADs), and House Professors are the most direct link between the philosophy of residential life that Dartmouth articulates and the experience students actually have. Current support structures around these roles are uneven in performance. Additional organized touchpoints are needed to support consistency across residential leadership roles while still carving out space for creativity and the agency of each team member to activate their role. UGA roles vary across Houses, meaning a first-year's experience of residential leadership depends heavily on where they happen to live, according to the Design Corps researchers' interviews. As stated in an earlier recommendation, reviewing and updating the FYRE curriculum for UGAs and ensuring they are equipped with the resources, knowledge, and skills to lead consistently across the Houses will strengthen connection and accountability and bring input and expertise from across the institution (e.g., Dartmouth Dialogues, OPAL, NAP, Student Life, Teevens Center). Beyond the UGA assignment, developing other types of roles for students to be engaged in the House Communities would strengthen the notion that someone is always "home" and provide alternative forms of support and engagement. Students across the survey pointed to clearer expectations and stronger peer leadership among the most meaningful improvements Dartmouth could make to residential life. These recommendations are a response to that.

- **Adopt a shared accountability framework for all residential staff:** All residential staff should operate from a shared accountability philosophy that is restorative first and consequence-inclusive. UGAs, Resident Fellows, and House Professors should have

access to a written Community Standards Framework distributed at staff orientation each year, with tiered response protocols that give staff clear direction for how to handle situations ranging from informal conversations to formal referral. A common framework ensures that accountability feels principled and consistent rather than dependent on the individual staff member handling the situation. This would be a helpful resource, according to interviews conducted by Design Corps researchers.

- **Strengthen and standardize the UGA role:** UGA roles should be strengthened so that they can model and set the expectations for their peers. More experienced UGAs should play an active role in advising and orienting newer ones, creating continuity of knowledge that does not need to be rebuilt each year but is formalized enough that it does not solely lie with individuals. Proactive feedback mechanisms should be established so UGAs have regular opportunities to reflect on how situations were handled and what was learned. The subcommittee recognizes that experienced UGAs help maintain relevance and value of expectations.
- **Prioritize seniors for the FYRE UGA role:** The FYRE UGA role should be reserved predominantly for seniors, with explicit preference given to seniors in the selection process and an emphasis on the high standards, selectivity, and cachet associated with the role. Seniors bring a depth of institutional knowledge and a perspective on the full arc of the Dartmouth experience that younger students cannot yet offer. Positioning the FYRE UGA role as a senior leadership opportunity would elevate its status while also creating a more intentional bridge between the first-year and upper-level students. Figuring out how to enhance the role in a way that incentivizes more senior participation is an important next step.
- **Create paid House Center operations roles for students:** House Communities should hire student staff modeled on Collis and House Center student manager positions to run House Center food service rooms with dining staff oversight. Two to four paid House Operations student roles per House, responsible for staffing entrance desks, managing room booking, stocking kitchen supplies, supporting event setup, and running the House grill, would activate House Centers as genuine hubs of daily life while also creating meaningful student employment opportunities tied directly to residential community building.

4. Design and Resource Physical Spaces for a Four-Year Community

Recommendation: The physical environment of a community shapes what is possible within it. Students consistently identified the quality and accessibility of residential spaces as a major factor in whether communities can actually develop, and the survey data demonstrates that physical spaces associated with their House ranked third among the aspects of the House system students identify as most successful in building community, cited by nearly half of all respondents. House spaces are currently uneven in quality, inconsistently equipped, and, in many cases, not well-suited for the kind of communal life that the residential philosophy describes. Renovations are underway that seek to address more communal spaces. As

Dartmouth makes a historic investment in housing, there is a rare opportunity to get this right, designing and resourcing spaces that support a four-year community rather than simply providing a place to sleep.

- **Set a baseline amenities standard for every House Center:** Every House Center should meet a defined standard of amenities so that the quality of a student's physical environment does not depend on which House they were assigned to. At minimum, each House Center should have televisions, study booths, a kitchen or food service, couches, at least one meeting room, a quiet room for telehealth and phone calls, and a music practice space. Establishing a baseline amenities checklist and holding all Houses to it would signal that Dartmouth takes equity across communities seriously by giving students access to the same foundation of communal amenities.
- **Integrate regular shared dining into House spaces:** Regular dining should be integrated into the House spaces as a practical and significant anchor for community life. This includes planning medium-scale dinners for roughly 50-75 people in House spaces on a routine basis, as well as creating student-run late-night grills in each House offering a limited menu. Houses in the current structure could not afford to do this without planning, support, and coordination with central catering. For example, connecting these strategies to meal plans would make a huge difference. The dining ideas are not to add on top of the meals currently planned, but to think through ways to create routine and structured ways of socializing that students can rely on. Research on residential colleges consistently shows that shared meals are effective drivers of belonging.¹⁵ Dartmouth has an opportunity to make this a defining feature of House life rather than an occasional or sporadic event.
- **Use the Fayerweather renovation as a guide for future residences:** The Fayerweather renovation should be used as a living case study to inform all future residential builds. Surveying Fayerweather residents before and after renovation and tracking event frequency and attendance in the new common spaces across two full academic years would generate the kind of evidence-based insight that Dartmouth currently lacks about physical changes actually driving community engagement. Rather than making assumptions about what spaces students will use, Dartmouth should let the data from Fayerweather guide future renovation decisions.
- **Reserve upper-level housing for student community builders:** As Dartmouth develops new apartment style housing for juniors and seniors, designed floors or units in buildings like the new West Wheelock apartments should be reserved for juniors and seniors who commit to organizing House social events. A certain number of apartments per building could be reserved by juniors or seniors who help coordinate at least two House-wide events per term in exchange, and it would keep the upper-level students

¹⁵ A. Messa, E., & A. Louis, D. (2025). Butter Chicken, Pho, and a Turkey Sandwich: A Qualitative Study of Student Identity Development in Campus Dining Spaces. *The Journal of Quality in Education*, 15(26), 214-229. <https://doi.org/10.37870/jogie.v15i26.508>; Allred, M. (2024). Comfort Food: Building Engagement And Belonging With New UNCW Students Through Dining Services. <https://doi.org/10.17615/hx26-2t96>; Boswell, J. (2023). *The Relationship Between Campus Dining, Student Learning, and Student Success*. <https://dartmouth.idm.oclc.org/login?url=https://www.proquest.com/dissertations-theses/relationship-between-campus-dining-student/docview/2828089727/se-2>

invested in House life while creating a natural pipeline of experienced community builders within each House.

- **Connect future residence halls to existing House dorms:** Any new housing construction should be built contiguous with existing House buildings to maintain the intergenerational proximity that makes House life possible. Siting new residential buildings adjacent to House Centers rather than in isolated clusters and prioritizing pedestrian connectivity between buildings would ensure that the physical layout of campus supports the community relationships Dartmouth is trying to build rather than working against them.

Greek Life and Student Societies Recommendations

1. Establish Clear and Consistent Organizational Housing Policies
2. Create and Fund Dedicated Support Structures for GLASS Physical Properties
3. Create Equity, Access, Accountability, and Clear Pathways for Residence
4. Pursue a Strategic Approach to GLASS Housing Infrastructure

1. Establish Clear and Consistent Organizational Housing Policies

Recommendation:

GLASS at Dartmouth is a large and complex system. With 46 active organizations across 8 governing councils, more than 3,200 members, and over 500 beds spread across 15 private and 14 college-owned properties, GLASS represents a significant portion of Dartmouth's residential and social infrastructure. Managing that system requires navigating relationships with the Office of General Counsel, Department of Safety and Security, Residential Life, Residential Operations, Housing Corporations, inter/national headquarters, insurance providers, and the Town of Hanover—often simultaneously and without a clear map of how these relationships fit together. The result, as students, advisors, and staff have described, is a system where policies are inconsistently communicated and applied differently depending on who is doing the enforcing. This unevenness is compounded by the fact that some organizations are currently operating outside the accountability structures, safety expectations, and institutional support that recognition provides. When asked what Dartmouth could change to better support communities within Greek organizations, students repeatedly called for clearer communication, published expectations, and stronger collaboration with administration. 31.5% (n = 190) of all students surveyed identified expectations and norms as one of the top improvements that would most strengthen safety and well-being in residential communities. Ideally, all organizations are operating from a common framework that is clear, consistent, and can practically be enforced.

The recommendations that follow are intended to establish transparent expectations, support operational consistency, enhance student safety and community well-being, and protect both student organizations and the institution.

- **Require annual relationship agreements:** Create Annual Relationship Agreements with GLASS, OGC, DoSS, Res Life, and Chapters that are acknowledged on a yearly basis during organizational reviews. These agreements would include the privileges and expectations of organizations with outlined responsibilities and roles that the chapter and College would have in the relationship. These responsibilities would include, but are not limited to, finances, maintenance, emergency procedures, housing displacement, DoSS response, event management, insurance coverage, and positive contribution to the Dartmouth community.
- **Review and clarify policy to align practice with enforcement:** Conduct a comprehensive review of policies to examine efficacy in the current landscape and clarify alignment between policy and practice. For example, DoSS inspections are a high-tension conversation because there is a lot of ambiguity in the interpretation of what constitutes a policy violation during a walk-through. Additionally, policies are shared between Res Ops, DoSS, Community Standards, and GLASS with unclear and inconsistent enforcement—issuing fines

or social restrictions are two examples of this. Policies and/or enforcement practices that incentivize sneaking around versus positive behavior negatively impact a culture of respect and accountability.

- **Set clear expectations when an organization loses recognition:** Dartmouth should adopt and communicate clear policies governing student-participating organizations that have been suspended or separated from the College. Today, when an organization loses recognition, the expectations for current and prospective members are often unclear, leaving students in an ambiguous position and making consistent enforcement difficult. A formal policy would require student leadership of suspended or separated organizations to notify their membership of that status; prohibit students from joining, affiliating with, being recruited by, or attending events hosted by separated organizations; and bar students from residing in facilities associated with a separated organization. Consequences should be determined and communicated. It would also prohibit recognized organizations from co-sponsoring events with separated ones. Critically, this policy would incentivize student organizations to continue a working relationship with the College. The proposed timeline would call for piloting this in Fall 2026. Making this policy visible, accessible, and consistently applied would strengthen the integrity of the entire GLASS system.
- **Bring every organization under the Dartmouth umbrella:** Dartmouth should make a deliberate effort to provide all information and the opportunity for unrecognized organizations to go through the process to move into good standing before this goes into effect. Currently, some organizations are operating outside of official recognition, which means they are also outside of the accountability, support, and safety structures that recognition provides. In some cases, they lack the institutional relationship and clear pathway to compliance. GLASS should create a structured recognition process that gives organizations operating outside of our bounds a defined and supported path to recognition, with clear expectations, timelines, and support. The goal is to ensure that every organization operating on campus is doing so with the same expectations, the same support, and the same accountability as every other. Once that process has been offered—and does not interfere with sanctions already agreed upon—and a reasonable transition period has passed, all policies will apply fully and consistently. A community in which all organizations are recognized, supported, and held to the same standards is a safer, healthier, and more equitable one for every student.
- **Prioritize restorative over punitive accountability:** The processes for welcoming new and returning organizations and holding them accountable should be more robust and educational. In collaboration with Community Standards and Accountability, GLASS should develop an onboarding and accountability model that is consistent across organizations, grounded in shared values, and designed to build organizational capacity rather than simply respond to violations. Focus group participants noted that meaningful change needs to originate from within the house rather than being imposed from outside, and an

accountability model that is genuinely educational and often restorative rather than purely punitive is more likely to produce the kind of lasting cultural change Dartmouth is working toward and provide buy-in and consistency across all houses.

- **Create a centralized policy portal for GLASS:** Looking at GLASS residential properties, organizations are complying with DoSS, GLASS, CSA, SWC, Town of Hanover, Parking, Undergraduate Housing, Res Ops, possible inter/national headquarters, state, and federal laws, but there is no compiled list or portal that assists organizations or stakeholders in understanding these policies. We would recommend the creation of a Policy Portal in collaboration with each department and the primary insurance company for GLASS houses, Holmes Murphy.

2. Build dedicated staff and student leadership support for GLASS properties.

Recommendation: Greek houses are important residential communities, but they lack the centralized, professional support that other housed communities at Dartmouth receive. There is no single professional position responsible for coordinating GLASS housing, educating house leaders, and bridging the organizations with Residential Education, Residential Operations (Res Ops), and DoSS, so institutional knowledge is fragmented, and support is unevenly distributed (see Appendix D). Second, GLASS properties have no live-in advising structure comparable to other residential spaces (i.e., UGAs in residence halls or LLCs), and current inspections are conducted externally by DoSS and Res Ops with differing expectations rather than through a consistent, peer-led model. Additionally, house managers and UGAs play a critical role in maintaining safe, livable, and welcoming residential environments but currently rely on informal knowledge transfer and inconsistent training. Third, students effectively serve as property managers while turning over each term, yet advisors and property owners receive no formal training to ensure continuity and compliance.

- **Create live-in student leadership in GLASS houses:** Fund the development of UGAs in each of the GLASS properties as live-in positions where members would have priority to apply for the position. UGAs would be trained through Residential Education, GLASS, and DoSS and would operate with a similar job description as Res Ed UGAs. Houses and apartments would be grouped together for a collaborative and peer-led inspection rotation. Right now, DoSS and Res Ops conduct weekly or bi-weekly inspections of each house with different expectations. This student-led and staff-managed inspection cycle can create peer-corrective behaviors infused with accountability. Students consistently noted that sustainable progress needs to originate from within organizations rather than being imposed from outside, and a well-trained, well-supported UGA presence in each house is the most direct way to build that capacity.

- **Create training to preserve institutional housing knowledge:** Students residing in private houses are currently acting as property managers while transitioning each term. There needs to be House Corporation Training for the advisors and property owners to ensure adequate training and compliance with inspections and expectations provided by GLASS, Res Ops, Risk Management, etc. Continuity of institutional knowledge should not depend on which students happen to be in leadership at any given moment.
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3. Create Equity, Access, Accountability, and Clear Pathways for Residence

Recommendation: Access to housing is a significant resource for GLASS organizations, but the way organizations obtain or maintain it is inconsistent. There is no formal process or set of requirements for an organization to obtain a registered house or apartment, nor a defined plan for what happens when an organization can no longer maintain its property or standing. These gaps fall hardest on organizations that are already underserved: Culturally-based organizations are the only Greek organizations on campus without stand-alone housing, with several National Panhellenic Council (NPHC) organizations occupying on-campus apartments in Channing Cox and others lacking any clear path forward. Inter-Sorority Council chapters have grown larger than their houses' permitted occupancy, leaving several unable to hold a members' meeting without exceeding the fire code. The following recommendations intend to make the processes to acquire and maintain housing transparent and equitable to address inequities faced by organizations on campus.

- **Create a clear path to organizational housing:** GLASS should establish a formal process, application, and set requirements for student organizations to obtain an official and registered apartment or house. A physical space on campus plays an important role in fostering community and belonging and can even become someone's second home. To facilitate this, we should ensure that there are equitable processes for an organization to be granted a physical space after it has demonstrated it can meet certain responsibilities, such as financial, operational, or communal ones. Clear and accessible policies also help encourage organizations to remain within Dartmouth's recognized systems rather than seeking their own arrangements off-campus, where GLASS would have limited ability to support, advise, or hold them accountable. If an organization fails to meet the expectations of maintaining the house or apartment, or as a registered student organization, create a correction plan and off-boarding plan to condense multiple organizations into one house, move into an apartment, or remove the organization from the house, entirely with plans to repurpose the house. This would be for college-owned facilities primarily; the relationship agreement outlined in recommendation #1 would outline private housing expectations and housing.
- **Address the housing gap for culturally based organizations:** Culturally-based organizations are the only Greek organizations to exist on campus without physical

stand-alone housing. Three of the five organizations occupy apartments in Channing Cox, while the other two are newer to campus, without a clear path forward to establishing housing. Due to size and intake style, these organizations are historically underserved in group housing. There needs to be an assessment of what a council house could look like to provide event space and community within culturally-based fraternal organizations.

- **Match sorority housing and chapters to demand:** The Inter-Sorority Council (ISC), made up of 7 organizations, has a chapter average size larger than all of their house's place of assembly limits (POAs), meaning they cannot hold a members' meeting in their houses without breaking fire code. We recommend support for establishing new sororities at Dartmouth and dedicating and promising equitable housing for those new organizations. These two efforts will decrease the chapter average size while meeting the demand of membership with the supply of chapters. For reference, there are roughly 1,000 members in Interfraternity Council and ISC, but ISC has half as many chapters.
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4. Pursue a Strategic Approach to GLASS Housing Infrastructure

Recommendation: The survey data make it clear that 80.2% (n = 223) of Greek-affiliated students strongly agree that dedicated spaces are important to building community within their organizations, and 90% (n = 253) report using Greek-affiliated spaces at least weekly. These numbers reflect how central GLASS properties are not just to the organizations that own them but to the broader social life of the campus. Yet the current state of GLASS infrastructure is uneven, under-resourced, and in many cases not strategically planned. Deferred maintenance, overcrowding, and limited amenities strain the organizational culture and day-to-day operations. Some organizations have more space that they can effectively use, while others are operating well beyond their capacity. There is no dedicated programming space for the GLASS community as a whole, no consistent incentive structure for academic use of chapter spaces, and no long-range plan that integrates GLASS housing into Dartmouth's broader vision for residential life. Students have called consistently for investment in building upgrades, repairs, and expanded access, particularly for organizations without a physical house.

- **Reserve on-campus programming space for GLASS:** Right now, there is no dedicated community programming space for the GLASS office to use for programming that serves the broader Greek community. Having a dedicated space like the Onion or the Cube would create a natural home for education, training, skill-building, and community development programming, steering those activities away from residential and social spaces where they currently have to compete with other functions and better articulating the shared educational and communal responsibilities of the office.
- **Allow Greek Organizations to reserve space:** Assess space accessibility on campus so organizations can utilize meeting and social spaces. Greek organizations see multiple

sides of this issue. The use of their houses for social activities on campus is disproportionately high because they are renting out their own spaces to other organizations on campus looking for rehearsal space or social space. At the same time, they are not able to reserve space on campus due to reservation holds or because they have their own space, so their reservation is de-prioritized.

- **Incentivize academic space within chapter houses:** To increase the use of chapter space in their houses for academic space, educational programming, or for faculty or staff advising, there should be an incentive program that rewards chapters for their academic/ and educational spaces within their house based on the percent of square footage in the house. Libraries and study spaces in each house should be clearly visible and differentiated from social spaces. These rooms would be dedicated to academic purposes, computers, books, study spaces, interviews, etc. As most of the organizations have or are a part of a 501(c)(3) non-profit organization, this would also incentivize tax benefits as well as reinforce a culture of intellectual engagement within Greek spaces. Shifting even a portion of how these spaces are used would meaningfully expand the academic footprint of GLASS communities and align them more closely with Dartmouth's educational mission.
- **Create a long-term plan for GLASS housing upkeep:** Dartmouth should incorporate GLASS housing in residential renovation plans. Currently, responses to Greek house physical infrastructure challenges tend to be reactive and case-specific rather than strategic and system-wide. A long-range plan developed in partnership with GLASS organizations, House Corporations, alumni advisors, Residential Operations, and Residential Life would give all stakeholders a shared understanding and long-term plan for maintaining the properties.

Living Learning Communities Recommendations

1. Build a More Consistent and Accountable LLC Program
2. Develop a Unified Governance and Faculty and Staffing Strategy for Living Learning Communities
3. Enhance Resources Available to Strengthen the LLC System

1. Build a More Consistent and Accountable LLC Program

Recommendation: LLCs are among the most powerful drivers of belonging and social well-being in Dartmouth's residential system. The survey data strikingly demonstrate that 87.4% (n = 90) of LLC residents rated their social environment as positive, compared to 77.9% (n = 239) for Greek Life and 62.5% (n = 308) for House Communities. 76% (n = 76) of LLC respondents rated their LLC as very or somewhat effective at fostering belonging—the highest effectiveness rating of any community type in the survey. Identity alignment emerged as the single strongest driver of LLC participation, showing the strongest statistical association of any motivational factor measure across all three community types. Students choose LLCs because they reflect something meaningful about who they are or want to become. Scale matters, too. LLCs are significantly smaller than the other residential structures, and that intimacy means informal, recurring interactions happen more naturally and often. Students consistently identified community dinners, snack-and-study sessions, and cooking nights as the most effective drivers of engagement. Individual missions within each LLC help establish baseline values that make community standards easier to establish and maintain. And physical spaces make a substantial difference. Standalone LLCs outperform embedded ones, with 59% (n = 36) of standalone LLC students rating their community as very effective for fostering belonging compared to only 37.1% (n = 13) for embedded LLCs, suggesting that having a dedicated space that belongs to the community makes identity legible and community life more possible. The challenge is that the LLC system currently lacks the unified mission, consistent standards, and accountability structures needed to scale what is working. Students report learning about LLCs primarily through word of mouth. Participation requirements vary significantly across communities. There is no shared framework for what an LLC is supposed to provide or how it will be evaluated. The result is a system where individual communities can and do thrive, but where the success depends too heavily on the particular leaders, spaces, and circumstances of each community rather than on a foundation that every LLC can build from. These recommendations are designed to provide that foundation.

1. The first step is to formally adopt mission, vision, and values statements that were developed by the LLC Subcommittee and provide a unified foundation for all 17 communities:
 - a. **Mission:** Dartmouth's Living Learning Communities create vibrant residential environments that extend the College's mission into everyday student life by inviting undergraduate students to connect, explore, and grow through shared intellectual and intercultural experiences beyond the classroom.
 - b. **Vision:** Dartmouth's Living Learning Communities deepen students' experience of living on campus and prepare them to learn, lead, and contribute with integrity, courage, and purpose in an interconnected world. Across distinctive communities, students connect with each other around common academic interests, identities, and passions.
 - c. **Values:**
 - i. Active Participation: presence, contributions, collaboration
 - ii. Belonging: at ease, fully themselves, welcomed, connected, joyful

- iii. Curiosity: openness, personal and academic exploration, reflection
 - iv. Growth: wellness, innovation
 - v. Respect: shared responsibility
- 2. Every LLC should also meet a defined baseline of expectations across six areas:
 - a. **Community expectations:** cultivate belonging, mutual accountability, and engagement across differences
 - b. **Living expectations:** maintain an intentional residential environment with strong staff presence and clear norms
 - c. **Learning expectations:** offer mission-aligned programming, reflection opportunities, and engagement with faculty and campus partners
 - d. **Staffing expectations:** define clear roles and accountability structures for all LLC leaders
 - e. **Engagement expectations:** set minimum participation requirements and corresponding consequences for non-compliance
 - f. **Assessment expectations:** participate in an annual review covering engagement, programming, and leadership effectiveness
- 3. **Create baseline participation requirements:** Clear participation requirements should be implemented consistently across LLCs. At minimum, residents should attend a term-opening orientation meeting, participate in a minimum number of core programming events as defined by the LLC, contribute to shared space upkeep, and attend signature community events. The expectations should be communicated at the application stage, at move-in, and throughout the year so that students understand what they are committing to before they arrive. Clear consequences for nonparticipation should be established. LLCs with clear expectations, such as Great Issues Scholars and OPAL-affiliated communities, already demonstrate stronger engagement and community formation.¹⁶ Research shows that recurring informal interactions are what build LLCs' sense of belonging, and those interactions depend on participation. Making expectations explicit and consistent across all 17 communities would give every LLC the conditions it needs to do that work.
- 4. **Regularly assess LLCs:** A structured review process should be established for LLCs to assess program effectiveness, participation, and mission alignment on a regular basis. Annual reviews should include a baseline checklist updated by program advisors, covering engagement levels, programming quality, and leadership effectiveness. A more comprehensive review every three to five years should improve the overall health of each community and determine which communities need additional support, significant changes, or, in rare cases, sunseting. These reviews should also account for the different needs of standalone and embedded LLCs—which face distinct challenges in building cohesion—so that support, physical space, and resources are allocated equitably. This should help guide how lounges, common rooms, and program spaces are allocated in current buildings and factored into future renovation and assignment decisions. A formal review process would enable data-driven decisions about resource allocation and program improvements.

¹⁶ See Appendix E.

2. Develop a Unified Governance and Faculty and Staffing Strategy for Living Learning Communities

Recommendation: Dartmouth's 17 LLCs have grown organically over time, each developing its own leadership structures, staffing arrangements, programming priorities, and institutional relationships. The organic growth has produced communities with genuine distinctiveness and deep roots, which is part of what makes them work. But it has also produced a system with inconsistency where the experience of living in an LLC depends heavily on which one a student joins, who happens to be leading it that year, and how much external support that community has managed to secure. Role expectations vary widely across LLCs. Live-in Advisors may be faculty, graduate students, or program staff. Program advisors range enormously in their level of involvement. UGA and House Manager responsibilities span from floor meetings to comprehensive community management. Students in focus groups consistently identified visual, accessible leadership as critical to LLC success, and when roles are unclear, that presence becomes inconsistent, and communities are less robust as a result. There is currently no cross-LLC coordination structure, no shared governance framework, and no cohesive strategy to promote the LLC system as a whole to students who might benefit from it. The recommendations that follow are designed to establish governance, staffing, and coordinated infrastructure that would allow the LLC system to function as a coherent whole rather than 17 separate communities operating in parallel.

- **Establish an LLC advisory board:** We propose an LLC Advisory Board composed of student leader representatives from each LLC type—including identity-based, language, global perspective, and shared interest communities—alongside faculty and staff advisors and Residential Life staff. The Board would meet regularly (at a minimum each term and ideally monthly) to coordinate programming, share best practices, advise on resource allocation, and provide strategic direction for the LLC system as a whole. Student leader representation should rotate to ensure broad participation across communities over time. The Board would report annually to the House Council, creating formal connections between the LLC system and the broader residential governance structure. The Board would have advisory authority, making recommendations to Residential Life leadership on policy, resources, and strategic decisions affecting LLCs, ensuring that people closest to the communities have meaningful voices in how they are supported and governed and the organized time to share and learn from each other.
- **Standardize leadership roles across every LLC:** Every LLC needs role clarity to function well. Maintaining a standardized and reliable leadership structure with delineations for the Live-In Advisor, Program Advisor, UGAs, and House Manager will help clarify the responsibilities attached to each role as they pertain to all LLCs. Each role should contain consistent, well-defined responsibilities and expectations across every LLC so that a baseline of community life, regular shared dinners, and academic and cultural events is built into the leadership structure itself rather than left to depend on which students happen to be in the community in a given year. While their core

responsibilities stay consistent, each role should preserve the flexibility to meet the needs of its specific community.

- **Structure a network of LLC advisors:** Connect faculty and staff advisors across LLCs to share best practices and the ways in which academic and cultural enrichment can be embedded, as well as to create connections between faculty and advisors to students outside of the classroom.
- **Intentionally connect academics:** Faculty advisors can play a unique role in formalizing ways academic coursework can be integrated into the LLC, whether that be hosting seminars in LLC spaces, welcoming faculty-led study groups, or even allowing LLC residents to take certain courses together.

3. Enhance Resources Available to Strengthen the LLC System

Recommendation: The LLC portfolio has grown in scope, complexity, and institutional importance, but its staffing and funding have not kept pace. LLCs lack the professional and graduate staffing that comparable residential models receive. Residential Life supports its 6 House Communities with 25 Resident Fellows (RFs), while the 17 LLCs share none dedicated to them, leaving logistics, events, promotion, and day-to-day student support under-resourced. Furthermore, current utilization of Residential Life funds is very high, but many LLCs report that they lack sufficient resources to achieve their mission and goals. Funding from Residential Life is \$30,000–\$35,000 annually, which is distributed evenly across the 17 LLCs. In addition to Residential Life funds, some sponsoring departments noted the use of additional funds to support their LLCs, ranging from \$1,000–\$36,000. The additional funds came from endowments, program budgets, and departmental budgets. LLC Program Survey respondents and Design Corps focus groups noted that inequitable funding has resulted in inconsistent experiences across Living Learning Communities.

- **Add a graduate Resident Fellow (RF) position:** The RF would provide additional support for the LLC system at the direction of the Associate Director. The RF would serve as a Live-In Advisor for the Foley House LLC, which currently does not have graduate-level leadership support on site. Furthermore, the RF would provide holistic support for the LLC system in the areas of community development, event support, co-facilitating weekly staff meetings, and mentorship for LLC participants and UGAs.
- **Create equitable funding guidelines:** Replace the current funding model of a \$1,200–\$1,500 allocation annually from Residential Life to each active LLC with an equitable budget allocation strategy that accounts for alternative funding sources available to the LLC (student affairs programs, academic departments, endowments), number of participants, operational needs, and mission-specific requirements. Annual allocations should be tailored to the size and needs of each LLC.
- **Set a baseline budget for essential programming:** Establish a baseline funding level ensuring all LLCs can support essential programming such as community dinners and signature events. Ensure that funding is available to support additional allocations for

LLCs with specialized needs (supplies for common spaces, co-op food budgets, language materials, cultural programming).

- **Formalize how off-cycle vacancies get filled:** Developing a system for off-cycle LLC assignments would provide a more transparent and consistent process. Currently, these types of vacancies are filled through personal connections.
-

Conclusion

The residential communities are where students learn to live with new people, form friendships that outlast any course, and develop a sense of themselves. What this working group found was not a system in crisis. It's a system with real strengths, communities doing meaningful things for and with students every day. There are also ways to improve the set of structural gaps that need some attention. The data are clear about what students say they need: Belonging that does not depend on who you know when you arrive. Spaces that invite connection rather than discourage it. Expectations that are consistent and equitable regardless of where you live.

The recommendations in this report range from the immediate to the longer term. Some are about fixing what needs mending, making expectations visible, investing in the people who hold communities together day to day, and ensuring that every student has access to the same quality residential experience regardless of where they live. Others are more ambitious, like creating structural changes for how students move through their housing during their time here. Some are about reducing institutional risks and driving the kind of excellence Dartmouth demands of itself in all realms. These are not small asks, and they will require resources and sustained leadership beyond the Residential Life and GLASS offices.

It is important to recognize that the benefits of creating the rigorous, coordinated, intentional approach to the residential life envisioned in this report will span far beyond the bounds of the three housing structures identified in this report. Elevating the residential experience will dramatically boost the odds for success in institutional priorities such as health and wellness and dialogue across difference. And, as noted earlier, residential community lies at the heart of Dartmouth's institutional mission of teaching, lifelong learning, and leadership more than almost any peer institution—and it's a critical driver of future excellence.

Two questions came up consistently across the subcommittees, the survey data, and the student focus groups that fall outside this working group's charge but warrant future attention. The first is the first-year experience. This report addresses the residential piece of that experience: House Community as an entry point, the FYRE curriculum, pre-arrival communications, and how students first encounter all the residential opportunities.

But what emerged from the research is that a student's first year at Dartmouth is shaped simultaneously by where they live, how they are advised, how the orientation and first-year trip are designed, what writing seminar they are placed in, and how they are prepared for the D-Plan. Each of those touchpoints is owned by a different office, leading to an incoherent first-year experience lacking a single point of coordination and shared purpose. The students who struggle most in their first year are often the ones falling through the gaps between multiple systems. A working group charged specifically with designing the first year as an integrated experience would be a meaningful next step.

The second is the campus social landscape. Greek spaces are carrying a social function that is much larger than that of any other community. They serve as the primary late-night and weekend venues for the entire campus, not just their members, because there are few

alternatives. This is partially because students believe the Greek space carries more social cachet and partially due to our rural setting. We give credit to the progress and active efforts underway, often involving student leaders, to address these challenges while certainly recognizing there is a long way to go.

The recommendations here address part of this, including alcohol recommendations and enhancement of accessible low-risk options. But social spaces extend beyond the houses and residential spaces. Better understanding how students would like to socialize in order to create more meaningful interactions and partnering to create opportunities and spaces to support those goals is an important next step. With new buildings and housing units becoming operational, there is an opportunity to enhance social engagement to be more diverse and expansive at Dartmouth.

Finally, while we believe strongly in the power of these recommendations to spark long-term progress, we also understand that this report addresses a single moment in time. Internal and external conditions will continue to evolve, as will the needs of our students. Some of these plans will work as proposed, and some will likely need to be revisited and adjusted based on actual experience. New ideas will emerge. To realize the full potential of the Dartmouth experience, we must remain committed to our ambitious goals for residential living and learning, adaptable in how we move forward, and accountable for our progress. We must implement these ideas with enough rigor and consistency to determine if they will succeed, and be prepared to move on if the results do not meet our standards. And we must challenge ourselves daily to push for greater excellence.

Appendix

Appendix A: Updates Since Moving Dartmouth Forward

In 2014, President Hanlon convened the Moving Dartmouth Forward (MDF) committee to address three challenges on campus: high-risk drinking, sexual assault, and a lack of inclusivity. One of the committee's findings was that these were interrelated problems and possibly symptoms of a fractured residential campus community. One recommendation proposed to help address these challenges was to build a vibrant, fully resourced four-year House system that would offer every student a genuine sense of community, belonging, and connection to Dartmouth's mission.

The House system MDF proposed would feature continuity over four years, faculty leadership, and randomly assigned diverse membership. Alongside the House system, MDF called for meaningful reform of Greek and residential organizations, which included raising standards, increasing accountability, and ensuring that every residential space on campus supported student well-being. MDF launched several programmatic efforts to support the goal of reducing high-risk behavior and increasing inclusivity in our campus environment.

A decade later, Dartmouth has supported the growth of our residential communities and acknowledges that the residential experience has the opportunity to play a role in mitigating these challenges. This section returns to the three challenges MDF identified. This is **not** an assessment of what has happened since, but an update on where the landscape stands as we continue to invest in residential spaces and community well-being.

High Risk Drinking Data

In 2014, the MDF report noted that part of the social architecture of Dartmouth was built around alcohol: pong tables lined fraternity basements wall to wall, Wednesday nights rivaled Saturdays in consumption, and first-year students were pre-gaming in residence halls before venturing into Greek spaces. While the data suggest that the individual and environmental interventions implemented since MDF have been having a positive effect, the entrenched problem of high-risk drinking and related harms persists on our campus.

In Fall of 2024, 62% (n = 527) of Dartmouth students reported drinking in the past two weeks, compared to 40% nationally.¹⁷ This gap between Dartmouth students choosing to use alcohol more than the national average is consistent with data reported in MDF. High-risk drinking among Dartmouth students has declined steadily over the past decade. According to the Dartmouth Health Survey, 49% (n = 607) of students reported high-risk drinking in 2014¹⁸,

¹⁷ Healthy Minds Network. (2024). *Healthy Minds Study: Dartmouth College 2024 survey data* [unpublished dataset]. Office of Institutional Research, Dartmouth College.

¹⁸ Dartmouth Health Survey. (2014) <https://www.dartmouth.edu/oir/2014-dartmouth-health-survey-final-web-version.pdf>

decreasing to 41% (n = 236) in 2018.¹⁹ The most recent 2026 Dartmouth Health Survey was updated to better understand our drinking behaviors in reference to recommended guidelines (high-risk drinking as defined by 5+ drinks for male-identified students and 4+ drinks for female and non-binary-identified students). With this more precise wording and weighted analysis, 44% of current Dartmouth respondents reported high-risk drinking (weighted n = 579), which remains higher than the national comparison (25%).²⁰ Positively, Dartmouth students have followed national trends of overall declining alcohol use from 2014 to 2025.

Dartmouth has implemented several environmental and individual strategies to support the student body. Beginning in 2015, residential education staff implemented community walk-throughs on Wednesdays, Fridays, and Saturdays. By 2018-2019, these walk-throughs generated 36% (n = 109) of undergraduate alcohol-related incidents, and residential staff were responsible for initiating student care in 50% (n = 152) of all cases.²¹ This type of early intervention can have powerful effects on student behavior. And after the implementation of the hard alcohol policy, a key MDF prevention effort, reported hard alcohol consumption dropped by approximately 50 percent from the 2014 to the 2018 academic year.²²

Positively, the number of peer bystander intervention calls ("Good Samaritan" calls) has become more closely aligned with medical encounters, indicating a sustained positive student bystander culture. That reality is borne out in self-report data as well.²³ Among undergraduates, the most commonly witnessed bystander situations were someone drinking in a way that could be harmful to themselves or others (73%, weighted n = 429), with 55% (weighted n = 316) of student respondents actively intervening in potentially harmful drinking situations.²⁴ Though this is a meaningful sign that the Dartmouth Bystander Initiative has taken hold in the community, efforts encouraging earlier positive bystander intervention can help further shift Dartmouth into a safer culture.

Although alcohol use has decreased overall, some patterns remain consistent. One example is the "college effect," in which students tend to drink more after arriving on campus. Among first-year students, on-campus residences were the most commonly reported location for alcohol consumption, cited by 38% (n = 303) of respondents.²⁵ This suggests that drinking culture

¹⁹ *Dartmouth Student Well-Being: High-Risk Drinking Prevention Series - The Need for High-Risk Drinking Prevention (1/5)*. (2019), Dartmouth College, p.3.
https://students.dartmouth.edu/wellness-center/sites/students_wellness_center.prod/files/students_wellness_center/wysiwyg/high-risk-drinking-prevention-edition-1_1.pdf

²⁰ *Preliminary Dartmouth Health Survey*. (2026). [unpublished weighted data]. Final publication forthcoming at <https://www.dartmouth.edu/oir/dartmouthhealthsurveys.html> & Healthy Minds Network. (2024). *Healthy Minds Study: Dartmouth College 2024 survey data* [unpublished dataset]. Office of Institutional Research, Dartmouth College.

²¹ Internal analysis based on Maxient (Community Standards and Accountability) and Department of Safety and Security reports.

²² *Dartmouth Student Well-Being: High-Risk Drinking Prevention Series - Changing High-Risk Behaviors: Environment Strategies 4/5*, (2019), Dartmouth College, p.3.
https://students.dartmouth.edu/wellness-center/sites/students_wellness_center.prod/files/students_wellness_center/wysiwyg/high-risk-drinking-prevention-edition-4_.pdf

²³ Undergraduate Alcohol-Related Incident Data: Academic Year (July – June), Dartmouth College;
https://students.dartmouth.edu/wellness-center/sites/students_wellness_center.prod/files/students_wellness_center/wysiwyg/post_annual_2024_25.pdf

²⁴ *Preliminary Dartmouth Health Survey*. (2026). [unpublished weighted data]. Final publication forthcoming at <https://www.dartmouth.edu/oir/dartmouthhealthsurveys.html>

²⁵ Dartmouth College AlcoholEdu for College Impact Report. (2025-2026), *Follow Up Survey* (n=1,273) Vector Solutions.

extends beyond Greek organizations and continues to be shaped by residential life more broadly.

Taken together, the data show sustained progress on high-risk drinking. Rates have declined, peer intervention norms have strengthened, and the institution has deployed individual and environmental strategies to address and prevent the issue. However, to continue moving the data in the desired direction and making a positive impact on the lives of our students, the residential conditions that shape drinking behavior continue to warrant attention as Dartmouth invests in residential life at a new scale.

Sexual Assault Prevention

Dartmouth has invested meaningfully in prevention, education, and reporting infrastructure.

MDF referenced the 2014 Clery report, which noted 35 forcible sex offenses in 2013 and no non-forcible sex offenses. In 2024, Dartmouth reported 24 sexual offenses on the Hanover campus with zero non-forcible sex offenses (incest or statutory rape).²⁶ While this data point alone may signify progress, it is important to acknowledge that an increase or decrease in reports is not necessarily related to a change in prohibited conduct; instead, it can reflect changes in visibility, training, and education. In addition to referencing data, it is meaningful to look at the substantial work Dartmouth has undertaken to prevent sexual violence and support those affected by it.

First, Dartmouth developed and designed a groundbreaking Sexual Violence Prevention Project (SVPP), which began in 2015 after a recommendation in MDF, and over the past decade has scaled to programming in two of the four undergraduate years, with junior and senior student experiences currently being developed. SVPP drives cultural change by strengthening students' skills around four core behavioral outcomes: developing positive relationships and sexual behavior, using power responsibly to foster equity and belonging, intervening as active bystanders, and accessing resources, if needed. 98.5% of first-years (average termly n = 1,207) and sophomores (average termly n = 1,080) on campus completed their SVPP curriculum in Fall of 2025 and Winter of 2026. There has been overwhelmingly positive feedback, with 93% (n = 2,503/2,688 survey responses across trainings) of first-year participants reporting these trainings are "useful for my peers" and 96.5% (n = 1,641/1,699 survey responses across trainings) of sophomore participants strongly agreeing or agreeing that "this training provided or strengthened skills they can actually use" across trainings²⁷.

Resources and Support-1 for first years showed the strongest statistically significant findings, indicating the training successfully increases first years' confidence to discern confidential and

²⁶ Annual Campus Security and Fire Safety Report ("Clery Report") (2025).
<https://www.dartmouth.edu/security/clery-compliance-office/asr.pdf>

²⁷ Student Wellness Center, Sexual Violence Prevention Project (2025-2026) [unpublished data]. For 2024-2025 complete, published results see:
https://students.dartmouth.edu/wellness-center/sites/students_wellness_center.prod/files/students_wellness_center/wysiwyg/virweb_site2425.pdf

non-confidential resources, understand what may affect a person's decision to reach out for support, and provide information about resources to peers. Additionally, the most recently studied years of the training showed that 23% (n = 99) of student research respondents said they used the knowledge and skills gained in the training within the past 6 weeks. For the sophomore year curriculum, the Resources and Support-2 program had the strongest statistically significant findings, such as helping their friend find information to make their own decisions, and asking open-ended questions about how they feel.²⁸

In the most recent 2024-2025 annual population-level assessment (the Culture, Behavior and Experience Survey, or CBE survey), the positive impact of sexual violence prevention efforts is evident. For instance, over 90% (n = 560) of Dartmouth student research respondents reported they would most/very likely check in on a friend who they suspect is experiencing relationship or sexual violence (bystander behavior), and (n = 556) would provide resources or support for a friend who tells them they are/were experiencing relationship or sexual violence (resources and support).²⁹

Sexual violence education, prevention, and trauma-informed response have been enhanced in the community. Greek leaders require completion of Greek-specific SVPP trainings before recruitment. Many Greek organizations partner on additional workshops with WISE, a non-profit organization that provides confidential advocacy to students, staff, and faculty survivors. The Sexual Assault Peer Alliance (SAPA) program has grown so that more Dartmouth students are trained in trauma-informed response by Dartmouth's Counseling Center to provide positive support to peers who have been impacted by sexual and gender-based violence. Dartmouth Counseling Center staff expanded to include two specialists whose focus areas include sexual assault, in addition to the robust staff already trained in trauma-informed work. Additionally, the Equal Opportunity, Accessibility, and Title IX Office has undertaken several efforts to improve response, resources, and visibility in the area of sexual misconduct. EOATIX has increased visibility in the dating and domestic violence and stalking areas this academic year.

The data on sexual misconduct is difficult to interpret cleanly. However, in the decade since MDF, Dartmouth has invested meaningfully in prevention and education, and there are signs that intervention practices have been strengthened. Implementation of comprehensive best-practice approaches is showing early indications of positive shifts in students' attitudes and behaviors, pointing to a hopeful future for positive culture change. There is no finish line in this work. What the past decade has built is momentum, and momentum requires continued investment to hold.

Inclusivity

²⁸ Prevention Innovations Research Center, University of New Hampshire. (2025). *Evaluation of Dartmouth College's Sexual Violence Prevention Project (SVPP): First-Year Experience Program Evaluation Final Report 2020-2024; Sophomore Experience Program Evaluation Final Report 2020-2025* [unpublished reports], Student Wellness Center, Dartmouth College.

²⁹ Prevention Innovations Research Center, University of New Hampshire. (2022). *Culture, Behaviors, and Experiences Survey internal research data* [unpublished data], Student Wellness Center, Dartmouth College.

The third challenge identified by MDF was a lack of inclusivity on campus. In the 2014 Living at Dartmouth Survey, 45% of students reported being very or extremely concerned about inclusivity, with concerns particularly concentrated among students of color, LGBTQIA+ students, and economically disadvantaged students.³⁰

Because survey questions have changed over time, a direct comparison between 2014 and 2025 is not possible. The 2014 survey asked students to evaluate Dartmouth's inclusivity broadly, while more recent surveys focus on students' own experiences of belonging, welcome, and community. As a result, assessing progress requires examining multiple indicators across time rather than relying on a single before-and-after measure.

Across several measures, the decade following MDF shows evidence of improvement in students' overall experiences of community and belonging. In the 2024 Dartmouth Health Survey, 79% (n = 287) of undergraduates reported having a group or community at Dartmouth where they feel they belong. Student sense of belonging strengthened over this period, with 79% (n = 951) feeling part of the Dartmouth community in 2023, up from 73% (n = 860) in 2019.³¹ During the same period, the proportion of students reporting that campus climate negatively affected their mental and emotional well-being declined from 64% (n = 179) in 2016³² to 54.4% (n = 230) in 2024.³³ Students also reported stronger commitment to the institution, with the percentage who indicated they would definitely choose Dartmouth again increasing from 48% (n = 602) to 54% (n = 712) from 2019 to 2023.³⁴

At the same time, disparities identified by MDF have not been fully eliminated. Results from the 2025 Campus Climate Survey indicate that while 58% (n = 814) of students agreed that Dartmouth is a welcoming place for all students, perceptions varied substantially across demographic groups. Agreement was lower among Black or African American students (54%, n = 40), Pell Grant recipients (54%, n = 98), and female students (53%, n = 744). Similar patterns appeared in measures of institutional trust, where only 45% (n = 632) of students agreed that Dartmouth would do what is right if they raised a concern about discrimination, and 40% (n = 562) agreed that Dartmouth has students' best interests in mind when making decisions affecting students.³⁵ These findings suggest that although overall measures of belonging and community have improved, some student populations continue to experience Dartmouth differently from their peers.

Given the central role residential communities played in MDF's recommendations, additional analyses were conducted using data from the 2026 Residential Communities Survey to examine

³⁰ *Living at Dartmouth Survey* (2014). Dartmouth College.
<https://www.dartmouth.edu/oir/pdfs/2014-living-at-dartmouth-summary-final-web-version.pdf>

³¹ Enrolled Student Survey (2019, 2023). Dartmouth College.
https://www.dartmouth.edu/oir/tableau/dartmouth_ess_2011_to_2023.html

³² *Dartmouth Health Survey* (2016). Dartmouth College.
<https://www.dartmouth.edu/oir/2016-dartmouth-health-survey-final-web-version.pdf>

³³ Dartmouth Health Survey (2024). Dartmouth College. <https://www.dartmouth.edu/oir/dartmouthhealthsurvey2024.html>

³⁴ See note 30 above.

³⁵ Gallup, Inc. (2026). *Dartmouth College 2025 climate survey: Executive report*. Gallup, Inc.
https://ide.dartmouth.edu/sites/ide/files/2026-05/Gallup_Dartmouth_Climate_Survey_Revised_05.08.26.pdf

whether students' experiences within residential communities varied across demographic groups. Students were asked to rate the extent to which their residential communities promoted a positive and healthy social environment. Statistical testing was then used to assess whether perceptions differed meaningfully across demographic characteristics.

Overall, perceptions of residential communities were broadly positive. Across all respondents, 71% (n = 695) rated their residential communities as positive social environments, while only 4% (n = 28) reported negative experiences. Residential community affiliation was strongly associated with positive perceptions, particularly among students involved in Living Learning Communities (87% positive, n = 90) and GLASS organizations (78% positive, n = 239).

Importantly, relatively few differences emerged across demographic groups. Statistical testing found no meaningful differences in perceptions of residential communities by gender identity, race and ethnicity, or high school background. These findings suggest that students generally reported similar residential community experiences regardless of these characteristics. One notable exception involved first-generation college students, who reported slightly more positive perceptions of their residential communities than continuing-generation students. While statistically significant, the magnitude of this difference was modest. Taken together, these findings suggest that residential communities may function as relatively consistent sources of connection and belonging across a wide range of student populations.

Dartmouth has invested meaningfully in this space through efforts such as establishing senior leadership dedicated to diversity and inclusion, developing robust campus climate surveys, creating division-level action plans to create inclusive environments to increase the recruitment and retention of people from diverse backgrounds with varying viewpoints and expertise across schools and departments, establishing identity-specific advising and support offices like the Office of Pluralism and Leadership, Native American Program, and the International Student Experience Office, building Employee Resource Networks, implementing bias reporting systems, and hosting community forums and town halls.

Taken together, these findings suggest a nuanced picture of progress since MDF. Broad indicators of belonging, community, and institutional commitment have improved over the past decade, and residential communities appear to provide generally positive experiences across many demographic groups. At the same time, disparities in campus climate and institutional trust remain evident for some historically marginalized populations. The findings therefore suggest meaningful progress toward MDF's goal of creating a more inclusive campus environment, while also highlighting areas where additional work remains necessary to ensure that all students experience Dartmouth as equally welcoming and supportive.

Appendix B: Residential Community Working Group Members

Chair: Jennifer Rosales, SVP for Community and Campus Life and Chief Student Affairs Officer

Staff: Kiara Ortiz '24, Chief of Staff to the SVP for Community and Campus Life and Chief Student Affairs Officer

Steering Committee: Caitlin Barthelmes, Executive Director, Student Wellness Center; Kathryn Kennedy, Associate Vice President for Communications; Alex Najdich, Director of Assessment and Evaluation, Office of Institutional Initiatives; the eight subcommittee co-chairs (listed under their subcommittees below and marked with an asterisk).

House Communities Subcommittee: Co-chairs: *Ryan Hickox, Chair of the Department of Physics and Astronomy; *Seun Olanosu, Director of the International Student Experience Office.

- **Members:** Kristi Clemens, Executive Director of Dartmouth Dialogues; Rosalyn Goveia, Program Coordinator, Allen House; Tony Williams, Assistant Director of Residential Education, West House; Nate Dominy, Chair of the Anthropology Department; Adjunct Professor of Biological Sciences; Professor, Ecology, Evolution, Ecosystems and Society (EEES) Graduate Program; Katie Lenhoff, Director of Strategic Student Initiatives, Student Wellness Center; Rachael Class-Giguere, Director, Undergraduate Housing; **Design Corps:** Annika Amrhein '28, Rohan Ramesh '28, and Gretchen Kerfoot '27; **Trustee:** Sue Finegan.

Greek Life and Student Societies Subcommittee: Co-chairs: *Hunter Carlheim, Director of Greek Life and Student Societies; *Charlie Wheelan, Clinical Professor of Business Administration, Faculty Director, Center for Business, Government & Society; *Dr. Rae Hall, Director of the Office of Pluralism & Leadership.

- **Members:** Ansley Booker, Executive Director of Dartmouth NEXT; Taurian Houston, Executive Associate Athletics Director for Administration; Karen Afre, Director of the Academic Skills Center; Colin Roberts, Assistant Director of Residential Education, North Park House; Amanda Childress, Associate Executive Director, Student Wellness Center; Emily Bakemeier, Vice Provost for Arts and Faculty, Yale University; Hope Hall '26; JJ Dega '26; **Design Corps:** Victor Etuokwu '28, Kate Graham '28, and Katharine S. Knuppel '28; **Trustee:** Jeff Crowe.

Living Learning Communities Subcommittee: Co-chairs: *Adria Brown, Director of the Native American Program; *Israel Reyes, Professor and Chair of Spanish and Portuguese, Director of Fellowships, Office of the Provost; *Mark DeVilbiss, Assistant Dean of Residential Life, Director of Residential Education.

- **Members:** Jodi Blackburn, Assistant Director of Residential Education, Living Learning Communities & Apartments; Janice McCabe, Associate Professor of Sociology, Associated Faculty, Women's, Gender, and Sexuality Studies, Allen House Professor; Bridget Colacchio, Director of Family Support; Val Werner, Historical Accountability Student Research Program Coordinator, Dartmouth Libraries; Mark Reed, Director of the Health Service; Peter Jenkinson, Program Manager, Global Studies, Dickey Center; Amanda Wong, Associate Director, Office of Pluralism and Leadership (OPAL); Edgar Santana Guerrero '27; Ajayda Griffith '27; **Design Corps:** Adelaide Dixon '26 and Alex Cruz-Valencia '28; **Trustee:** Barry Caldwell.

Special thanks to Libby Barlow, Senior Associate Provost for Institutional Research and Effectiveness; Dawn Gillis, Assessment and Program Evaluation Specialist, Student Wellness Center; Anne Hudak, Interim Dean of Undergraduate Student Affairs; Katharine Maguire, Co-interim Associate Dean for Student Life; Stacey Millard, Associate Dean for Residential Life; Adam Knowlton-Young, Deputy Director, Community Standards and Accountability.

Appendix C: Residential Life Philosophy

The Shared Philosophy proposed by the steering committee is proposed alongside the philosophy of the The Office of Residential Life, which is shared below:

“While we strive to promote growth in our residential communities, it must be with a clear set of values and principles.

A Holistic Approach

- The residential community is a place for students to "practice" leadership.
- We work to provide our students with opportunities to develop the skills necessary to navigate successfully within our ever-changing world. Students should engage in activities that foster the ability to maneuver within systems and realities that are different from their own.
- A culture of accountability that fosters students' ability to clearly articulate their concerns and to then join together to work for solutions is essential. We should teach them to think critically by fostering an environment of inquiry and dialogue.
- And finally, all actions should be paired with the opportunity for integration of understanding and reflection.

This holistic approach, influenced by residents, students and professional staff, by faculty and administrators, Deans and coaches will have a transformational impact on each student and collectively upon life at Dartmouth.”

Appendix D: Shared Recommendation: 5. Assess and Review Staffing Across each Residential Structure

House Communities:

- Make support for residential spaces a clear priority for Residential Operations and provide that office with the staffing and resources needed to deliver it while also establishing a framework through which Houses can take on some of their own facilities work.
- Where possible, students should be empowered to participate in updating their spaces, creating an opportunity for both experiential learning and a sense of ownership. This could be accomplished by hiring one or two undergraduates and potentially reallocating a Residential Fellow to support the effort. Critically, this also depends on maintaining operations and trades staff within FOM and Residential Operations and ensuring sufficient resources to fund enough positions.

Greek Life and Student Societies:

- Create a more equitable ratio of Dartmouth support for GLASS houses with the creation of an Associate Director for Greek Housing who would oversee UGAs in all GLASS residential spaces, educate House Managers and Housing Corporations, and serve as the collaborative bridge between organizations, GLASS, Res Ed, Res Ops, Undergraduate Housing (UHO), and DoSS.

Living Learning Communities:

- Elevate the current Assistant Director role to an Associate Director level. The position should be empowered to make strategic decisions that grow the LLC system as a whole and enhance its visibility on campus. This would include sustained collaboration with tenured faculty, associate-level colleagues, deans, and directors. The position would provide additional support and leadership in recruiting participants, oversight of the LLC application process, soliciting stakeholder input on applicants, and facilitating housing placements with staff in the Undergraduate Housing Office. The position would increase the capacity of the Residential Life department for filling vacancies that occur off the regular assignment cycle. The position would play an enhanced role in selecting LLC UGAs, and it would be responsible for facilitating cross-campus partnerships and communication for the overall benefit of the LLC system.
- Add a Program Administrator position. The PA would provide additional capacity in support of the desired enhancements of LLC logistics, operations, procurement, and execution of events. The PA role would be responsible for unified promotion of the LLC system, budget administration, records-keeping, and event coordination. The PA would support system-wide communications and assessment efforts. These functions exist minimally in the LLCs in their current form, and the addition of a PA would extend the capacity of the Residential Life department significantly.

Appendix E: Community, Academic, and Partnerships Model

This is the Community, Academic, and Partnerships (CAP) Model, developed by Dr. Rachele Hall, Director of the Office of Pluralism and Leadership. The Steering Committee proposes that all LLCs adopt this model. In practice, all LLC residents would be given an agreement that outlines their expectations as a resident and member of the LLC. An example of the agreement exists below.

Resident Expectations Agreement Asian and Asian American Living Learning Community Bildner 3 | Thomas 1 | Summit

Name: _____ **Pronouns:** _____
Email: _____ **Year:** _____
Mobile phone: _____ **NetID:** _____

The Asian and Asian American Living Learning Community is centered on three learning objectives: Community, Knowledge, and Action for, by, and within the Asian and Asian American community.

To ensure your success as a resident in meeting these objectives, you are expected to:

- **Attend the Winter 2026 LLC dinner meeting, where expectations are set. If you are unable to attend, follow up with the OPAL Program Advisor to ensure you understand objectives and expectations.**
- Demonstrate commitment to the Asian/American LLC by attending at least 60% of scheduled programming events each term, which include study nights and other programming events. The OPAL Program Advisor, Student Coordinators, Asian/American LLC residents, or other facilitators may host programming events.
- Programming events align with the OPAL CAP Pillar structure utilized by all OPAL-affiliated LLCs and are identified as such when communicated to LLC residents. Each resident must attend at least one event per CAP Pillar, as follows:
 - Community
 - Academic (educational)
 - Partnership/project
- Uphold the shared community agreements made during the community meeting.

If you do not participate in LLC activities or adhere to the shared LLC expectations:

- The OPAL Program Advisor will email you and request a time to meet.
- We will review the LLC expectations and discuss any barriers to your participation.

- We will create a plan for the following term to support participation.
- Students who do not uphold this agreement may not be eligible to reside in the Asian and Asian American LLC or other LLCs in future terms.

The OPAL Program Advisor, Student Coordinators, and other student and professional staff are expected to collaboratively:

- Support residents in meeting these goals
- Facilitate regular programming with the LLC
- Activate networks across campus to enrich programming and improve the living-learning environment

I, **[student name]**, acknowledge that I have read this document and wish to remain a resident of the Asian and Asian American Living Learning Community. I intend to meet all of the expectations outlined above. If it becomes apparent to me that I will be unable to fulfill any of the above expectations, I acknowledge that it is my responsibility to reach out to the OPAL Program Advisor to discuss alternative arrangements and/or consequences. I agree to be held accountable to each of these standards and understand that these standards are in place to enrich my personal and academic experience at Dartmouth College. My ability to fulfill these expectations may impact my eligibility to live in the Asian and Asian American Living Learning Community or other Living Learning Communities in future terms.

(If needed) Accommodations, as agreed upon:

Student

Date

OPAL Program Advisor

Date

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Appendix H: Survey Key Findings: Overview of Residential Communities:

Student Time Use and Exposure:

Key Findings:

- Across all three community types, core academic and social activities are the most widely reported areas of participation. Studying or homework and spending time with friends show the highest participation levels (near 100% participation in each community type), indicating that these activities are nearly universal among respondents regardless of residential affiliation.
- Most activities occur primarily outside of residential communities, with a few notable exceptions. Social events or parties show the highest share of participation occurring within communities, particularly in Greek Life (about 25% occurring within community spaces), while most other activities—including studying, paid work, athletics, and clubs—are reported by large shares of students but occur mostly outside residential community contexts.
- Friends and welcoming environments are the most common reasons students spend time in residential communities overall. Across all respondents, 72.9% selected “My closest friends are there” and 68.0% selected “They feel welcoming,” followed by social events (53.9%) and convenient location (44.8%).
- Motivations for participation differ by community type, with the strongest statistical relationships observed for Greek Life communities. Social events show the largest association ($\chi^2 = 93.7$, Cramer’s $V = 0.329$, $p < .0001$), followed by traditions ($\chi^2 = 28.0$, $V = 0.180$) and friendships ($\chi^2 = 26.7$, $V = 0.176$), indicating these factors are significantly more likely to be cited by students affiliated with Greek Life.
- Different community systems are associated with distinct motivations for participation. For House communities, convenient location ($\chi^2 = 39.0$, $V = 0.212$) and friendships ($\chi^2 = 23.9$, $V = 0.166$) show the strongest associations. For Living Learning Communities, identity alignment shows the largest effect ($\chi^2 = 45.3$, $V = 0.229$), followed by convenient location ($\chi^2 = 12.7$, $V = 0.121$) and welcoming environments ($\chi^2 = 11.2$, $V = 0.114$).

The next three figures use bubble charts to display multiple dimensions of student activity patterns at the same time. The following explains how to interpret these charts.

The vertical position of each bubble (up and down on the chart) represents the percentage of students who report participating in the activity. Higher positions indicate activities reported by a larger share of students, while lower positions indicate activities reported by a smaller share of students.

The horizontal position of each bubble (left to right on the chart) represents the percentage of participation that occurs within a specific community context. Bubbles positioned farther to the right indicate activities that more often take place within that

community context, while bubbles positioned farther to the left indicate activities that more often occur outside of it.

The size of each bubble represents the average amount of time students report spending on the activity during a typical week. Larger bubbles indicate activities where students spend more time on average, while smaller bubbles indicate activities where students spend fewer hours.

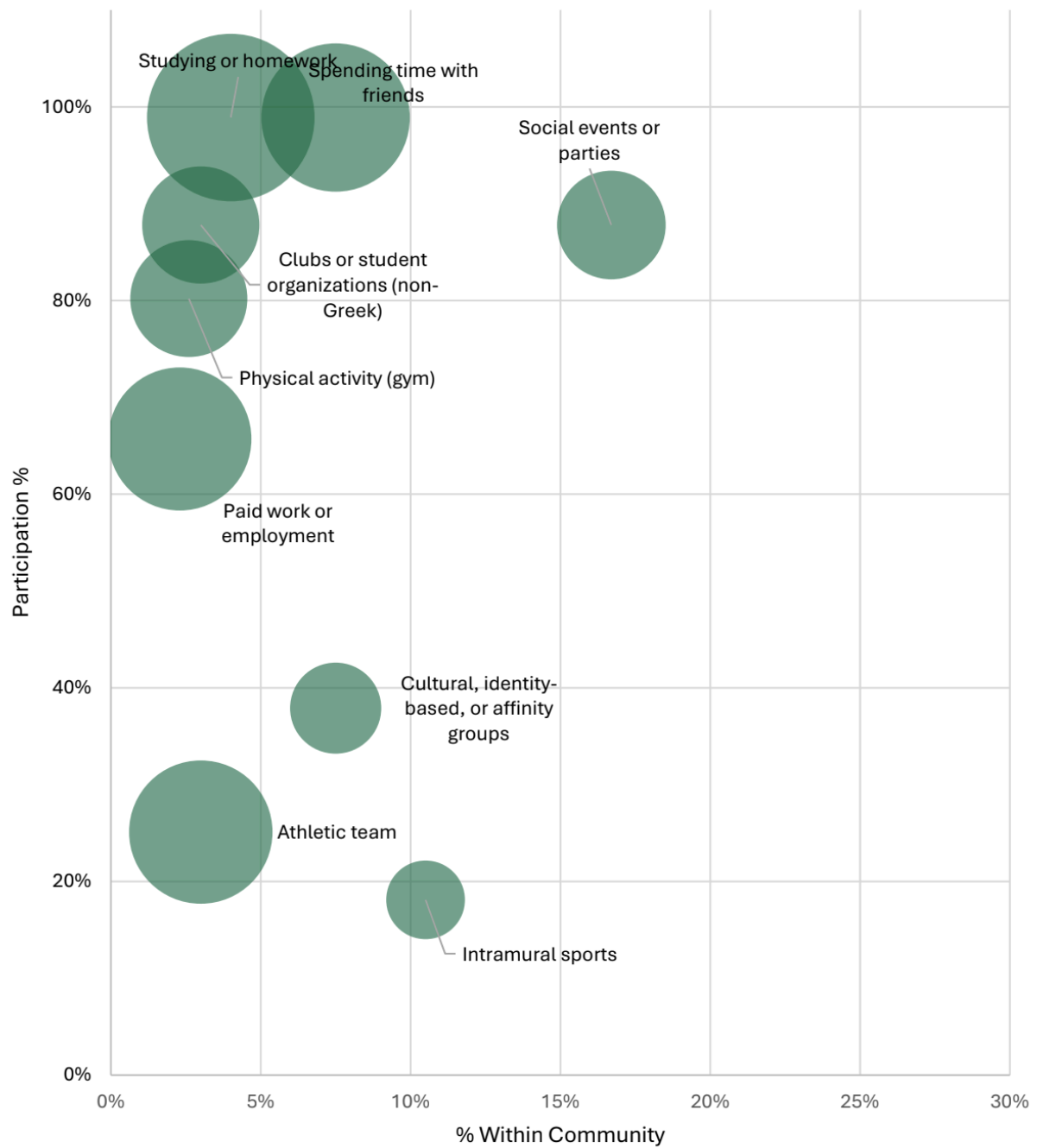
Taken together, the position and size of each bubble allow the figure to show how common an activity is, where it tends to occur, and how much time students typically spend on it.

For each activity, 'Participation %' represents the proportion of these respondents who reported engaging in the activity at any level (that is, any response other than I do not do this activity).

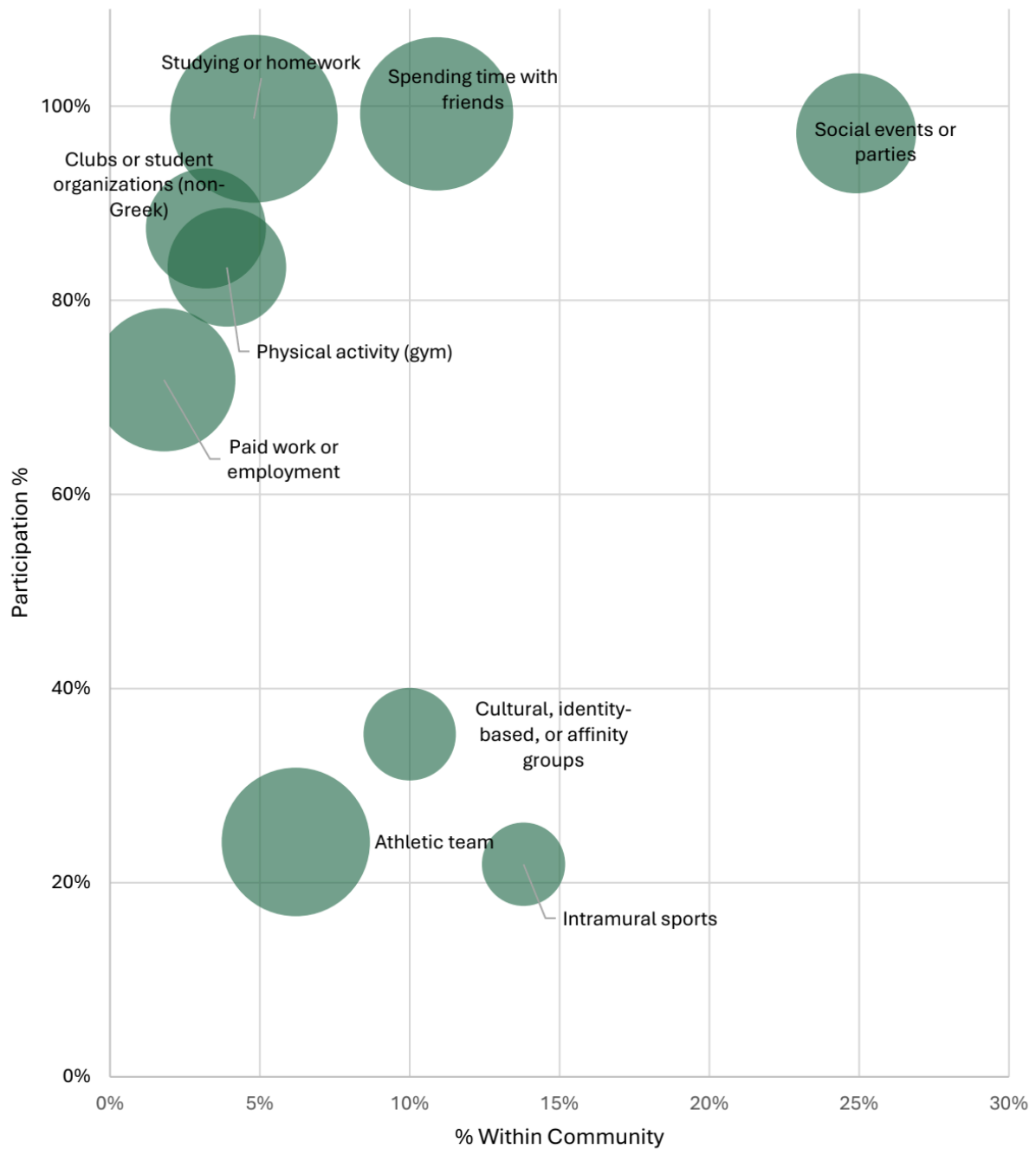
% Within Community is calculated only among respondents who reported participating in the activity and reflects the share who indicated that the activity occurs mostly or entirely within their residential community.

Average Hours (represented by bubble size) reflects the mean number of hours participants report spending on the activity in a typical week, based on the corresponding time-use variable.

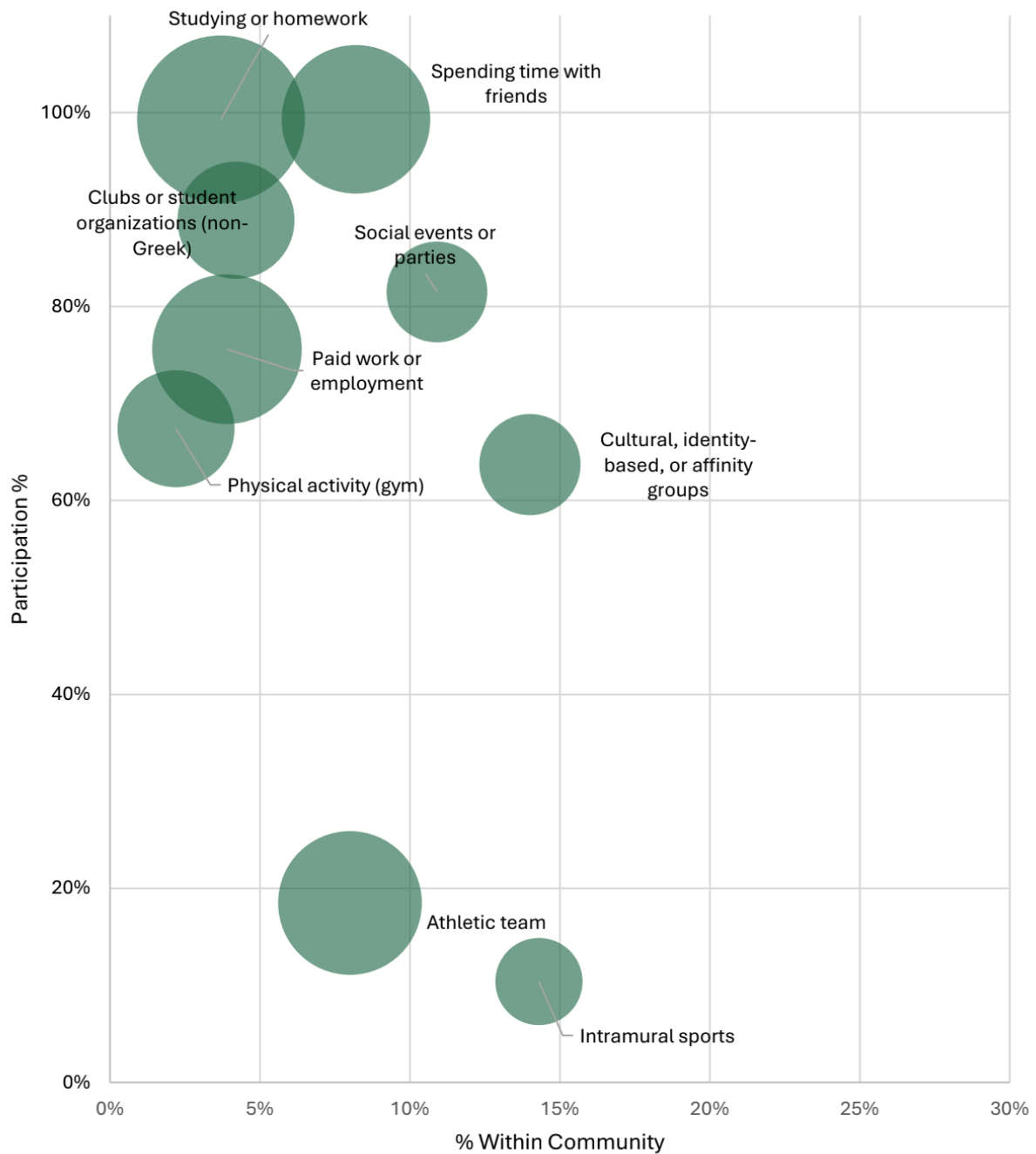
Activity Participation and Location Within House Communities



Activity Participation and Location Within Greek Life Communities



Activity Participation and Location Within Living Learning Communities



Why do you choose to spend time in the communities you selected? (Select up to 3)

Response	N	% of respondents
My closest friends are there	553	72.9%
They feel welcoming	516	68.0%
Social events	409	53.9%
Convenient location	340	44.8%
Aligns with my identity	245	32.3%
Traditions	168	22.1%
To focus on my health	99	13.0%
Academic support	58	7.6%
Exclusivity / selectivity	35	4.6%
I feel pressure / expectations	32	4.2%
Other:	15	2.0%

Motivations for Community Participation by Residential Community Type

Survey Options	χ^2	p-value	Cramér's V	Interpretation
<i>House communities</i>				
My closest friends are there	23.9	<.0001	0.166	House students much more likely to say their closest friends are there
They feel welcoming	17.9	<.0001	0.144	House environments perceived as more welcoming
Convenient location	39	<.0001	0.212	House students are more likely to cite convenience
<i>Living Learning Communities (LLC)</i>				
Aligns with my identity	45.3	<.0001	0.229	Very strong identity alignment effect
Convenient location	12.7	0.0004	0.121	Some convenience influence
They feel welcoming	11.2	0.0008	0.114	Moderately more welcoming
<i>GLASS</i>				
Social events	93.7	<.0001	0.329	Extremely strong effect
Traditions	28	<.0001	0.18	Traditions are a major driver
My closest friends are there	26.7	<.0001	0.176	Strong friendship networks
They feel welcoming	22.9	<.0001	0.163	Social belonging element

Note: The chi-square test checks whether students in different types of residential communities answered a question differently. It compares the responses we observed to what we would expect if there were no real differences between groups. The *p-value* indicates how likely it is that the observed differences occurred by chance; smaller p-values suggest the differences are more likely to reflect real differences between groups. In this table, results with $p < 0.05$ are considered statistically significant. Cramér's V indicates the strength of the relationship, with smaller values representing weaker relationships.

Sense of Community & Belonging

Key Findings:

- Sense of belonging is the most widely cited contributor to community, selected by 87.7 percent of respondents (N = 664), and shows the strongest differences across residential community types in the statistical analysis.
- Shared values, regular interaction, and mutual support are also central components of community, each selected by roughly two thirds to seventy percent of respondents, with shared values and mutual support varying significantly across residential community types.
- Other elements such as inclusive climate, shared goals, and common traditions are moderately important, while structural factors like physical co-location and exclusivity are selected far less often, suggesting students primarily define community through social connection rather than space or selectivity.

What contributes most to a strong sense of community in residential spaces? (Select all that apply)

Response	N	% of respondents
Sense of belonging	664	87.7%
Regular interaction	535	70.7%
Shared values	534	70.5%
Mutual support	519	68.6%
Inclusive climate	375	49.5%
Shared goals	312	41.2%
Common traditions	310	41.0%
Physical co-location	205	27.1%
Exclusivity / selectivity	43	5.7%
Other:	2	0.3%

Significant Differences in How Students Define Community by Residential Community Type

Survey Options	χ^2	p-value	Cramér's V	Interpretation
<i>House communities</i>				
Shared values	24.4	<.0001	0.168	House students are more likely to associate community with shared values.
Mutual support	16.0	<.0001	0.136	A modest relationship suggests House students somewhat associate community with mutual support.
Sense of belonging	58.2	<.0001	0.259	A strong relationship indicates House students are substantially more likely to define community through belonging.
Inclusive climate	9.7	0.0018	0.106	House affiliation shows a small relationship with identifying inclusive climate as part of community.
Shared goals	9.3	0.0022	0.104	A small but significant relationship suggests House students somewhat associate community with shared goals.
<i>Living Learning Communities (LLC)</i>				
Shared values	8.5	0.0036	0.099	LLC students show a slight tendency to associate community with shared values.
Mutual support	3.9	0.047	0.068	A very small relationship suggests LLC students somewhat associate community with mutual support.
Sense of belonging	15.8	<.0001	0.135	LLC affiliation is moderately associated with defining community through belonging.
Inclusive climate	4.9	0.0276	0.075	LLC students show a small tendency to associate community with inclusive environments.
<i>GLASS</i>				
Shared values	27.2	<.0001	0.177	GLASS affiliation is moderately associated with identifying shared values as central to community.
Mutual support	24.3	<.0001	0.168	GLASS students are more likely to associate community with mutual support networks.
Sense of belonging	42.1	<.0001	0.22	A strong relationship indicates GLASS affiliation is strongly associated with defining community through belonging.
Inclusive climate	5.3	0.0213	0.078	GLASS affiliation shows a small relationship with identifying inclusive climate as part of community.
Shared goals	13.0	0.0003	0.123	A small-to-moderate relationship suggests GLASS students somewhat associate community with shared goals.

Note: The chi-square test checks whether students in different types of residential communities answered a question differently. It compares the responses we observed to what we would expect if there were no real differences between groups. The *p-value* indicates how likely it is that the observed differences occurred by chance; smaller p-values suggest the differences are more likely to reflect real differences between groups. In

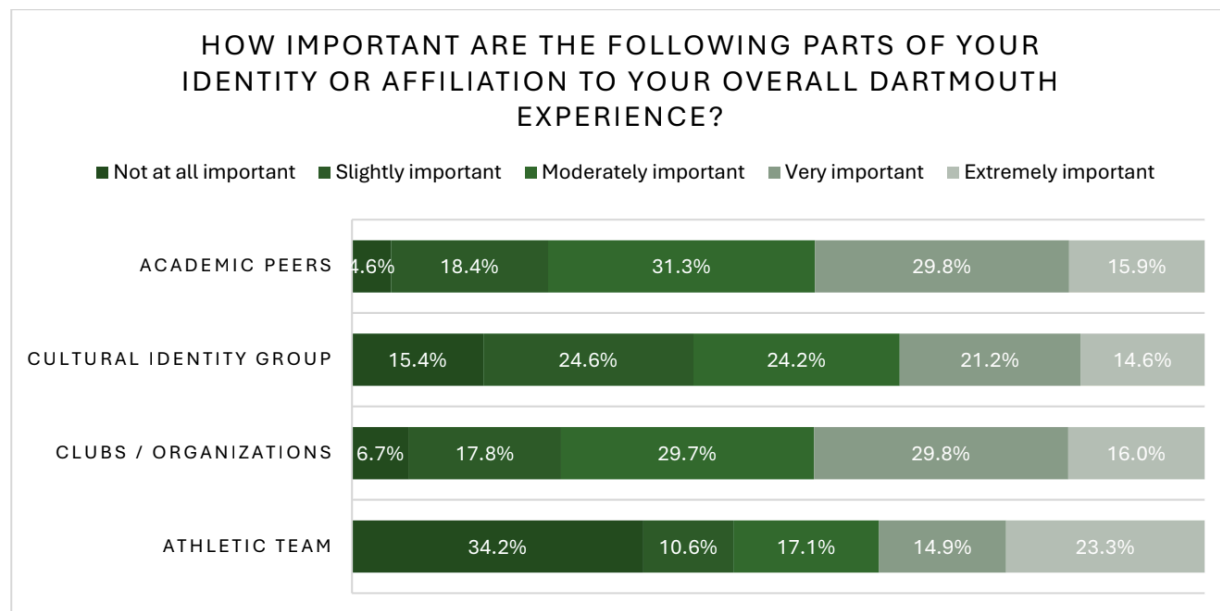
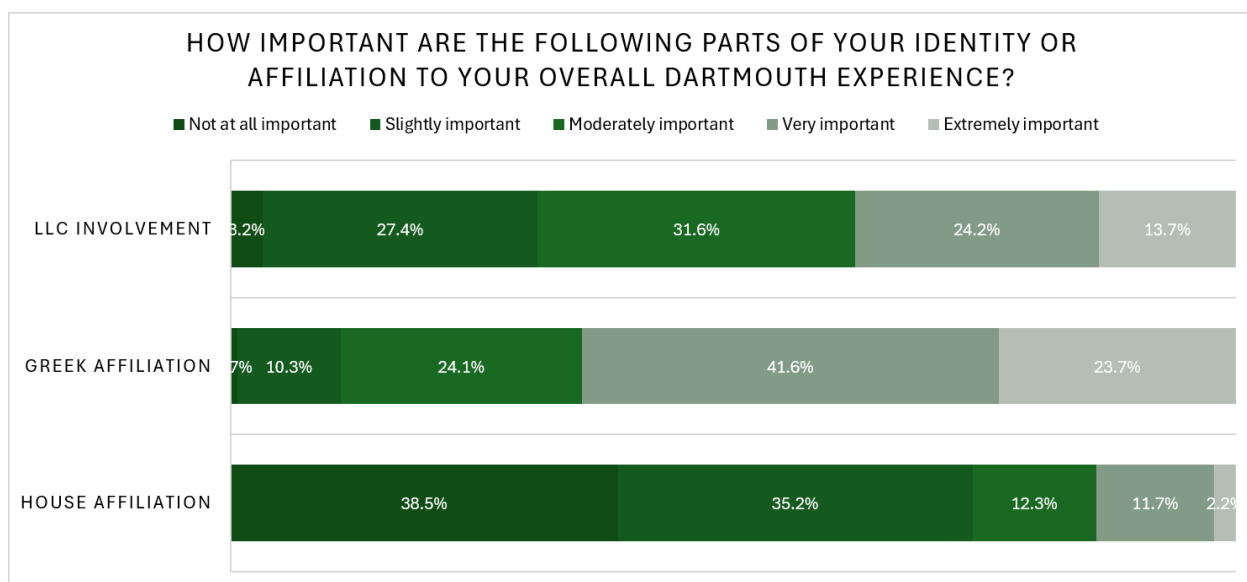
Identity, Affiliation, and Integration

Key Findings:

- Students most often view multiple community affiliations as expanding their social networks and support systems. Nearly three quarters of respondents report that multiple affiliations expand their peer network (74.1%), while 63.8% report increased social support and 48.7% say these affiliations strengthen their sense of belonging.
- Challenges associated with multiple affiliations are reported less frequently. About one third of respondents indicate that participation requires too much time (33.5%), while relatively few report conflicting expectations (14.5%) or identity conflict (7.0%).
- The importance of identity affiliations varies across campus groups. Greek affiliation is most often reported as highly important to students' Dartmouth experience (50.7% very or extremely important), compared with 19.7% for LLC involvement and 12.9% for House affiliation. Outside of residential structures, academic peers and clubs or organizations are most frequently described as highly important identity affiliations.

**Which of the following describe the benefits OR challenges of having multiple community (House, Greek, LLC) affiliations?
(Select all that apply)**

Option	N	% of respondents
Expands my peer network	495	74.1%
Gives me more social support	426	63.8%
Strengthens my sense of belonging	325	48.7%
Helps me access more opportunities	303	45.4%
Requires too much time	224	33.5%
Creates conflicting expectations	97	14.5%
Leads to identity conflict	47	7.0%



Well-being and Risk

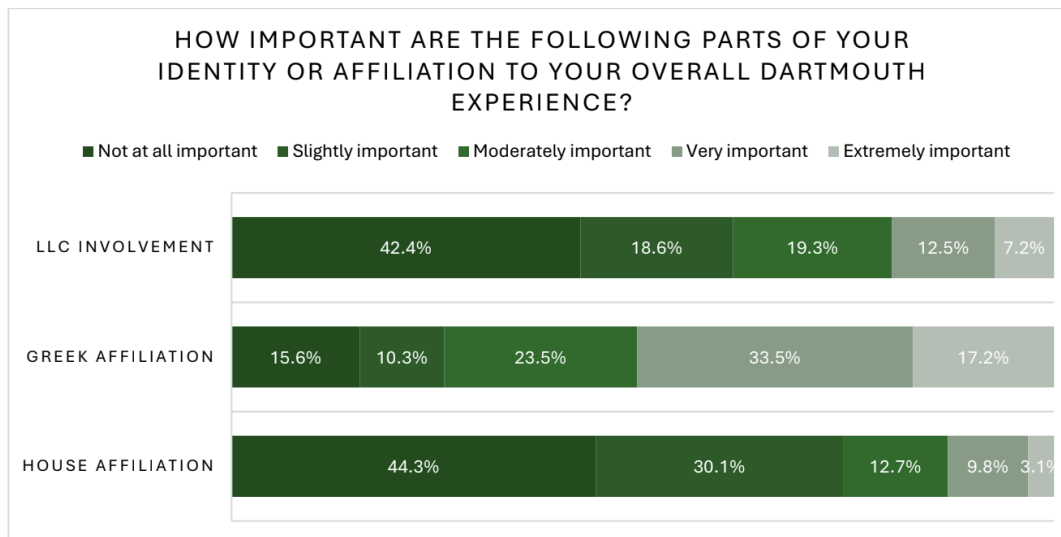
Key Findings:

- Residential communities are largely perceived as supportive environments, with strong awareness of inclusive social gatherings (70.7%) and peer support (47.7%), indicating that well-being is embedded in everyday residential life
- While the most visible risks in residential spaces are routine and social, including disruptive behavior (54.3%) and binge drinking (33.9%), a meaningful share of students also report concerns about drug misuse (18.5%), hazing (12.0%), and physical altercations or aggression (9.1%), indicating that more serious risks remain present.

- Students most often point to better social options and clearer expectations as ways to improve well-being, including more low-risk events (36.5%), clearer community norms (31.5%), and more sober-friendly environments (30.7%).
- A clear majority of students favor openness in residence hall access, with 61.8% identifying unrestricted access as best supporting safety and well-being—far exceeding support for more restrictive models.

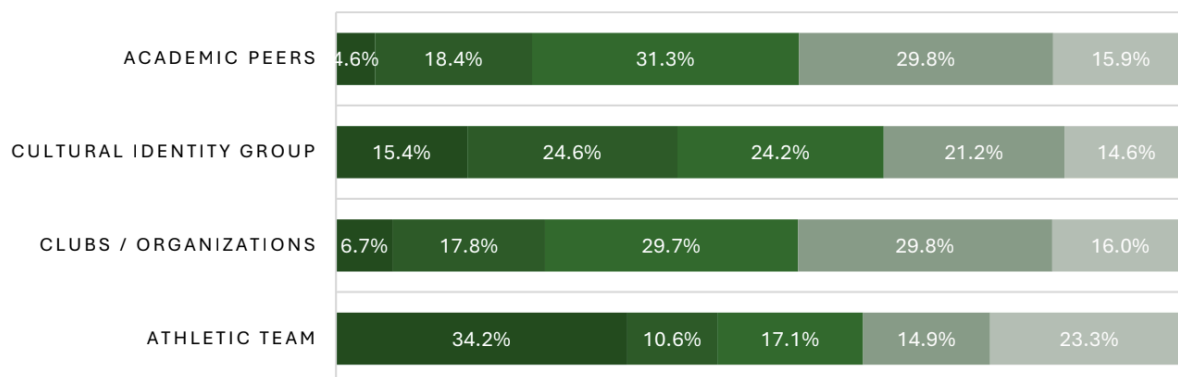
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Strengthens my sense of belonging	325	48.7%
Helps me access more opportunities	303	45.4%
Requires too much time	224	33.5%
Creates conflicting expectations	97	14.5%
Leads to identity conflict	47	7.0%

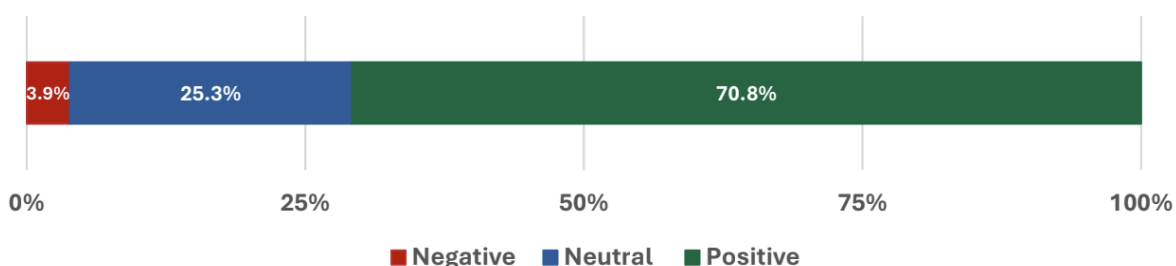


HOW IMPORTANT ARE THE FOLLOWING PARTS OF YOUR IDENTITY OR AFFILIATION TO YOUR OVERALL DARTMOUTH EXPERIENCE?

■ Not at all important ■ Slightly important ■ Moderately important ■ Very important ■ Extremely important



Student Perceptions of Social Climate in Residential Communities Percentage of students rating their residential community environments as negative, neutral, or positive



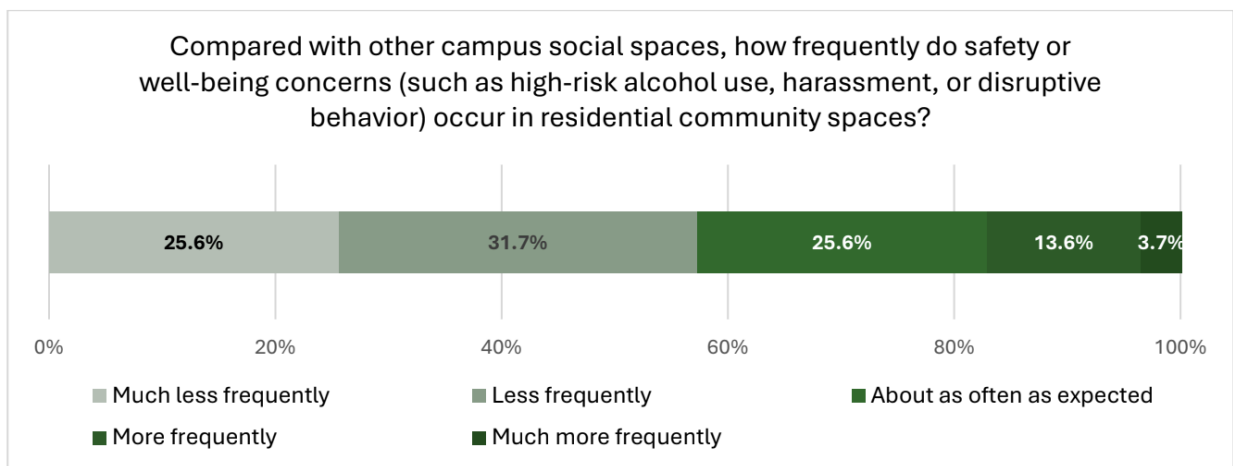
Association Between Residential Community Affiliation and Reporting a Positive Social Environment

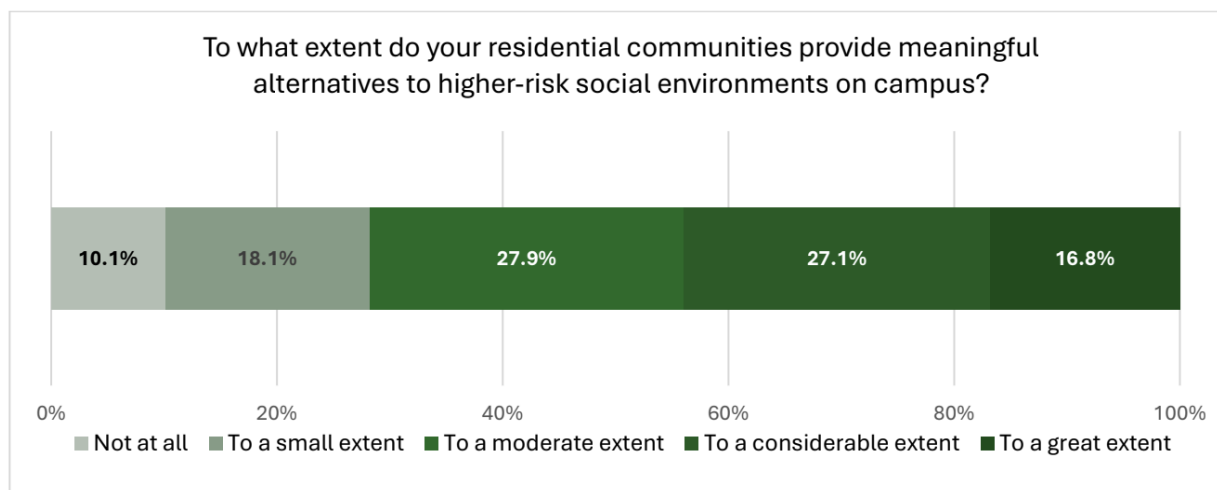
Residential Community	Number Positive	Number Not Positive	% Positive Environment	Odds Ratio	95% CI
House community	308	185	62.5%	1.38	(1.05–1.81)
Living Learning Community (LLC)	90	13	87.4%	5.59	(3.07–10.18)
Greek Life & Student Societies	239	68	77.9%	3.68	(2.68–5.05)

Note. Positive environment defined as ratings of 7–10 on a 10-point scale assessing the extent to which students' residential communities promote a positive and healthy social environment. Odds ratios compare students affiliated with each community type to those not affiliated with that community.

What behaviors or experiences are you most aware of in your residential community (Select up to three)	Count	% of respondents
Inclusive social gatherings or events	497	70.7%
Peer support and looking out for one another	335	47.7%
Respect for boundaries and personal safety	280	39.8%
Substance-free or low-risk social options	208	29.6%
Student leadership that promotes well-being	206	28.7%
Clear communication of expectations	198	28.2%
Healthy norms around alcohol and substance use	168	23.9%
Intellectual engagement	141	20.1%
Being challenged by new ideas or experiences	127	16.8%
I am not aware of positive behaviors	41	5.8%

What behaviors are you most aware of or worried about occurring in residential community spaces (Select up to three)	Count	% of respondents
Excessive noise or disruptive behavior	299	54.3%
Binge drinking	187	33.9%
High-risk social pressure	148	26.9%
Exclusivity or selectivity	136	24.7%
Property damage	130	23.6%
Sexual misconduct or harassment	128	23.2%
Drug misuse	102	18.5%
Hazing	66	12.0%
Physical altercations or aggression	50	9.1%





When you think about safety and well-being in residential community spaces, which improvements would help the most? (Select up to three)		
	Count	% of respondents
More accessible low-risk events	220	36.5%
Clearer expectations and norms	190	31.5%
More sober-friendly environments	185	30.7%
Better monitoring or reporting systems	161	26.7%
Training for students in leadership positions	154	25.5%
More visible staff or peer leadership	153	25.4%
Improved lighting or physical security	129	21.4%
More collaboration with the Student Wellness Center	116	19.2%
Other	30	5.0%

Which residence hall access policy do you believe best supports safety and well-being in residential communities?		
	N	% of respondents
Unrestricted access	423	61.8%
Conditional access	98	14.3%
Limited access	98	14.3%
No opinion / not enough information	33	4.8%
Residents-only access	27	3.9%
Other	5	0.7%

Students were asked, “What matters most to you in creating a residential community where students can thrive? Please share any additional thoughts or experiences you’d like us to know about Dartmouth’s residential communities.” The following is a thematic analysis based on those responses.

- Students most often described thriving residential communities as inclusive, welcoming, and grounded in belonging. Responses repeatedly emphasized the importance of spaces where students feel accepted, respected, and able to connect across differences. Several comments were very direct, including: “A space where everyone is welcome,” “Just creating an environment where all are accepted and heard,” and “A sense of belonging and community.”
- The physical condition of residential spaces emerged as a major factor shaping whether community can actually happen. Students frequently linked community-building to clean, comfortable, attractive, and functional common spaces. In contrast, poorly maintained spaces were described as barriers to connection. One respondent wrote, “Dorm common rooms aren't comfortable spaces for you to spend time in. They're gross and dingy for the most part,” while another emphasized the importance of “creating comfortable and welcoming common spaces in dorms.”
- Students consistently pointed to events and shared experiences as one of the clearest ways to build connection, especially when those events feel appealing and accessible. Food came up often as a strong draw, as did low-pressure social programming, study-based gatherings, and house dinners. Comments such as “Food brings people together also fun activities,” “I love house community dinners,” and “More community-building events would be fantastic” suggest that programming is seen as one of the most concrete tools for strengthening residential life.
- A substantial set of responses focused on safety, respect, and low-pressure social environments. Students described thriving communities as those where people feel physically safe, socially respected, and not coerced into participation. This included references to peer accountability, noise, harassment, and social pressure. Representative comments included “Promoting inclusion and safety,” “Clear accountability and low social pressure,” and “I think I care most about meeting a balance of safety and being an open social space.”
- Many responses raised structural concerns about the housing community model itself, especially restrictions on roommate choice and uneven housing experiences across communities. Rather than focusing only on programming, many students used this question to express frustration with the current system. Common concerns included not being able to live with friends across housing communities and perceiving major differences in dorm quality or location. Several responses were blunt, including “Students should be allowed to room with others from different housing communities,” “House Communities are not doing it,” and “get rid of housing communities.”
- Students often described residential communities as most meaningful in the first year, with weaker relevance after that unless there are intentional efforts to sustain connection. A number of responses suggested that house affiliation matters most early on, especially in all-first-year environments, but becomes less central later as friend groups solidify, students move, or Greek life becomes more dominant. One response stated, “I think residential communities are more important during freshmen year,” while another wrote, “past freshman year, house community does not matter beyond what type of dorm you get.”

Appendix I: Residential Communities Survey Questionnaire

Residential Communities Survey

Dartmouth is examining how its residential communities, including House Communities, Greek Life and Student Societies (GLASS), and Living Learning Communities (LLC), shape students' sense of belonging, engagement, and well-being. Your perspectives will help inform future improvements to residential communities and support a healthy, inclusive, and connected student experience.

This work is not intended to evaluate or single out any particular community type; rather our goal is to better understand the overall residential experience so Dartmouth can strengthen residential life and improve the experience for all students.

This survey asks about how you spend your time, your experiences within residential communities, and what is working well or could be improved. Your responses will be combined with those of other students and used only for research and planning purposes.

The survey is confidential and responses will be securely stored and accessible only to a small, authorized group of institutional research and assessment staff. Individual responses will never be shared with other students, faculty, staff, residential leadership, or senior leadership and results will be reported only in aggregate or de-identified form. Thank you for taking the time to share your experiences. Your input plays an important role in shaping the future of residential life at Dartmouth.

Note on Survey Structure

The Residential Communities Survey consisted of two components:

1. **A Core Survey** completed by all respondents. This section assessed student time use, community participation, belonging, identity, well-being, and perceptions of residential community environments.
2. **Community-Specific Modules** completed only by students who identified an affiliation with a particular residential community type. Students affiliated with House Communities received the House Community module, students affiliated with Living Learning Communities (LLCs) received the LLC module, and students affiliated with Greek Life and Student Societies (GLASS) received the GLASS module. Students could complete more than one community-specific module if they reported affiliations across multiple residential community types.

As a result, not all survey respondents received all questions presented in this appendix. Questions within the House, LLC, and GLASS sections were administered only to respondents affiliated with those respective community types.

Student Time Use & Exposure

In a typical week, about how much time do you spend on each of the following activities or communities?

	I do not do this (0 hrs)	1–2 hours	3–5 hours	6–10 hours	More than 10 hours
Spending time with friends (informal hangouts, meals, relaxing together)	☐	☐	☐	☐	☐
Social events or parties	☐	☐	☐	☐	☐
Studying or homework	☐	☐	☐	☐	☐
Clubs or student organizations (non-Greek)	☐	☐	☐	☐	☐
Athletic team	☐	☐	☐	☐	☐
Physical activity (gym, fitness classes)	☐	☐	☐	☐	☐
Intramural sports	☐	☐	☐	☐	☐
Cultural, identity-based, or affinity groups	☐	☐	☐	☐	☐
Paid work or employment (on- or off-campus)	☐	☐	☐	☐	☐
Other activities or communities not listed above (please specify):	☐	☐	☐	☐	☐

The next question asks about where you spend your time on various activities. Please select the residential community you would like to answer about first.

You will have the opportunity to answer the same question about other residential communities you are affiliated with.

- ☐ House Community
- ☐ Living Learning Community (LLC)
- ☐ Greek Life & Student Societies

Thinking about the community you just selected, when you spend time on the following activities, where does that time typically take place?

*For the purposes of this question, "residential community" refers to the residential community you are affiliated with (e.g., House Community, Greek Life organization, or Living Learning Community), whether or not you currently live in that space.

	Entirely within my residential community	Mostly within my residential community	About equally within and outside my residential community	Mostly outside my residential community	Entirely outside my residential community
Spending time with friends (informal hangouts, meals, relaxing together)	☐	☐	☐	☐	☐
Social events or parties	☐	☐	☐	☐	☐
Studying or homework	☐	☐	☐	☐	☐
Clubs or student organizations (non-Greek)	☐	☐	☐	☐	☐
Athletic team	☐	☐	☐	☐	☐
Physical activity (gym, fitness classes)	☐	☐	☐	☐	☐
Intramural sports	☐	☐	☐	☐	☐
Cultural, identity-based, or affinity groups	☐	☐	☐	☐	☐
Paid work or employment (on- or off-campus)	☐	☐	☐	☐	☐
Other activities or communities not listed above (please specify):	☐	☐	☐	☐	☐

Are you affiliated with another residential community where you also spend time on activities like those listed above? If yes, please select one.

- ☐ House Community
- ☐ Living Learning Community (LLC)
- ☐ Greek Life & Student Societies
- ☐ I am not affiliated with another residential community where I spend time

Thinking about the community you just selected, when you spend time on the following activities, where does that time typically take place?

(Same question repeated for second affiliated community)

	Entirely within my residential community	Mostly within my residential community	About equally within and outside my residential community	Mostly outside my residential community	Entirely outside my residential community
--	--	--	---	---	---

Spending time with friends (informal hangouts, meals, relaxing together)	☐	☐	☐	☐	☐
Social events or parties	☐	☐	☐	☐	☐
Studying or homework	☐	☐	☐	☐	☐
Clubs or student organizations (non-Greek)	☐	☐	☐	☐	☐
Athletic team	☐	☐	☐	☐	☐
Physical activity (gym, fitness classes)	☐	☐	☐	☐	☐
Intramural sports	☐	☐	☐	☐	☐
Cultural, identity-based, or affinity groups	☐	☐	☐	☐	☐
Paid work or employment (on- or off-campus)	☐	☐	☐	☐	☐
Other activities or communities not listed above (please specify):	☐	☐	☐	☐	☐

Why do you choose to spend time in the communities you selected? (Select up to 3)

- ☐ They feel welcoming
- ☐ My closest friends are there
- ☐ Convenient location
- ☐ Aligns with my identity
- ☐ Academic support
- ☐ Social events
- ☐ Traditions
- ☐ To focus on my health
- ☐ I feel pressure / expectations
- ☐ Exclusivity / selectivity
- ☐ Other: _____

Sense of Community & Belonging

Which of the following describe what 'community' means to you? (Select all that apply)

- ☐ Shared values
- ☐ Regular interaction

- ☐ Common traditions
- ☐ Mutual support
- ☐ Sense of belonging
- ☐ Physical co-location
- ☐ Inclusive climate
- ☐ Shared goals
- ☐ Exclusivity / selectivity
- ☐ Other: _____

How important are the following parts of your identity or affiliation to your overall Dartmouth experience? (Rate each)

	Not at all important 1	2	3	4	5	6	7	8	9	Extremely important 10
House affiliation	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Greek affiliation	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
LLC involvement	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Athletic team	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Clubs / organizations	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Cultural / identity group	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Academic peers (i.e., classmates, peers in seminars, labs, etc.)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Which of the following describe the benefits OR challenges of having multiple community (House, Greek, LLC) affiliations? (Select all that apply)

- ☐ Gives me more social support
- ☐ Expands my peer network
- ☐ Creates conflicting expectations
- ☐ Requires too much time
- ☐ Strengthens my sense of belonging
- ☐ Leads to identity conflict
- ☐ Helps me access more opportunities
- ☐ Other: _____

Well-Being & Risk

To what extent does your current residential community (House, Greek, LLC) promote a positive and healthy social environment?

	1	2	3	4	5	6	7	8	9	10
Extremely negative (1) – Extremely positive (10)										

Which behaviors or experiences are you most aware of in your residential community? (Select up to three)

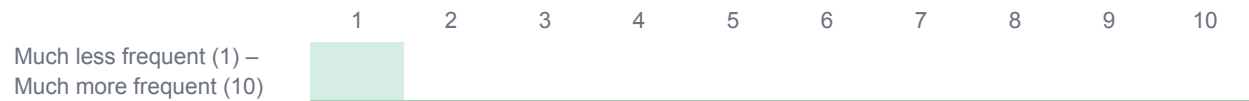
- ☐ Inclusive social gatherings or events
- ☐ Peer support and looking out for one another
- ☐ Respect for boundaries and personal safety
- ☐ Substance-free or low-risk social options
- ☐ Healthy norms around alcohol and substance use
- ☐ Clear communication of expectations
- ☐ Student leadership that promotes well-being
- ☐ I am not aware of positive behaviors
- ☐ Intellectual engagement
- ☐ Being challenged by new ideas or experiences
- ☐ Other: _____

Which behaviors are you most aware of or worried about occurring in residential community spaces? (Select up to three)

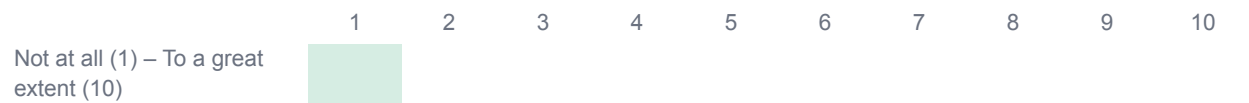
- ☐ Binge drinking
- ☐ Drug misuse
- ☐ Hazing
- ☐ Sexual misconduct or harassment
- ☐ Property damage
- ☐ Excessive noise / disruptive behavior
- ☐ Physical altercations or aggression
- ☐ High-risk social pressure
- ☐ Exclusivity / selectivity
- ☐ Other: _____

Compared with other campus social spaces, how frequently do safety or well-being concerns (such as high-risk alcohol use, harassment, or disruptive behavior) occur in

residential community social spaces? (e.g., House common rooms, living-room style gathering spaces in Greek houses, LLC floor lounges, etc.)



To what extent do your residential communities provide meaningful alternatives to higher-risk social environments on campus?



When you think about safety and well-being in residential community spaces, which improvements would help the most? (Select up to 3)

- ☐ Clearer expectations and norms
- ☐ More visible staff or peer leadership
- ☐ More accessible low-risk events
- ☐ Improved lighting or physical security
- ☐ Better monitoring or reporting systems
- ☐ Training for students in leadership positions
- ☐ More sober-friendly environments
- ☐ More collaboration with the Student Wellness Center
- ☐ Other: _____

Which residence hall access policy do you believe best supports safety and well-being in residential communities?

- ☐ Unrestricted access: Students may enter most residence halls regardless of where they live
- ☐ Limited access: Entry is restricted to residents of the building and their approved or registered guests
- ☐ Residents-only access: Entry is restricted exclusively to individuals who live in the building (no guest access)
- ☐ Conditional access: Access restrictions vary by time of day, building type, or specific circumstances
- ☐ No opinion / not enough information to assess
- ☐ Other: _____

What matters most to you in creating a residential community where students can thrive? Please share any additional thoughts or experiences you'd like us to know about Dartmouth's residential communities.

Which residential community are you currently affiliated with? (Select all that apply)

- ☐ House Community
- ☐ Living Learning Community (LLC)
- ☐ Greek Life & Student Societies
- ☐ Not currently affiliated with a residential community

HOUSE ONLY QUESTIONS

Please indicate the House Community you are affiliated with.

- ☐ Allen House
- ☐ East Wheelock House
- ☐ North Park House
- ☐ School House
- ☐ South House
- ☐ West House

Overall, how effective is your House Community at fostering a sense of community and belonging?

- ☐ Very ineffective
- ☐ Somewhat ineffective
- ☐ Neither effective nor ineffective
- ☐ Somewhat effective
- ☐ Very effective

Which of the following best describes your current relationship with your House Community? For this question, "engagement" refers to participating in House activities, events, meetings, or informal gatherings, and interacting with others in your House.

- ☐ I feel a strong sense of belonging and am actively engaged

- I feel a strong sense of belonging but am not very engaged
- I am actively engaged but do not feel a strong sense of belonging
- I am neither engaged nor do I feel a strong sense of belonging

Which aspects of your House Community have been most successful in building community for you? (Select up to three)

- ☐ House-sponsored events (e.g., dinners, trips, study breaks)
- ☐ Physical spaces associated with my House
- ☐ House-leadership (House Professor, Assistant Director, Program Administrator)
- ☐ Student staff (Undergraduate Advisors)
- ☐ Connections with other students in my House
- ☐ House traditions and identity
- ☐ Intramural sports or competitions
- ☐ Interactions with faculty or staff affiliates
- ☐ None of the above
- ☐ Other: _____

What factors limit the House Community's effectiveness for you? (Select up to three)

- ☐ Competing time commitments
- ☐ Stronger connection to other communities on campus
- ☐ Limited awareness of House events or opportunities
- ☐ House programming does not appeal to me
- ☐ House physical spaces are not convenient or welcoming
- ☐ Limited interaction across class years
- ☐ House identity feels less important than other affiliations
- ☐ Nothing — the House System works well for me
- ☐ Other: _____

How effective are the following types of programming in building community within your residential experiences? (Rate each)

	Not effective at all	Slightly effective	Moderately effective	Very effective	Extremely effective
Social events (e.g., Cube Halloween Party)	○	○	○	○	○
Intellectual and cultural programs	○	○	○	○	○
House Community dinners	○	○	○	○	○

Outdoor trips (e.g., New York City trip, Portland trip, ski trips)	☐	☐	☐	☐	☐
Service projects	☐	☐	☐	☐	☐
Mentorship programs	☐	☐	☐	☐	☐
Other:	☐	☐	☐	☐	☐

What prevents you from participating more in House Community programming? (Select up to 3)

- ☐ Timing conflicts
- ☐ Academic workload
- ☐ Work or job commitments
- ☐ Unappealing event topics
- ☐ Don't feel connected to the community
- ☐ Don't know when events are happening
- ☐ Physical spaces are not welcoming or accessible
- ☐ Events feel repetitive
- ☐ Prefer other social scenes
- ☐ Other: _____

How important are dedicated House physical spaces (i.e., common areas, House offices, etc.) in supporting a strong House Community?

	1	2	3	4	5	6	7	8	9	10
Not important (1) – Essential (10)										

How often do you use House affiliated community spaces?

	House Centers (aka The Onion, The Cube, Occom Commons, etc.)	Common rooms within buildings
Daily	☐	☐
Several times per week	☐	☐
About once per week	☐	☐
A few times per month	☐	☐
Rarely or never	☐	☐

How often do you have meaningful interactions with members of your House Community from different class years?

- ☐ Frequently (weekly or more)
- ☐ Sometimes (a few times per term)
- ☐ Rarely (once or twice per term)
- ☐ Never

Compared to other affiliations at Dartmouth, how important is your House Community to your overall sense of identity?

- ☐ One of the most important parts of my identity
- ☐ Important, but less important than other affiliations
- ☐ Somewhat important
- ☐ Not very important
- ☐ Not part of my identity

Please indicate your level of agreement with the following statement: My House Community fosters an inclusive and welcoming environment for students from diverse backgrounds.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly agree

If you could change one thing about the House System to make it more effective, what would it be?

LLC ONLY QUESTIONS

Which Living Learning Communities (LLCs) are you affiliated with? (Select all that apply.)

- ☐ Asian Asian American LLC

- ☐ Arabic Language LLC
- ☐ Chinese Language LLC
- ☐ French Language LLC
- ☐ Foley House
- ☐ Great Issues Scholars LLC
- ☐ Hillel LLC
- ☐ InterFaith
- ☐ Italian Language LLC
- ☐ Japanese Language House
- ☐ LaCasa
- ☐ Latin American, Latino, & Caribbean House
- ☐ Max Kade German Center
- ☐ Native American House
- ☐ Shabaaz
- ☐ Sustainability House
- ☐ Triangle House

Have you ever been a resident of your LLC?

- ☐ Yes, currently
- ☐ Yes, previously
- ☐ Never

If you have never been a resident of your LLC, why not?

Which best describes your LLC? (Select one)

- ☐ Embedded LLC (located within a residence hall or House floor)
- ☐ Standalone LLC (housed in a building solely dedicated to the LLC)
- ☐ Not sure

What have been the primary benefits of participating in an embedded LLC? (Select all that apply)

- ☐ Easier integration with the broader residential community
- ☐ More informal interaction with non-LLC peers
- ☐ Greater exposure to diverse perspectives
- ☐ Other: _____

What have been the primary challenges of participating in an embedded LLC? (Select all that apply)

- ☐ LLC identity feels diluted
- ☐ Fewer dedicated or protected community spaces
- ☐ Harder to build a strong sense of LLC cohesion
- ☐ Programming competes with broader residential activities
- ☐ No significant challenges
- ☐ Other: _____

What have been the primary benefits of participating in a standalone LLC? (Select all that apply)

- ☐ Strong sense of identity and community
- ☐ Dedicated spaces that support LLC activities
- ☐ Easier to build close relationships within the LLC
- ☐ Clear alignment between residential space and LLC mission

What have been the primary challenges of participating in a standalone LLC? (Select all that apply)

- ☐ Feels socially or physically isolated from the broader campus
- ☐ Less interaction with non-LLC peers
- ☐ Risk of becoming insular
- ☐ Limited exposure to broader residential life
- ☐ No significant challenges
- ☐ Other: _____

Overall, how effective is your LLC at fostering a sense of community and belonging?

- ☐ Very ineffective
- ☐ Somewhat ineffective
- ☐ Neither effective nor ineffective
- ☐ Somewhat effective
- ☐ Very effective

For each of the following, how do you feel that LLCs have impacted your experience at Dartmouth?

	No improvement 1	2	3	4	5	6	7	8	9	10 Great improvement
Academics (Lectures/Speakers, Professor Relationships, Language Pledges, etc.)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Community & Sense of Belonging	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Connections to UGA and peers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Connections to Faculty / Advisors	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Quality of Physical Spaces	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

How effective are the following types of programming in building community within your LLC? (Rate each)

	Not effective at all	Slightly effective	Moderately effective	Very effective	Extremely effective
Social events	☐	☐	☐	☐	☐
Academic programs	☐	☐	☐	☐	☐
LLC dinners	☐	☐	☐	☐	☐
Outdoor trips	☐	☐	☐	☐	☐
Service projects	☐	☐	☐	☐	☐
Mentorship programs	☐	☐	☐	☐	☐
Other:	☐	☐	☐	☐	☐

What prevents you from participating more in LLC programming? (Select up to 3)

- ☐ Timing conflicts
- ☐ Academic workload
- ☐ Work or job commitments
- ☐ Unappealing event topics
- ☐ Don't feel connected to the community
- ☐ Don't know when events are happening

- ☐ Physical spaces are not welcoming or accessible
- ☐ Events feel repetitive
- ☐ Prefer other social scenes
- ☐ Other: _____

Why did you choose to live in a LLC? (select all that apply)

- ☐ Community
- ☐ Affinity
- ☐ Language Proficiency
- ☐ Academic Integration / Support
- ☐ Cultural Immersion
- ☐ Location
- ☐ Opportunity for a single room
- ☐ Other: _____

As a resident in an LLC, please indicate your favorite activities. (check all that apply)

- ☐ Community dinners
- ☐ Cultural events
- ☐ Guest speakers
- ☐ Academic support
- ☐ Special programs and activities
- ☐ Other: _____

In your opinion, what aspect of your LLC could use the most improvement/support?

- ☐ Academic integration
- ☐ Faculty relationships and support
- ☐ Physical space
- ☐ Community engagement
- ☐ Programming / activities
- ☐ Other: _____

If you could change one thing about your LLC to make it more effective, what would it be?

GLASS (Greek Life & Student Societies) ONLY QUESTIONS

Please indicate the Greek Organization you are affiliated with.

- ☐ Interfraternity Council (IFC)
- ☐ Inter-Sorority Council (ISC)
- ☐ Gender Inclusive Council (GIC)
- ☐ Multicultural Greek Council (MGC)
- ☐ National Pan-Hellenic Council (NPHC)
- ☐ Undergraduate Student Society
- ☐ Senior Society

Overall, how effective is your Greek Organization at fostering a sense of community and belonging?

- ☐ Very ineffective
- ☐ Somewhat ineffective
- ☐ Neither effective nor ineffective
- ☐ Somewhat effective
- ☐ Very effective

Which of the following are most important to creating a sense of community in your Greek Organization? (Select up to three)

- ☐ Shared values
- ☐ Sense of belonging
- ☐ Mutual support among members
- ☐ Regular interaction
- ☐ Traditions or rituals
- ☐ Leadership consistency
- ☐ Inclusive climate
- ☐ Physical space
- ☐ Other: _____

Which aspects of your Greek Organization most strengthen community? (Select up to three)

- ☐ Regular Chapter dinners
- ☐ Weekly meetings
- ☐ Signature social events

- ☐ Chapter Executive Board
- ☐ Chapter Awards
- ☐ Service or philanthropic activities
- ☐ Mentor / Mentee (e.g., Big / Little relationships)
- ☐ Recruitment / Intake Activities
- ☐ Exclusivity / selectivity
- ☐ Having meeting spaces
- ☐ Alumni connections
- ☐ Other: _____

How effective are the following types of programming in helping build a sense of community within your residential experiences? (Rate each)

	Not effective at all	Slightly effective	Moderately effective	Very effective	Extremely effective
Social gatherings / events	☐	☐	☐	☐	☐
Formals	☐	☐	☐	☐	☐
Intellectual and cultural programming	☐	☐	☐	☐	☐
Chapter dinners	☐	☐	☐	☐	☐
Outdoor trips	☐	☐	☐	☐	☐
Service projects	☐	☐	☐	☐	☐
Mentorship programs	☐	☐	☐	☐	☐
Other:	☐	☐	☐	☐	☐

What prevents you from participating more in your Greek Organization's programming? (Select up to 3)

- ☐ Timing conflicts
- ☐ Academic workload
- ☐ Work or job commitments
- ☐ Unappealing event topics
- ☐ Don't feel connected to the community
- ☐ Don't know when events are happening
- ☐ Physical spaces are not welcoming or accessible
- ☐ Events feel repetitive
- ☐ Prefer other social scenes

- ☐ Conflicting priorities
- ☐ Other: _____

Which factors most weaken community within your Greek Organization? (Select up to three)

- ☐ Poor communication
- ☐ Inconsistent leadership or transitions
- ☐ High member turnover
- ☐ Lack of shared space
- ☐ Conflict within the organization
- ☐ Over-emphasis on social events
- ☐ Unclear expectations around space or behavior
- ☐ Other: _____

How would you describe your personal level of investment in your Greek Organization?

- ☐ Low (rarely participate; little to no time commitment)
- ☐ Moderate (participate occasionally; limited responsibilities)
- ☐ High (participate regularly; take on ongoing responsibilities)
- ☐ Very high (major time commitment; leadership or central role)

How often do you use Greek-affiliated physical spaces (residential or meeting-only)?

- ☐ Daily
- ☐ Weekly
- ☐ Monthly
- ☐ Rarely
- ☐ Never

Dedicated physical spaces are important to building community within Greek organizations.

- ☐ Strongly disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Strongly agree

Which benefits of non-residential (meeting-only) Greek Organization spaces are most relevant to you? (Select all that apply)

- ☐ Greater flexibility and access
- ☐ More inclusive for non-members

- ☐ Reduced pressure to live onsite
- ☐ Easier balance with academics
- ☐ None — residential space is more important
- ☐ Other: _____

My Greek Organization space(s) feel safe, well-maintained, and supportive of a healthy community environment.

- ☐ Strongly disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Strongly agree

Compared to other residential or social spaces on campus, risk-related incidents in Greek spaces are:

- ☐ Much less frequent
- ☐ Somewhat less frequent
- ☐ About the same
- ☐ Somewhat more frequent
- ☐ Much more frequent

How clear is Dartmouth's communication around expectations for accessibility, inclusion, and safety in Greek spaces?

- ☐ Very unclear
- ☐ Somewhat unclear
- ☐ Neutral
- ☐ Somewhat clear
- ☐ Very clear

If Dartmouth could change one thing to better support community within Greek Organizations, what should it prioritize?
