

**AD HOC COUNCIL ON WORK-LIFE ISSUES ANNUAL REPORT
FOR AY 21-22**

Membership:

School, Department, Office represented: Name:

Geisel	Jenna Khan
Tuck	Lorin Parker
Thayer	Kim Samkoe
Co-President, Graduate Student Council	Keighley E. Rockcliffe
Vice President, Graduate Student Council	Charles J. Carver
Postdoctoral Scholar	Nadia Lafrenière
IDE, Staff	Chloe Poston
Staff	Courtney Rotchford
Staff	Jake Kransteuber
Provost	Daniel Veres (convener)
Provost (or representative)	Heather Drinan
Executive Vice President	Rick Mills
Chief Human Resources Officer	VACANT
A&S	Devin Balkcom
A&S	Treb Allen*
A&S	Petra McGillen

*Denotes Council Chair

Membership, subcommittees:

COWLI:Childcare

Treb Allen*
Chloe Poston
Courtney Rotchford
Jenna Khan

COWLI:Housing

Charlie Carver*
Keighley Rockcliffe
Chloe Poston
Nadia Lafrenière
Jenna Khan
Jake Kransteuber

COWLI:Partner Employment

Petra McGillen*
Chloe Poston
Heather Drinan

Lorin Parker

COWLI:Community Building

Heather Drinan*

Chloe Poston

Devin Balkcom

Nadia Lafrenière

Kimberly Samkoe

Does COWLI recommend for this council to maintain ad-hoc status, propose permanent status, or be discontinued?

Maintain its ad-hoc status.

Charge and Membership assigned to the ad hoc council:

Charge Assigned:

1. To provide guidance to the Provost and Executive Vice President in addressing the challenges of work-life issues including, but not limited to, housing, childcare, and partner employment opportunities.
2. Advise senior leadership on efforts to coordinate with other providers and large employers in the Upper Valley regarding dependent care, after school care, and summer care.
3. Advise the Senior Vice President & Senior Diversity Officer on issues of diversity, equity, and inclusion, as they relate to the hiring and retention of faculty and staff.

Membership Assigned:

The Council on Work-Life Issues shall consist of the Chief Human Resources Officer; Executive Vice President (ex officio); the Provost or their representative (ex officio); three Arts & Sciences faculty (one from each division); one faculty from each of the professional schools (Tuck, Thayer, Geisel); three Dartmouth Staff; one Graduate or Professional students and one postdoctoral scholar. Members shall serve on the council for a term of three years, with the terms of service staggered. The chair shall be a faculty member appointed by the Provost on behalf of the President.

Recommended changes to the Charge and Membership:

Charge Recommended:

To provide guidance to the Provost and Executive Vice President in addressing the challenges of work-life issues as they relate to the recruitment and retention of employees and graduate students, with particular attention to how such issues affect diversity, equity, and inclusion.

Membership Recommended:

The Council on Work-Life Issues shall consist of the Chief Human Resources Officer; Executive Vice President (ex officio); the Provost or their representative (ex officio); three Arts & Sciences faculty (one from each division); one faculty from each of the professional schools (Tuck, Thayer, Geisel); four Dartmouth Staff, including one who is represented by a union; one Graduate or Professional students and one postdoctoral scholar. As an ad-hoc council, members will serve one year terms, subject to renewal. The committee shall be co-chaired by a staff member and a faculty member, as appointed by the Provost on behalf of the President.

Number of meetings per term (or season), for the past academic year:

Total COWLI meetings for February-June 2022: 23

COWLI-wide meetings: 5

COWLI:Childcare meetings: 3

COWLI:Housing meetings: 8

COWLI:Partner Employment meetings: 4

COWLI:Community meetings: 3

Activities for the past academic year:

COWLI wide activities:

COWLI community-wide survey (April 19, 2022 to May 2, 2022, 2,068 faculty / staff / graduate student respondents)

COWLI community feedback portal (36 submissions)

COWLI:Childcare Activities

Interviews

Sarah Jackson, Executive Director of Vital Communities, February 21, 2022

Sara Kobylenski – Couch Family Foundation, February 21, 2022, February 21, 2022

Amy Brooks, Executive Director, Early Care & Education Association,

Sunnie McPhetres, Director, Dartmouth College Child Care Center, February 25, 2022

Surveys / Focus Groups

Child Care Survey sent to all Ivy+ peers. Received responses from NYU, Brown, UPenn, and Johns Hopkins

Research

Conducted research of details of childcare for all peer institutions (Columbia, Stanford, Princeton, Harvard, Chicago, MIT, UPenn, Yale, Duke, Northwestern, Vanderbilt, Johns Hopkins, Brown, Cornell and Emory) based on publicly available data they share online.

COWLI:Housing Activities

Interviews

2/21/2022 – Shaun Mulholland (external), Lebanon City Manager

2/24/2022 – Julia Griffin (external), Hanover Town Manager

3/03/2022 – Josh Keniston, Vice President of Campus Services
3/03/2022 – Daniel Justynski, Director of Real Estate
3/10/2022 – David Millman '23
3/10/2022 – Jon Livadas (external), Lebanon Woolen Mill Project
3/15/2022 – Josh Keniston, Vice President of Campus Services, & Julie Findley, Chief Operating Officer, Campus Services
3/25/2022 – Van Chesnut (external), Executive Director Advance Transit, & Patrick O'Neill Representative At-Large Advance Transit and Dartmouth's Director of Transportation Services

Surveys / Focus Groups

Fall 2021 - Graduate Student Council (GSC) Benefits Report
Summer 2021 - GSC Housing Survey
Winter 2022 - Second GSC Housing Survey

Research

Summer 2021 GSC Housing Survey: Intended to gauge the impact of the housing crisis, find out how many students were unable to find housing in time for Fall term, and listen to graduate student suggestions for improvement.

Winter 2022 GSC Housing Survey: Intended to determine the average rent paid for by graduate students, where the majority of graduate students live, and who their landlords are.

COWLI:Partner Employment Activities

Interviews

2/21/22, Michelle Warren, Senior Advisor for Faculty Development, Diversity and Inclusion
3/3/22, Michelle Hale, Director of Talent Acquisition, Office of Human Resources
5/3/22, Brian Tomlin, Sr. Associate Dean, Faculty and Research, Tuck School

Research

Project Proposal: Upper Valley Support for Newly Hired, Relocating Professionals & Families, Dec. 2019 (Michelle Hale)

Partner Employment Climate Data, Compiled by Vicky May, Director of the Academic Department Climate Initiative and Instructional Professor of Engineering from first three waves of departmental climate surveys as part of Dartmouth Campus Climate and Culture Initiative
Cornell Dual Career Program: <https://hr.cornell.edu/jobs/relocating/dual-career-program>
Plus One Network, (Five Colleges: Amherst, Hampshire, Mount Holyoke, Smith, Univ. of Massachusetts Amherst), provides job posting access and networking for job-seeking partners and spouses

<https://mainecareerconnect.org/> (non-profit program of the Maine State Chamber of Commerce dedicated to supporting employers' efforts to grow, diversify and retain Maine's workforce)

<https://www.uppervalleybusinessalliance.com/upper-valley-dual-career-network/>

Review of past institutional surveys:

https://www.dartmouth.edu/oir/staff_surveys.html

https://www.dartmouth.edu/oir/faculty_surveys.html

<https://www.dartmouth.edu/oir/commstudy.html>

COWLI:Community Building Activities

Interviews:

Ryan Hickox (House system professor) - May 9, 2023

Key insights or recommendations:

Please see attached report.

Recommended topics of the council to consider in the coming year:

Housing, Childcare, Wellness/Work-life balance

Report Completion Date: June 10, 2022

Recommendations for Addressing Pressing Work-Life Issues at Dartmouth College

Prepared by the Ad Hoc Council on Work-Life Issues (COWLI)¹

June 2022

Introduction

Dartmouth College's location in addition to being among the top research universities in the United States makes it particularly well situated to attract top employees drawn to the advantages of such a location – including good schools and safe communities. Indeed, Dartmouth's efforts to recruit an excellent and diverse set of employees rely heavily on emphasizing such perceived benefits.

At the same time, Dartmouth's location exacerbates national challenges, including the increasingly dire affordable housing and childcare shortages afflicting the Upper Valley. Through dozens of meetings and interviews, detailed comparisons with peer institutions, and a survey with thousands of responses from Dartmouth community members the ad-hoc Council of Work-Life Issues (COWLI) has concluded that (1) a lack of investment in housing, childcare, and community building has resulted in Dartmouth falling behind its peer institutions and is now undermining its goal of recruiting and retaining excellent and diverse faculty, staff, and students; and (2) there is a pressing need for the College to commit a substantial investment to address these issues now.

There is fortunately much that Dartmouth can do to alleviate the existing challenges that these issues are causing for the Dartmouth community. Moreover, the experiences of peer institutions offer clear blueprints for steps that the College can take. In what follows in this report, we first summarize the issues underlying the combined housing and childcare crises before offering recommendations of such steps.

¹ COWLI comprises the following members: Treb Allen (chair), Devin Balkcom, Charles J. Carver, Heather Drinan, Jenna Khan, Jake Kransteuber, Nadia Lafrenière, Petra McGillen, Rick Mills, Lorin Parker, Chloe Poston, Keighley E. Rockcliffe, Courtney Rotchford, Kim Samkoe, and Daniel Veres (convener).

The Housing Crisis

“A lack of affordable housing in the area closest to Hanover makes hiring for staff positions quite difficult. Having housing available for staff primarily would provide an immense benefit. Much of the focus historically has been on faculty and students, but the staff at Dartmouth are an important piece of the puzzle in ensuring the institution can achieve its mission and vision.” - Dartmouth Staff Member

“[The] cost is too high and I may need to drop the program. I would deeply regret this.” - Dartmouth Graduate Student

“I am sharing a two bedroom apartment with three people just to afford the price of rent. Also as an international student, a driver’s license is difficult to obtain when the only eligible office is in Concord. We are forced to find housing in Hanover, or find someone who is willing to drive us to campus or other places such as stores, pharmacies, Dartmouth coach, hospitals, DMV, social security office, etc.” - Dartmouth Graduate Student

“An attraction to joining Dartmouth is living in our community, and this has been the “company line” told to faculty candidates and prospective trainees to drive recruitment. With the housing crisis, that “company line” is becoming false advertising. As someone who has rented a single-family home for 10 years in the hyper-competitive Hanover housing market, housing stability continues to be a major concern for my family.” - Dartmouth Faculty

“I have served on several faculty search committees, and am actively involved in recruitment through the lens of DEI. The lack of childcare and affordable housing has emerged as a significant challenge to Equity and Inclusion.” - Dartmouth Faculty

While Dartmouth has committed significant funding to upgrade undergraduate housing, this funding is in response to ~15 years of deferred investment in undergraduate housing; this is not a replacement for investment in housing for other members of the Dartmouth community. Indeed, Dartmouth has not made significant financial investment in housing for employees and graduate students since approximately 2007 (Figure A.1, Table A.1) despite a 30% growth in these populations.

According to the 2022 COWLI Community Survey, access to housing was considered important or extremely important to over 57% of respondents when considering their choice to work at Dartmouth. **One in three respondents reported that housing contributed to their desire to leave Dartmouth.** In terms of housing priorities, the cost of housing was overwhelmingly important to respondents, with over 62% marking it as the top priority. **Over 36% of respondents were extremely dissatisfied or dissatisfied with the current cost of Dartmouth housing.**

Specifically in regards to graduate students, over 75% of respondents were stipend supported, and are receiving an upcoming stipend increase set to \$35,196 (an 11% increase from \$31,560). Unfortunately, the mean rent per respondent was \$1199, i.e., over 40% of all graduate

student income. Furthermore, since non-stipended students are only allocated \$20,850 for housing *and* food by the Dartmouth Financial Aid Office (for the 2021-2022 academic year), **non-stipended students are paying between 69% and 102% of their budget on rent alone, requiring them to borrow more elsewhere to cover their basic needs.** These figures are notably worse than the nationwide average, where e.g. 46% of American renters spent 30% or more of their income on housing.²

The lack of affordable housing resulting in part from a lack of investment by the College undermines the ability for the College to recruit and retain excellent and diverse faculty, staff, and graduate students.

The Childcare Crisis

“Child care in this area is a significant barrier to employment in this area for younger families with children. It is to such an extent that I’m unsure if my family is able to continue to live and work in the Upper Valley area.” - Dartmouth Staff Member

“As someone that recently had a baby, I experienced the difficulty in securing a spot for an infant first hand. Not only are no spots available, but the cost is prohibitively high as well. Ultimately we decided that my husband will be leaving the workforce to stay home full time to care for our child.” - Dartmouth Staff Member

“There are no options for child care in the area. I’ve lost 2 daycares due to closing their doors during the pandemic while working for the college. I drive 30 minutes in the opposite direction to drop my child off to then have to drive back up here for work.” - Dartmouth Staff Member

Prior to the pandemic, the Upper Valley was already short an estimated 2,000 childcare slots relative to the need. Pandemic related staff vacancies have pushed that shortage to approximately 2,500.³ While the demand for childcare from the Dartmouth community remains high — 28.5% of faculty and 17% of staff report needing childcare in the recent community survey — the severe shortage of childcare has hit the Dartmouth community hard, **with 23% of these faculty and 26% of these staff reporting they cannot find childcare.**⁴

Although the childcare shortage is a national issue, Dartmouth has an opportunity to improve its own efforts on addressing the childcare needs of its employees, as it has fallen well behind efforts by its peers to address similar issues elsewhere. **Relative to its 15 “Ivy+” peers, Dartmouth is the only institution to not offer child-care tuition assistance,** is one of only two institutions to not offer support to its employees in securing childcare, is one of only five institutions to not offer emergency back-up childcare, and is one of only four to not have a

² 2020 American Community Survey. U.S. Census Bureau. See <https://www.pewresearch.org/fact-tank/2022/03/23/key-facts-about-housing-affordability-in-the-u-s/>.

³ Estimates are from Sarah Jackson, Executive Director of Vital Communities.

⁴ See Table A.3.

dedicated Office of Work Life.⁵ Like all of its 15 closest peers, Dartmouth does offer childcare through an affiliated center (the Dartmouth Child Care Center, or “D4C”), but **tuition at D4C is the fifth highest of its peers for infants and the highest of its peers for pre-K children.** Like with housing, the childcare situation at Dartmouth is notably worse than the nationwide average (where childcare access has fallen “only” 7% due to pandemic rather than 20% and the monthly cost is “only” \$1,433 per month for pre-K rather than the \$2,300 charged at D4C).⁶

In the recent community survey, the respondents reported they spend on average 21% of their household income on childcare, with 73% of respondents reporting their actual costs are higher than their ideal. Particularly hard hit are those in the Dartmouth community who have been at Dartmouth for fewer than five years and graduate students and postdocs, groups for which average childcare spending neared a quarter of household income. **More than one in five respondents needing childcare say they have a “strong desire” to leave Dartmouth because of childcare.**

Summary of Major Recommendations

The following is a summary of COWLI’s major recommendations of how the College can address the combined housing and childcare crises. We provide more details of each major recommendation in the following section. The final section offers many additional recommendations.

The Ad Hoc Council on Work-Life Issues (COWLI) recommends that Dartmouth College should:

1. Publicly affirm Dartmouth’s commitment toward making sure its employees and students have access to safe and affordable housing and high quality childcare and implement the following recommendations
 - a. Pledge to commit a substantial investment over the next ten years to build new housing for employees and students.
 - b. Re-organize the current management structure of the Dartmouth Child Care Center to improve the equity, inclusivity, and transparency of Dartmouth’s existing support of childcare issues.
 - c. Establish a child-care tuition subsidy that is available to all employees and students regardless of where their children attend childcare.
2. Regularly assess and adjust the compensation of all employees and graduate students – comparing to inflation and the area’s ever-increasing cost of living.

⁵ See Table A.2.

⁶ [Understanding America’s Labor Force Shortage: The Scarce and Costly Childcare Issue](#). U.S. Chamber of Commerce. April 27, 2022.

3. Establish a permanent Office of Work-Life that can oversee Dartmouth's efforts to upholding its commitment to building community and provide support for individuals to secure high quality and affordable housing and childcare.

It is worth noting that although they were reached entirely independently of each other, these recommendations closely follow many of those from the recently released Strategic Plan from Dartmouth's Geisel School of Medicine⁷, highlighting the importance of the College's centralized leadership on these issues.

Details of Major Recommendations

1. Publicly affirm Dartmouth's commitment toward making sure its employees and students have access to high quality and affordable housing and childcare.

The Dartmouth community is well aware of the substantial distance that Dartmouth needs to make up in regards to providing access to high quality and affordable housing and childcare. As mentioned above, one in three survey respondents report that the housing contributed to their desire to leave Dartmouth and one in four survey respondents who say they need childcare cannot secure it and one in five report a strong desire to leave Dartmouth because of childcare issues. Clearly Dartmouth needs to do something.

While words alone are insufficient, a public statement affirming Dartmouth's commitment to ensuring its employees and students have access to safe and affordable housing and high quality childcare—and its willingness to spend substantial resources to maintain that commitment—would provide important reassurance to community members who have raised concerns and would be a statement that would facilitate recruitment and retention of excellent and diverse employees.

Ideally, that statement would be timed with the release of the COWLI report and with the notification that Dartmouth will be pursuing the following recommendations.

- 1(a) Pledge to commit a substantial investment over the next ten years to build new housing for employees and students.

While the housing crisis afflicting the Upper Valley is complex, it can be summarized simply: there are currently insufficient housing options available for any population in the Dartmouth community. The committee strongly recommends that Dartmouth invest in building housing for undergraduate students, graduate students and employees. There is already a housing shortage, both on and off campus, so if Dartmouth wishes to continue expanding with enrollment and hiring, it *must* match that with expanded housing options. For example, there should be construction of undergraduate residence halls with increased enrollment. The school should master-lease Summit on Juniper buildings and subsidize the rent for graduate students and postdocs as they continue to hire more. Dartmouth College will not remain competitive with

⁷ See <https://dartmouth.sharepoint.com/sites/GeiselStrategicPlanning>.

its Ivy League peers, or maintain its R1 status, unless it takes drastic measures to counter the current housing environment.

To facilitate the planning of the details of the investment, COWLI recommends that Dartmouth create a Housing Task Force that includes Dartmouth's decision-making leadership and representation from Campus Services, the Real Estate Office, local town managers (Hanover, Lebanon, Norwich, etc), and COWLI representatives. This task force should include or consult with area experts to ensure an effective and comprehensive solution is developed, and can provide oversight and ensure cross-communication among existing committees and organizations, both inside and outside of Dartmouth, that are involved with the housing shortage. (This recommendation stems from this committee's interviews with local town managers and Dartmouth leaders who both highlight a lack of coordination in trying to address similar issues). The task force also can serve to ensure that adequate representation is available in these spaces for each part of the community that experiences this crisis, as some populations (e.g., community members of color, international community members, and low-income community members) are hit harder and more disproportionately than others.

1(b) Re-organize the current management structure of Dartmouth Child Care Center to improve the equity, inclusivity, and transparency of Dartmouth's existing support of childcare issues.

The Dartmouth Child Care Center (D4C) serves an enormously important role in the College's efforts to recruit and retain an excellent and diverse set of employees. Unsurprisingly, it is also enormously popular amongst the community: of those respondents who use D4C as their source of childcare, 83% report that it is their preferred source for childcare; conversely, of those respondents who use another childcare source, one third report that they would prefer to use D4C. Indeed, that Dartmouth has its own dedicated childcare center is the only childcare metric on which it performs comparably to its peers (see Table A.2). Hence, COWLI recommends that D4C continue to be a cornerstone in the College's efforts to address the ongoing childcare crisis.

That being said, much can be done to improve the existing management structure of D4C in order to improve its equity, inclusivity, and transparency. Currently the only support that Dartmouth offers for childcare is through a subsidy to the D4C operating budget so that tuition revenue from the center is only required to cover 70% of its operating expenses. Given annual expenses of approximately \$2 million, this subsidy has a value of approximately \$600,000 per year. The subsidy then allows Dartmouth Child Care Center to offer a tuition fee scale based on family income.⁸

The indirect relationship between the operating budget subsidy and the tuition fee scale has a number of disadvantages, including: (1) it is *inequitable*, as "balancing the budget" depends on the mix of parents enrolled at the childcare center, creating incentives to enroll parents who are not eligible for the lower fees and creating implicit cross subsidies between parents; (2) it is *not*

⁸ See <https://www.dartmouth.edu/dcccc/fee/>.

inclusive, as it results in only a small fraction of the Dartmouth community—the approximately 30 Dartmouth families whose children attend D4C and are eligible for the lower fees—capture the entirety of the \$600,000 childcare subsidy that Dartmouth offers; and (3) it is *opaque*, as choices of who receives the benefit of Dartmouth’s support and the distribution across those individuals are made entirely by one individual (the director of the childcare center) without oversight by e.g. the committee on benefits. This lack of oversight also raises the possibility of mistakes when setting tuition: for example, it is telling that the 35% increase in tuition for pre-K children from \$1,700/month to \$2,300/month—raising the tuition to the highest amongst all peer institutions—between AY20-21 and AY21-22 has led to an exodus of more than half the pre-K families and an inability to find children to enroll in their place.

The solution here is straightforward and has no cost to the College: Dartmouth should separate the tuition assistance program from the childcare budget. All parents pay the full tuition, but parents at lower income brackets receive subsidies directly from the College to offset these costs. This would also allow students the ability to send their children to D4C, as it separates the childcare benefits from the operation of the child care center. The extent of those subsidies can be determined by the Committee on Benefits, just like all other College benefits. The D4C director solely determines the operating budget, covering 100% of the expenses from tuition, without having to be concerned about the particular mixture of parents using D4C. We note that this appears to be the organizational structure used by all other peer institutions who operate their affiliated child care programs.

1(c) Establish a child-care tuition subsidy that is available to all employees and students regardless of where their children attend childcare.

Currently the only support the College offers for childcare is through a subsidy to the Dartmouth Child Care Center (D4C) operations budget. As D4C does not have nearly the capacity necessary to meet the demands for childcare by Dartmouth families, the current College childcare support is intrinsically *inequitable* and *exclusive*, as only a small fraction (approximately 30 families) of the community receives the access to the benefit. In addition, no undergraduate or graduate students receive any child care support, as their children are currently ineligible for D4C. While most undergraduate and graduate students do not need access to childcare, this lack of eligibility severely limits Dartmouth’s ability to attract the small group of students that would and it impacts the life choices for those students who are already attending the College.

An additional difficulty in providing access to high quality and affordable childcare in the Upper Valley is in recruiting and retaining excellent childcare workers to work at D4C. This is made especially difficult as many other childcare providers in the region offer their works substantially reduced tuition at the child care centers for their own children, which Dartmouth currently does not offer.

To solve these issues, we recommend that first Dartmouth College extends the eligibility of the need-based tuition subsidy to all employees and students *regardless* of what child care center

they use. While the particulars vary, such a tuition subsidy program currently exists at *all* other peer institutions, with amounts varying from \$4,000 to \$10,000 a year.⁹

Second, as typically only benefits eligible employees can receive these subsidies, Dartmouth should create a separate scholarship program for undergraduate and graduate students to ensure that students with dependents also have access to affordable high quality childcare.

Finally, to attract and retain top child care workers to D4C, Dartmouth should also establish a separate scholarship program for the dependents of D4C staff to attend D4C at low or no-cost.

2. Regularly assess and adjust the compensation of graduate students and employees to keep pace with inflation and the area's cost of living.

The housing and childcare crises have hit the lowest income members of the community especially hard. The percentage of graduate student income that goes towards rent alone has reached more than 40%, causing potential students to decline offers and current students to unenroll or to live in substandard conditions. The new housing development meant partially for graduate students and postdocs, Summit on Juniper, is included in that high rent-to-income percentage. The College has a responsibility to ensure that its students and employees can afford their basic needs in the Upper Valley, and should regularly assess how it compensates its workers compared to what they need to live in the area. This recommendation goes in tandem with substantially investing in housing and childcare, as well as Dartmouth's commitment to creating an inclusive campus.

3. Establish a permanent Office of Work-Life that can oversee Dartmouth's efforts to upholding its commitment to building community and providing support for individuals to secure access to high quality and affordable housing and childcare.

As mentioned above, the lack of affordable high quality housing and childcare is an issue affecting all of the Upper Valley. Fortunately, there are a number of non-profit groups, organizations, and municipal governments that are working to address these issues at the community level. Leaders of these groups have pointed out that despite Dartmouth's outsized role in the local economy, its participation in current efforts has been almost entirely absent. There is a need for an office at Dartmouth to serve as a center of coordination to partner with local organizations, plan and manage community-building events, and serve as a key point of contact for individuals seeking support for resources including housing and childcare. Perhaps most importantly, there is a need for an office at Dartmouth to assist employees and students in their search to secure high quality and affordable housing and childcare. Notably, Dartmouth is one of only two of the 16 Ivy+ institutions that do not offer its employees this support in finding childcare, and one of only four that does not have a Work-Life Office.

An Office of Work Life could serve these roles of community coordinator, administrator of childcare tuition subsidies and a point place for the Dartmouth community to reach out for child care and housing resources. It could also serve as the coordinating location for partner

⁹ See Table A.2.

employment (along the lines suggested by Michelle Hale's Project Proposal for Upper Valley Support for Newly Hired, Relocating Professionals and Families), as well as other work life issues, including e.g. mental health, wellness, and work-life balance. This office would also take the lead in creating opportunities for Dartmouth employees to have a stronger sense of belonging and community through events and activities that bring people together. This could be in the form of institutional community service efforts, social gatherings, and mentorship programs. Young Professionals at Dartmouth, a volunteer-led employee resource network has led similar efforts over the past three years. Their activities could be scaled to support all employees with the backing of an Office of Work Life.

Additional Recommendations

The following are additional recommendations that the College could undertake to improve Work-Life issues in the immediate future

Housing

- Dartmouth should waive or discontinue the Dartmouth Real Estate non-refundable charge of \$50 for each application to college housing and waive the requirement for a submitted application to view available properties. These create additional obstacles for individuals more than they provide a benefit to the school.
- Dartmouth should commission a centralized comprehensive resource for housing assistance. Housing resources are decentralized and difficult to find or navigate. This is most difficult for incoming students and employees, especially those moving internationally/from far away. This website should remain up-to-date, include housing options for all community members (homes, apartments, low-income units, etc), be heavily advertised and communicated across the school but most importantly to incoming students and employees (as part of an offer letter or the onboarding process for an employee). This central location could be a part of the recommended Office of Work-Life.
- Dartmouth should reaffirm that the institution will not tolerate the exploitation or harassment of students, postdocs, faculty, or staff, specifically in regards to housing. Members of the committee note anecdotal experiences shared by other Dartmouth community members who have been asked for rent payment in the form of sexual acts. There have also been cases where international community members are discriminated against by local landlords. Dartmouth should invest in and communicate legal support or resources for its community.
- Dartmouth's graduate programs should be given the flexibility to have classes in-person, hybrid, or remotely when necessary or convenient. The Community Housing Task Force or another body can evaluate which programs would experience minimal educational losses with this flexibility, and potentially even educational benefits and increased educational accessibility. This will not apply to programs where in-person learning,

research, or teaching is required. This is not a long term solution, but a temporary measure to ensure enrolled students can remain enrolled despite the housing crunch.

- Dartmouth should continue to work directly with Advance Transit to expand public transit coverage (e.g., reaching community members living in Orford, Lyme, etc...) and hours of operation (e.g., evenings and weekends), with priority given to underserved routes such as Sachem Village. After meeting with Advance Transit, the committee believes increased monetary support would easily achieve these goals.
- Dartmouth should establish a schedule for which it evaluates its existing housing stock and provides regular renovations. The health, safety and accessibility of all community members should be an institutional priority. The institution should aim to have just enough surplus of undergraduate student residence halls available so that regular maintenance can be performed without reallocating spaces designated for other populations (e.g., North Park and Summit on Juniper, which are both meant for graduate students but continue to be used as swing space for undergraduates).

Childcare

- Dartmouth should extend the operating hours of the Dartmouth Child Care Center past 5pm. Currently, the Dartmouth Child Care Center requires that all children have left the building by 5pm. In effect, this means that employees are unable to attend any professional activities that do not end prior to 4:30pm, which disproportionately disadvantages young female employees from professional development. Reinstating the pre-pandemic operating hours (7:30am-6pm) would improve equity at the college.
- Dartmouth should establish a fund for Dartmouth College undergraduate and graduate students and employees of D4C to offset childcare costs. There are two issues. First, Dartmouth students are currently not eligible to use D4C for their childcare needs and, even if they were eligible to enroll, are not eligible for the benefits of a tuition assistance program. Second, while child care workers are eligible for the benefits of a tuition assistance program, this program is not nearly as generous as other Upper Valley child care centers, where staff's students are often able to enroll for substantial discounts (or no cost at all). By establishing a fund that students and D4C staff / teachers can apply to to receive funding to offset childcare costs. This will make it easier to retain / recruit childcare workers and will improve the support for students with children, creating a more inclusive and equitable community.
- Dartmouth should remove the restriction that employees must work for a year prior to receiving tuition assistance. There is currently a shortage of childcare workers at Dartmouth and in the Upper Valley more generally. One reason is that being a childcare workers requires a lot of training. If childcare workers employed by Dartmouth are eligible to receive tuition assistance during their first year of employment, it would improve the ability to recruit and retain excellent childcare workers at D4C.

Community Building

- Identify the appropriate office to lead and be accountable for efforts to build community for employees. Currently there is no specific office that owns community-building work large at Dartmouth. To ensure this work remains an institutional priority, we recommend that the Office of Human Resources develop a position that will focus specifically on employee engagement and staff a centralized group (see below) that can provide insight on the needs of employees at Dartmouth. The proposed Office of Work Life (see above) could serve in this role.
- Develop a website for employees with resources and information. Our review revealed that employees do not receive consistent information about available resources and that onboarding processes vary widely based on the department an individual may be joining. To mitigate this disparity, we recommend that a new website, managed and maintained by e HR, be developed to centralize and simplify access to resources that might help people acclimate and identify points of connection.
- Create virtual spaces for remote employees that build more connections.
- Expand the “faculty lunch” program to all employees.
- Expand new employee orientation to include ongoing activities that take place across time to build connections to the community. This should be incorporated into the onboarding process and could include such activities as matching new employees with a community mentor (for social/community advice), grouping new arrivals into small cohorts and providing activities to facilitate “bonding”, Design and offer tours on getting to know Dartmouth / the Upper Valley; Monthly lunch or coffees scheduled for random pairs or small groups of employees to get to know each other; more active links/joint events with Upper Valley Young Professionals; more events/activities designed to welcome and include partners. (Example: the Grad Student Council (GSC) welcomes partners to many of their events but does not do specific programming for them.)
- Establish a centralized group (council or advisory group), with funding, to manage and coordinate activities and community building efforts. While most ERNs focus on groups based on the identities they collectively hold, one group, the Young Professionals at Dartmouth, has developed an excellent model for hosting events at Dartmouth and in the surrounding community as a means for employees to connect with one another and learn more about the Upper Valley. This group is currently led by a group of volunteers, and there is an opportunity for this work to be scaled at an institutional level with appropriate resources and staff support. We envision that this group would be comprised of a representative group of employees who can advise and help encourage the development and participation of e.g. a regular employee newsletter highlighting relevant events and activities on campus; an intentional onboarding process that recognizes social/community needs of new employees, and their partners and dependents; a standing event for employees (coffee, lunch, happy hour?) held at a regular intervals;
- Expand the program of free/discounted events (at the Hop, athletics, etc.).
- Fund departments to host informal receptions, open to all, to welcome and inform new employees about the department/program

- Expanded connections through the House System: continue to explore leveraging increased employee participation in the House communities.
- Establish an employee development day. For example, Brown University runs an annual [“Staff Development Day”](#) where Brown employees “invest in their personal and professional growth, increase their knowledge about Brown University, and gain a better understanding of faculty research”. We recommend that Dartmouth develop a similar experience for our employees, including remote employees virtually, or in person, if possible.
- Establish a dedicated lunch/social/lounge space for employees.
- Fund/subsidize travel for remote employees to participate in specific events.

Partner Employment

- Given Dartmouth College’s relatively rural location, with limited surrounding employers and other academic institutions within reasonable commuting distance, partner employment prospects can be a barrier in our recruitment and retention of top talent. Partner employment prospects can be particularly challenging when an accompanying partner or spouse is seeking faculty roles, specialized professional positions, or administrative leadership roles. Dartmouth lacks a coherent institutional strategy and dedicated resources to support faculty and staff partners in their pursuit of employment options. When an issue is identified during a search or an offer being extended, cases are often handled on an ad hoc basis through the hiring department or school, which can raise concerns of equity and access to resources. A centralized institutional strategy is recommended to support hiring departments and employees, to position Dartmouth as an employer of choice for top talent, and to remove barriers to our recruitment and retention of a diverse workforce.
- The council recommends the establishment of two working groups (one for faculty roles and one for staff roles) be formed comprised of those directly involved or responsible for faculty and staff hiring within their divisions/units and also staffed by a representative from the Office of Human Resources responsible for Talent Acquisition, with the charge of the working groups to more fully review current processes and support, prior proposals that have been submitted on this issue, and to recommend improved internal processes and best practices for hiring departments and dean’s offices.

Figure A.1: Dartmouth Investment in Employee Housing vs. Size of Faculty

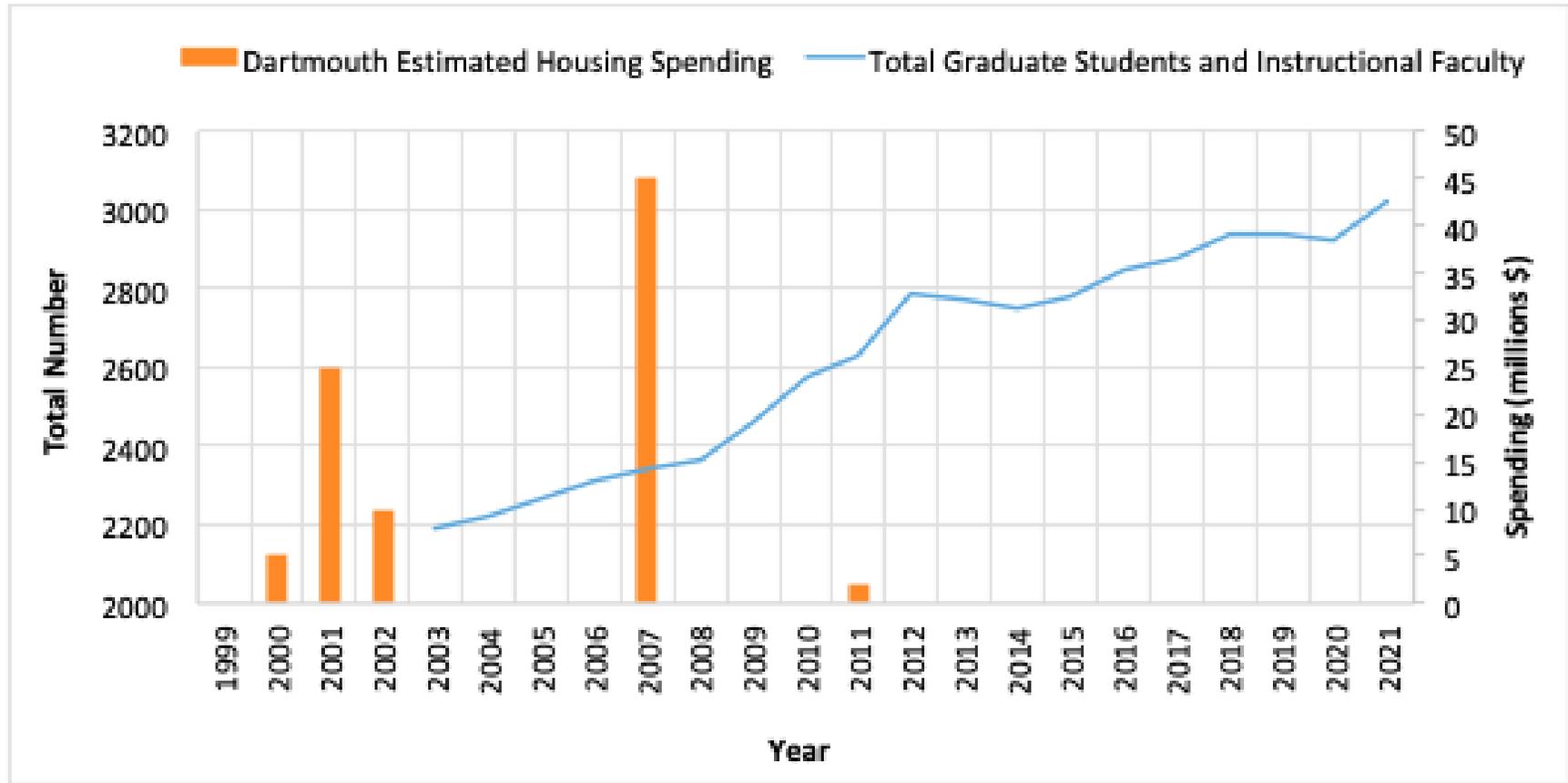


Table A.1: Dartmouth Housing Investment Projects over Time

Year	Instructional Faculty ¹	Graduate Students ¹	Total	Dartmouth Housing Investments
1999				Grasse Rd I (1999-2000): 33 Lot subdivision – Single Family homes with Repurchase Option (RPO) (Unknown budget since development included sell out of homes)
2000				Park & Wheelock (2000): 35 Residential Units plus Sorority house (\$5 million estimated budget)
2001				Sachem Village (2001-06): 255 Units redeveloped from the existing 131 units. (\$25 million estimated budget)
2002				NPGH (2002-03): 33 Units with 111 Student beds (\$10 million estimated budget)
2003	603	1585	2188	Grasse Rd II (2003-04): 23 Lots subdivision – Single Family homes with RPOs (Unknown budget since development included sell out of homes)
2004	600	1625	2225	
2005	600*	1670	2270	
2006	647	1668	2315	
2007	655	1685	2340	South Block Redev. (2007-08): 39 Residential Units plus parking and commercial space (\$45 million estimated budget)
2008	663	1701	2364	
2009	675	1791	2466	
2010	682	1893	2575	

2011	682*	1950	2632	Fletcher Cedar Renov. (2011-14): 32 Single Family Homes renovated (approx. \$2 million)
2012	706	2084	2790	
2013	705	2066	2771	
2014	743	2009	2752	
2015	734	2043	2777	
2016	750	2099	2849	
2017	781	2099	2880	
2018	784	2154	2938	
2019	791	2149	2940	
2020	801	2122	2923	Summit on Juniper 2020 – 22: 309 Grad Student Units (~approximately \$84M budget financed by a third party)
2021	815	2205	3020	
*Data from previous year carried over for missing data points				
¹ Data from Dartmouth Office of Institutional Research Common Data Set				

Table A.2: Childcare Comparison versus Peer Institutions

Institution	Childcare tuition assistance?	Childcare center?	Assistance finding childcare?	Back-up childcare?	Work Life Office?
Columbia	Yes	Yes	Yes	Yes	Yes
Stanford	Yes	Yes	Yes	Yes	Yes
Princeton	Yes	Yes	No	No	No
Harvard	Yes	Yes	Yes	Yes	Yes
Chicago	Yes	Yes	Yes	No	Yes
MIT	Yes	Yes	Yes	Yes	Yes
UPenn	Yes	Yes	Yes	Yes	Yes
Yale	Yes	Yes	Yes	Yes	Yes
Duke	Yes	Yes	Yes	No	No
Northwestern	Yes	Yes	Yes	Yes	Yes
Dartmouth	No	Yes	No	No	No
Vanderbilt	Yes	Yes	Yes	No	Yes
Johns Hopkins	Yes	Yes	Yes	Yes	No
Brown	Yes	Yes	Yes	Yes	Yes
Cornell	Yes	Yes	Yes	Yes	Yes
Emory	Yes	Yes	Yes	Yes	Yes

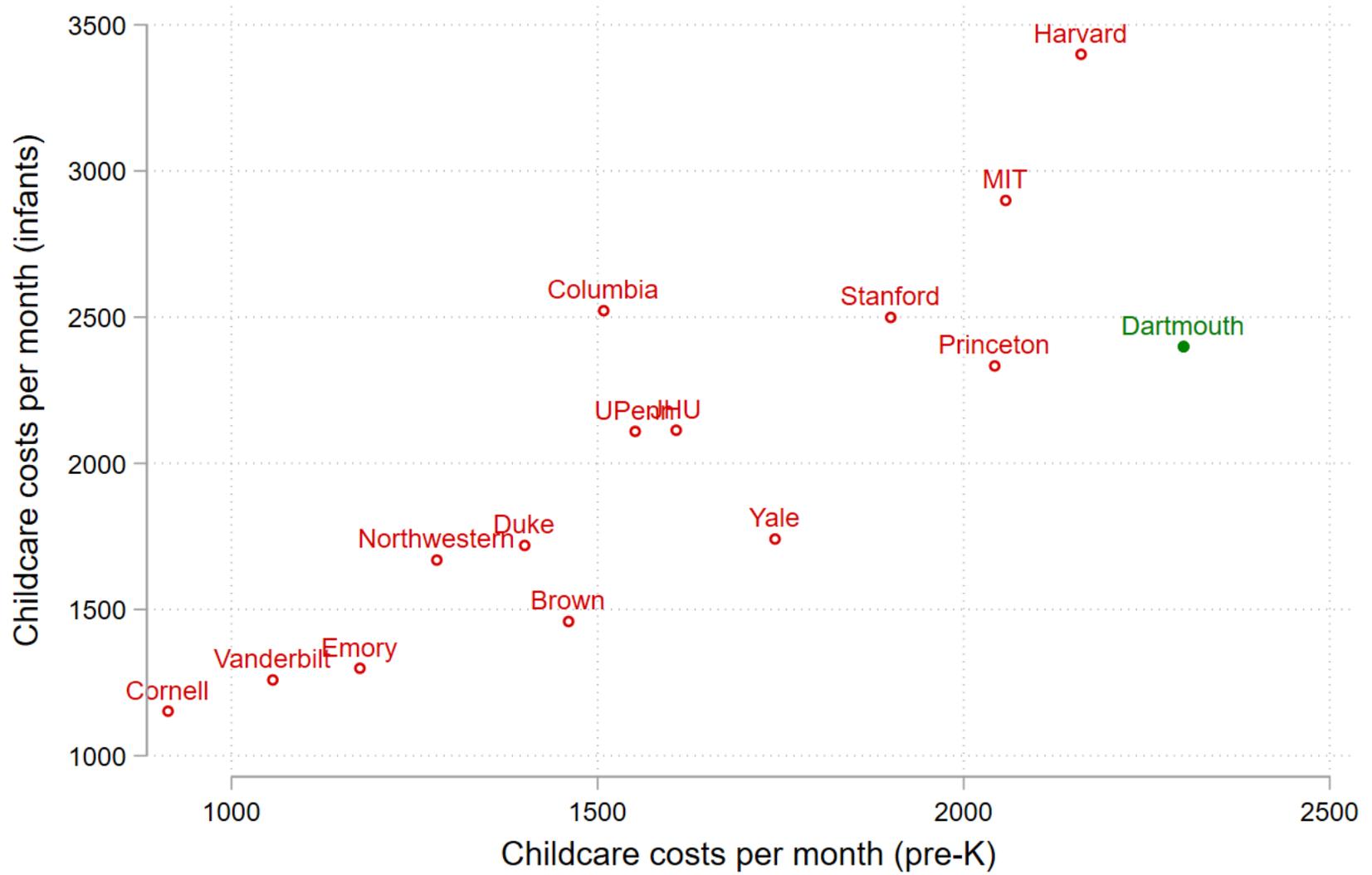
Source: COWLI Research. [Details](#).

Table A.3 Dartmouth Community Survey Childcare Responses

		<i>Of those that need childcare:</i>					
	Need childcare?	Cannot get childcare?	Strong desire to leave Dartmouth because of childcare?	Willing to give up other benefits for childcare assistance? (1=year, 0.5=maybe, 0=no)	Actual childcare cost (% of income)	Ideal childcare cost (% of income)	Pay more than ideal in childcare?
<i>Group at Dartmouth</i>							
Faculty	28.6%	23.0%	19.8%	58.5%	19.0	11.4	70.1%
Graduate Student	7.5%	53.3%	33.3%	66.7%	22.7	14.6	70.0%
Postdoc	19.2%	50.0%	30.0%	70.0%	25.1	13.0	88.9%
Staff	16.9%	26.2%	19.3%	57.7%	22.5	13.2	74.1%
<i>Tenure at Dartmouth</i>							
Less than one year	16.0%	37.0%	13.0%	73.2%	23.4	14.0	80.0%
1-2 years	17.4%	28.1%	26.3%	66.1%	23.3	12.3	82.6%
3-4 years	23.7%	22.9%	24.3%	59.8%	26.7	12.5	83.3%
5-10 years	29.4%	25.0%	21.9%	56.1%	19.7	12.6	70.5%
10+ years	11.5%	25.3%	14.5%	47.3%	19.8	12.3	54.5%
Total	18.6%	26.6%	20.3%	58.5%	21.5	12.7	73.1%

Source: Dartmouth Community Survey. 2,068 respondents; 385 report needing childcare.

Figure A.2: Childcare costs at Peer Institutions (COWLI research)



Source: COWLI Research. [Details](#).