

Dartmouth College: Forever New

A Strategic Vision for Tomorrow

by

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August 2002

Introduction

Legacy and Vision

As Dartmouth's 16th president, I take pride every day in the accomplishments of the students, faculty, administration, and staff that make Dartmouth what it is. Founded in 1769, Dartmouth is one of the oldest colleges in the United States, as well as one of the most academically distinguished institutions in the world. With its selective and focused graduate programs and pioneering professional schools in medicine (founded in 1797), engineering (1867), and business (1900), and with its commitment to maintaining a preeminent undergraduate program, Dartmouth provides its students with a learning experience that is second to none.

Our intellectual energy, our sense of community and of values, our traditions, our diversity, and our location in a place of enduring physical beauty and intimate size define and enrich Dartmouth. We are committed across the institution to excellence in scholarship, teaching, and learning. Our faculty are acknowledged leaders in their fields, as well as devoted and enthusiastic teachers who work with and learn alongside their students. Dartmouth recruits faculty and students who can work independently, yet who value collaboration and sharing. The College is marked by close student-faculty interaction, by the engagement of senior faculty at all levels of instruction, by an environment that nurtures intellectual and creative curiosity, independence, risk-taking, and exploration. We prepare our students to think critically, to develop their leadership abilities, and to live fulfilling lives in a rapidly changing world.

The campus includes state-of-the-art facilities, and its scale and culture allow for close and creative collaboration across the schools. As a residential academic community, we have a historic commitment to providing a comprehensive learning environment where students can enjoy options and freedom and can assume responsibility for advancing our community's values. We have a tradition of supporting an extensive range of outdoor, athletic, and recreational activities. Reaching beyond our historic campus, an outstanding array of international and off-campus programs connects us to the world, as do our widely recognized educational and research technology and information systems.

Dartmouth is unequivocally committed to diversity in the student body, the faculty, the administration, and staff. This commitment goes beyond issues of admission or recruitment to assuring that we have a culture that is comfortable with and takes full educational advantage of the differences of perspective and experiences within our community. The diversity of our community adds immeasurably to the education that our students receive.

We take pride in our graduates who retain lifelong relationships with the College and with each other, and who go on to have a significant and positive impact upon others and the world around them. Their lives embody the principle that learning is a never-ending process and a lifetime

obligation. So too, Dartmouth must dedicate itself to a process of institutional self-searching and renewal.

While we acknowledge and celebrate our many blessings, we are also mindful of our need to meet the challenges of tomorrow. The landscape of higher education is ever changing and Dartmouth's special niche is being pressured by excellent schools, both large and small, that seek to be more like us. We live in a time when many of the best — and wealthiest — American universities are recommitting themselves to strengthening their undergraduate programs. Meanwhile, the strongest, most competitive liberal arts colleges are moving to enhance research opportunities for students and for faculty. The world around us is also changing. Our students will graduate into an increasingly global world where information flows easily and seamlessly and where an appreciation of diversity is critical to our graduates' ability to become leaders in society. Competition for the strongest faculty and the most talented students is intense. We cannot be complacent about our success.

Dartmouth has the intellectual reach and competitive strength of a great university, while possessing the soul of a closely-knit college community. In sum, Dartmouth enjoys the best of both worlds. Through the careful balancing of the characteristics that define us, we have a unique opportunity to define liberal arts education for the 21st century, raising it to a new level. It is incumbent upon us to develop a plan to support a strong faculty, to enhance the experience of our students, and to foster Dartmouth's community of learning. We must carefully define our goals and aspirations in ways that build on our traditional strengths, stretch our imaginations, and make the most of our finite resources.

The Strategic Planning Process

Shortly after my inauguration in 1998, I initiated a planning process to assess the College's present condition and to develop a vision to guide us into the 21st century. This comprehensive initiative proceeded along several fronts and involved the efforts of a great many members of the Dartmouth community. I would like to take this opportunity to thank my colleagues in the administration and across the four faculties for their dedication to this task and this College. There has been no shortage of ambitious visions for Dartmouth's future.

We began Dartmouth's self-evaluation with a recognition of the school's remarkable achievement since its last comprehensive plan was published in 1990 — at that time the most thorough strategic planning effort in the College's history.¹ My predecessor, President James O. Freedman, moved the College successfully toward the vision described in that document and afforded us the opportunity to further explore innovation and creativity as we now embrace the new century. At my inauguration I made a commitment to strengthen Dartmouth as a place of learning marked by scholarship, teaching, and diversity. These characteristics define our community and shape our

¹ *Final Report of the Planning Steering Committee* (October 1990).

residential identity. The strategic imperatives set out in this document further these objectives and result from the comprehensive planning process we have undertaken.

Since 1998, Dartmouth has engaged in a concerted appraisal of its strengths and potential. The decennial reaccreditation by the New England Association of Schools and Colleges prompted us to engage in an exhaustive self-study in preparation for a site visit by a committee of outside academics chaired by Hugo Sonnenschein, then president of the University of Chicago.² In May of 2000, these efforts resulted in the College's formal reaccreditation and public commendation for its extraordinary academic strength and reputation. While this external review was underway, the College intensified its internal efforts at self-examination and planning. The quality of student life and issues of institutional diversity were the subjects of separate initiatives by dedicated task forces, leading to the publication of reports in 2000 and 2001 respectively.³

Former Provost Susan Prager chaired a committee consisting of faculty members, the Dean of the Faculty of the Arts and Sciences and the deans of each of the professional schools, the Dean of the College, and other administrators. The committee asked for and considered proposals from every part of the institution; the Arts and Sciences and the professional schools responded by conducting their own processes to generate proposals and ideas. Out of these fruitful deliberations emerged a draft academic plan that was presented to the General Faculty in November 2000 and discussed with faculty groups in the Arts and Sciences and professional schools.⁴ While the academic plan was taking shape, a team of senior administrators under Provost Prager and, subsequently, Provost Barry Scherr, began working with Vice President and Treasurer Edwin Johnson to formulate an integrated financial plan to identify sources of capital and revenue to finance Dartmouth's future. In a related process, Vice President for Development Carolyn Pelzel undertook an initiative to develop specific strategies for the College's next capital campaign.

As an important step in our strategic plan, we also reviewed our assumptions about institutional size. The undergraduate student body at Dartmouth is smaller than those of many of our peer institutions, and we have a healthy admissions pool from which we could clearly admit more students without having a negative impact on the overall quality of the class. We determined not to increase the size of the undergraduate college, however, for we recognize that Dartmouth's strength derives in large part from the intimate scale of the undergraduate college. But we also

² *Report on the Institutional Self Study* (October 1999); *Report of the Evaluation Team Representing the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Dartmouth College, prepared after study of the institution's self-evaluation report and campus site visit October 24 - 27, 1999* (Fall 2000).

³ *Recommendations Submitted to the Board of Trustees by the Committee on the Student Life Initiative* (January 10, 2000); *Statement from the Board of Trustees* (April 19, 2000); *Report of the Committee on Institutional Diversity and Equity* (June 2001).

⁴ *Preliminary Report of the Committee on Academic Planning* (October 30, 2000); *Report of the Faculty Response to the "Academic Planning Document" from the Subcommittee on Priorities* (March 29, 2001).

acknowledge that our small graduate programs could benefit from moderate expansion in their student bodies. Consequently, the Tuck School has expanded the size of its MBA program, and we are looking for a modest increase in the number of students enrolled in the graduate programs at the Medical School, the Thayer School of Engineering, and the Arts and Sciences.

We also reviewed our calendar of operations. In April 2000, the Trustees requested an assessment of the feasibility and cost of adopting a nine-month academic calendar to replace the year-round “D-plan” that has served the College for the past 30 years. Year-round operation offers efficiencies in terms of facilities use and scheduling flexibility, as well as intellectual advantages to our students and faculty. But we recognize that these benefits come at the cost of academic and social discontinuities and unrelenting demands on our physical plant. In response to the Board’s mandate, the Calendar Working Group prepared an analysis of the consequences of changing the current calendar.⁵ On the basis of that analysis, the Trustees concluded that adopting a nine-month calendar might be feasible, but that the costs associated with additional facilities and administrative staff to accommodate the increase in enrollment during the non-summer terms would be too great to commit to at this time. Moreover, the benefits of the D-plan continue to be persuasive. The Trustees therefore charged the administration with making year-round operations work more effectively by encouraging greater continuity within this system.

These multiple interrelated efforts from 1998 to the present are the result of countless hours of meetings and discussions involving numerous senior administrators, faculty, alumni/ae, and students. While each of these evaluation and planning initiatives stands alone, each also necessarily informs the others as we weave them together to articulate a clear set of institutional priorities and a single integrated financial plan. As we emerge from this process of strategic planning, we do so with a heightened awareness of Dartmouth’s singular progress and outstanding potential.

The discussions and deliberations that we have engaged in regarding the academic plan helped us identify our key strengths, opportunities, and needs. They also helped us identify a set of finely balanced characteristics that currently define Dartmouth. These include:

- recognizing the critical place of the undergraduate liberal arts at the College, while also advancing the work of the professional schools and the graduate programs;
- enhancing support for scholarship, while never losing sight of the central role of teaching;
- assuring the central integrity of academic departments and schools, while enabling the growing potential for interdisciplinary

⁵ *Replacing the D-Plan with a Nine-Month Academic Calendar: A Feasibility Study by the Calendar Working Group* (August 2000).

opportunities and activities that cross school and departmental boundaries;

- recognizing and addressing the needs of various separate interests within this diverse community, while also advancing the concept of a shared purpose and common experience.

With our strengths and character firmly in mind, we can move forward with setting our priorities for the years ahead. We must be guided by our core values while we build on our historic strengths — yet we also must be vigilant in identifying new opportunities that are right for Dartmouth.

Financial Outlook

The decline in the financial markets in FY2001 was but a prelude to the shock and dislocation that followed the attacks of September 11. In FY2000, we enjoyed a 46 percent increase in the endowment. The next fiscal year, our increase was zero. In FY2002 we suffered a 5.7 percent decline. Our investment team has done a superb job in the face of a great deal of uncertainty, and the Board of Trustees is confident that we are appropriately diversified in our holdings and that we are not taking any unnecessary risks. But recovery and the resumption of growth will take time, requiring patience — and adjustments in some of our assumptions and expectations.

Revenue at Dartmouth normally derives from a number of sources. The College-only budget for 2001 illustrates this:

- Tuition provides 44 percent of our College-only revenue. We continue to have applicants who are eager to attend, and, as a selective institution, we are fortunate to be able to choose from among the very best students in the world.
- Income from the endowment provides 30 percent of our annual budget. It is the portion of our revenue stream that has grown significantly over the last decade — and the one that is most directly at risk from economic downturn. We draw from the endowment each year using a complicated total-return formula that works out at the present at between 5 and 6 percent of the endowment value. Just as our revenues benefited from the extraordinary bull market of the 1990s, recent downturns in the market will have a significant and sustained negative impact on future spending potential.
- Alumni/ae giving and other current use gifts, such as the Dartmouth College Fund and the Parents' Fund, provide 11 percent of our revenue. Despite the economic downturn, we are gratified that our

graduates and parents continue to make Dartmouth a priority in their philanthropy.

- Sponsored activity accounts for another 10 percent of revenue. Thanks to the extraordinary success of our faculty, research funding across the institution has increased significantly over each of the last two years. Between 2000 and 2001 sponsored research increased by 26 percent, and between 2001 and 2002 it increased by another 19 percent.
- Finally, a further 5 percent of the College-only budget derives from miscellaneous sources, such as fees.⁶

While private colleges and universities are not like other enterprises, we have clearly been hurt by the general economic downturn. Assumptions regarding growth in revenue for our operating budgets and our long-term financial plan have softened. We have been forced to think creatively about how we might maximize our financial resources. The administration, the Finance Committee of the Board of Trustees, and finally the Board as a whole have all been involved in this process. We have looked at the endowment and at the formula we use to distribute endowment income, and we have considered whether we are using the endowment as aggressively as we should while maintaining a prudent regard for the future. We have analyzed our debt capacity and whether we can take on more debt to finance some projects.

As a consequence, our strategic planning process carefully reviewed our priorities and reassessed what we can realistically accomplish. This required us to take a hard look at our current expenses. We concluded that we can only assume incremental expenditures when they further a clear priority and when we have identified a revenue source to support such a priority. As we prepare for a capital campaign to support our current needs and to fund new initiatives, we must acknowledge that our fundraising outlook in the near term may be complicated by events over which we have no control. The world does not always march to our schedule.

Be that as it may, we cannot afford to lower our aspirations for Dartmouth. Let this be a challenge for us to become more imaginative and more patient in accomplishing the things we seek. But we must seek no less. Our strategic discussions have reaffirmed our fundamental vision and a sense of basic priorities. History is on our side. Now into its third century, Dartmouth has endured and flourished despite shocks and changes in the world around it. We have responded and adapted to these changes while proving true to our own purposes and principles. Dartmouth has more than endured through difficult times — it has excelled. Our charge is to continue to flourish in a changing and challenging environment. This will require imagination, patience, and discipline — and a willingness to choose among priorities as Dartmouth seeks to be forever new.

⁶ *Dartmouth College Annual Report* (2001).

STRATEGIC IMPERATIVES

Talented Students

Financial Aid — Students are at the core of what we do, and Dartmouth is fortunate in having a talented and diverse undergraduate and graduate student body. Diversity of talent, opportunity, and background creates a stimulating environment, one where students can learn a great deal from one another. Since its earliest years, the College has provided scholarship support for those students who would benefit from a Dartmouth education, but who could not afford to come here. At the beginning of the 20th century, our alumni organized a fund to provide more regular support for scholarships. Building on this legacy, Dartmouth is today one of only a handful of schools nationwide that takes no account of an applicant's financial circumstances in the admissions process. Once a student is admitted, Dartmouth is committed to providing a financial aid package that meets 100 percent of the demonstrated need through a combination of grant support, loans, and self-help. Outright grants typically constitute 55 percent of the financial aid package. We stand by the principle that no academically qualified student should be denied a Dartmouth education for want of family resources. This is a challenging aspiration.

Over the past two decades, the percentage of scholarship support provided by the federal government has declined significantly. Consequently, colleges and universities have had to assume a greater share of the burden of providing support for their students. In the last ten years, Dartmouth's annual budget for scholarships has more than doubled, growing from \$14 million in 1990 to \$31 million in 2002.

Dartmouth recently made three significant enhancements to its financial aid program. We have reduced loans and work requirements, ensured a more equitable treatment of family assets, and allowed students to enjoy the full benefit of any outside scholarships that they receive. Dartmouth has one of the most generous scholarship programs in the country, with 44 percent of the Class of '06 currently scheduled to receive scholarship assistance. Close to 100 percent of our graduate students outside of the professional programs also receive scholarship support, and each of the professional schools has a generous financial aid program. For example, 78 percent of students at the Dartmouth Medical School, 81 percent of Thayer students, and 67 percent of Tuck students receive financial aid. Indeed, financial aid is the fastest growing component of the Thayer School's annual budget. Dedicated endowments support approximately 60 percent of the undergraduate scholarship expenditures, and a much smaller proportion still of graduate and professional school financial aid. This places a significant burden on the general operating budget.

Goals

- We must maintain our commitment to need-moot admissions for undergraduates. To enable us to continue to make strategic adjustments to our financial aid package and to secure our scholarship program in perpetuity, we urgently need to increase the endowment dedicated to financial aid.
- We must expand our graduate fellowships and scholarship programs for the graduate students in the Arts and Sciences, as well as for Dartmouth Medical School, the Thayer School, and the Tuck School.
- As we seek to increase the number of international students, we must further enhance the financial aid resources available to international students.

The Academic Experience

Teaching and Learning — Dartmouth has earned an enviable reputation as a great teaching institution. Our faculty care deeply about their students and bring a special creativity and energy to their teaching. But great teaching does not simply happen; it must be nurtured. As an institution, Dartmouth must provide more support for teaching and learning across the institution. Furthermore, as an institution we need to do even more to celebrate and reward excellent teaching by our faculty. The Student Assembly has also identified teaching as a top priority and has begun initiatives to support this purpose.

Goals

- We must establish a Center for the Advancement of Learning to support faculty from across the institution in their teaching and use of technology in the classroom. Such a center will encourage our faculty as they think about effective ways to engage students with the latest pedagogy. In addition, it will foster discussion of best practices and recent pedagogical research and maintain resources on teaching and learning.
- Each of the faculties needs to continue to assess the range of their curriculum and the structure of their degree requirements.

Undergraduate Learning Opportunities — Today's gifted and motivated students come to Dartmouth with a desire to work with faculty individually or in small groups, as well as to participate as a member of a research team led by a faculty member. Without questions, such active involvement in the research process significantly enhances the quality of learning, and discussions with students and alumni/ae suggests that such opportunities are often among their most treasured memories of Dartmouth.

Undergraduate research opportunities are a critical component of a Dartmouth education, and include a range of experiences from collaborating with faculty as research associates to working on independent year-long senior projects. A number of exceptional undergraduate research programs already exist at Dartmouth, such as the Women in Science Project, the Andrew W. Mellon Grants, the E. E. Just Internships, and the Presidential Scholars Program. They exist across the curriculum and across the institution. The Leslie Humanities Center, the Rockefeller Center for the Social Sciences, the Dickey Center for International Understanding, and the Institute for Applied and Professional Ethics all provide a wealth of opportunities for students. In the sciences, students work in labs in the departments in the Arts and Sciences and also those in the Thayer School of Engineering and the Dartmouth Medical School. Over the past few years, we have seen an increasing number of students working on senior theses. Currently, half of our undergraduates participate in independent study work of one sort or another prior to graduation. We have a strong base to build upon.

Goals

- We need to provide all students at multiple points in their career with opportunities for active learning and one-on-one work with faculty;
- We must provide greater support for undergraduate research, including the establishment of a single office to coordinate such opportunities. Such an office would be able to inform students of the range of opportunities available to them and could help in making connections between students and faculty;
- We must encourage further collaboration between undergraduates and the professional schools. Dartmouth's intimate scale provides unique opportunities for this sort of interaction. Faculty at our professional schools are eager to work with undergraduates and can provide them with a range of intellectually stimulating experiences.

A Distinguished Faculty

Faculty Support — Dartmouth attracts faculty who are outstanding scholars in their fields and who share a passion for teaching and working closely with some of the world's most talented students. As the Subcommittee on Priorities of the Committee of Chairs of the Arts and Sciences wrote in March 2001, "The faculty embrace the view that Dartmouth's claim to distinction rests on the idea that it is a place where research and teaching meet in unique ways."⁷ A recent report

⁷ *Subcommittee on Priorities, Faculty Responses to Capital Campaign Planning* (January 2001).

by the Student Assembly echoed this statement, noting that “the best teachers and the most engaging professors are very often the best scholars and the individuals at the top of their field.”⁸

Notable research and great teaching are not mutually exclusive; indeed, at Dartmouth they complement one another. Yet continued success in keeping these elements in harmony depends upon our ability to recruit and retain teacher-scholars who understand and share these values. To compete for such faculty, Dartmouth must provide competitive compensation packages and support. The faculty compensation strategy that we initiated for the Arts and Sciences a few years ago has succeeded in bringing our associate professors up to the mean for our peer institutions, and our assistant and full professors to within 95 percent of the mean. Clearly we still have more work to do in the Arts and Sciences and in each of the professional schools.

Faculty in the Arts and Sciences, the Dartmouth Medical School, the Thayer School, and the Tuck School have established vibrant and active research programs that are engaged with the leading questions of our time. Consequently, the amount of sponsored research activity has increased significantly over the past decade, with the institution passing the \$120 million per year mark in 2001. The number of faculty competing successfully for prestigious awards, including Guggenheim fellowships and National Endowment for the Humanities awards, has also increased.

Goals

- We must provide teaching fellowships and endowed professorships to encourage and reward teacher-scholars and to allow faculty time for curriculum development and teaching innovation.
- We must continue to pursue a compensation strategy in each of the schools that will allow Dartmouth to continue to recruit and retain the very best teacher-scholars.
- We must ensure that we have competitive teaching loads, access to fellowship opportunities, research assistants, and the technological and physical infrastructure to support scholarship.
- We must provide better “start-up packages” that allow incoming faculty to set up their laboratories, studios, and offices with the necessary equipment for them to begin their scholarly or creative work as soon as possible.
- We must provide more research support for current faculty in the Arts and Sciences, the Dartmouth Medical School, the Thayer

⁸ *Student Assembly Presidential Report, The Soul of Dartmouth: The Academic Direction of Dartmouth College* (Spring 2001).

School, and the Tuck School. We need to add postdoctoral fellows in some fields and provide publication subventions where necessary. We need improved technical support to maintain and operate the increasingly sophisticated equipment that our faculty and students use and to train our students in the use of this equipment.

- We must provide additional funding for those faculty who do the bulk of their research away from campus, such as faculty in languages or cultural studies or international business, where research travel is essential, for scientists who require specific technical facilities not available here, and for scholars who need to travel to archives or museums.
- We must provide more staff to help with grant applications and management, as well as with technology transfer.
- We should consider the feasibility of establishing a new category of endowed chair that recognizes faculty of the highest distinction as scholars or creative artists and as teachers. These chairs would be institution-wide and would be limited in number. They would allow Dartmouth to reward existing faculty and also to recruit some of the best scholars from diverse backgrounds whose influence extends beyond a specific field of study.

Faculty Size — The size of the faculty in the Arts and Sciences, the Thayer School, the Tuck School, and the Medical School must be sufficient to meet the teaching, mentoring, and research needs of our students, while also allowing Dartmouth to incorporate emerging areas of study. The talented students who are attracted to Dartmouth at both the undergraduate and graduate level are interested in working with the very best faculty who are at the forefront of their disciplines. There is no escaping the fact that the provision of such an experience for our students is labor intensive.

Faculty organize their classes in a range of sizes appropriate to different pedagogical purposes. Large lecture courses have their place, but students also need smaller classes throughout their academic career where they can interact more readily with their professor and classmates. At present, all incoming undergraduates take a first-year writing seminar, which provides a critical introduction to their Dartmouth career, and all seniors take an intensive course that provides a culminating experience within their major. As we expand these programs, we must also modestly expand our pool of teachers and mentors.

Finally, we have asked faculty to play a more extensive role in the out-of-classroom experience of our students. We would like to have more faculty living on or near the campus connected to a residential cluster, and we would like to encourage still more faculty to become associated with residence halls. A number of faculty provide academic advising support to our student-athletes,

and we are working to strengthen our overall pre-major advising system. We must increase the faculty if we are to achieve these objectives.

The size of the faculty in the Arts and Sciences is currently smaller than that of our peer universities, and our faculty/student ratio is also higher than that of most of our Ivy League peers, as well as that of some of the best liberal arts colleges. The Tuck School and the Thayer School both stand among the smallest schools of their type. The Tuck School has increased the size of its Masters of Business Administration class by 25 percent and has expanded its Executive Education and Bridge (for undergraduates thinking about business school) programs. Tuck has made great strides in strengthening its faculty, with the addition of “thought leaders” and an increase in research support. The Thayer School faculty are among the most successful at the College in securing outside funding for their research. Dartmouth Medical School faculty face the multiple demands of teaching, research, and patient care. They too have significantly increased the amount of sponsored research and rank very high nationally in this regard, and they welcome an ever-growing number of undergraduates into their labs.

The selective and measured growth of the faculty presents a clear and pressing priority. Such growth will not come at the expense of the qualities that currently distinguish Dartmouth, but will instead ensure that we continue to provide an outstanding learning experience for our students. We seek to offer the full breadth of courses that a liberal arts education demands and to encourage strength and creative scholarship across the whole institution — in the humanities, the social sciences, the sciences, the academic programs, and in the professional schools. We are committed to strengthening and building in each of these areas and will not categorically privilege any one of them over the rest.

Goals

- The Arts and Sciences must add faculty in those areas where such additions can make an intellectual difference, where they can address enrollment and course pressures, or where they may represent targets of opportunity.
- The Tuck School must expand its faculty still further to meet the needs of the expanded MBA program and to compete effectively with its peer institutions. Tuck seeks to attract the best researchers in their field who are also committed to management and executive education.
- The Thayer School must add faculty to continue to serve the needs of their undergraduate and graduate students and to maintain the excellent engineering program.
- The Dartmouth Medical School must expand the number of clinical teaching scholars to better address the multiple demands of teaching,

patient care, and research. The Medical School must also increase the number of endowed professorships to be able to attract the best medical faculty in the country in expanding and emerging areas in the basic sciences.

Excellent Programs

In addition to the recommendations outlined above under the sections related to students, the academic program, and faculty, several supplementary initiatives will strengthen our core academic programs still further.

Arts and Sciences — Undergraduate education forms the historic core of the institution and is firmly rooted in the liberal arts. The Arts and Sciences also includes selective graduate programs that add intellectual vitality to the academic program. Undergraduate and graduate students participate actively in an unsurpassed learning experience that transforms them intellectually and encourages critical thinking and analysis. Faculty inspire students in the classroom, the studio, and the laboratory, as well as by working with them individually and in small groups. We must preserve and enhance the special character and quality of our undergraduate experience, which is among the finest available anywhere in the world.

Goals

- We must build on and develop the strength of academic departments and programs across the Arts and Sciences to provide our students with the best possible liberal arts education.
- We must provide additional support for interdisciplinary courses, the culminating experience, and off-campus programs. These programs play a critical role in the learning experience and are a particular strength at Dartmouth.
- We must look for ways to extend our first-year writing program into a multi-year program that teaches writing within a student's major in conjunction with discipline-specific research skills and techniques. There are few skills more important than writing and research and such a program would provide our students with a firm foundation for future learning.
- We must strengthen the Life Sciences and encourage further collaboration with the Medical School among the faculty enriching significantly the experience of students. Undergraduate and graduate students will benefit from additional research and service learning

opportunities, as well as from the Human Biology Program for non-science majors.

Dartmouth Medical School — The Dartmouth Medical School, in partnership with the Mary Hitchcock Memorial Hospital and the Dartmouth-Hitchcock Clinic, provides a premier medical education to its students. Facilitated by Dartmouth's scale, a distinguished faculty work collaboratively with their counterparts in the Arts and Sciences, Thayer School, and the Tuck School. Recent years have seen the expansion of graduate programs in a number of areas, including new Ph.D. programs in genetics and microbiology and immunology and a masters program in public health.

Goals

- As mentioned above, we must further the collaboration in the Life Sciences between the Arts and Sciences and the Medical School. Graduate students will see a strengthened M.D./Ph.D. program as well as the development of other combined graduate programs. We must also further collaboration among faculty at the Medical School and colleagues and students at the Tuck School and the Thayer School.
- We must continue to build on the strong basic science programs at the Medical School, including the new program in genetics and the expanded program in the Center for the Evaluative Clinical Sciences.
- We must expand the Norris Cotton Cancer Center, one of only 37 comprehensive cancer centers designated by the National Cancer Institute in the U.S. This expansion involves the addition of four new floors to the Barbara E. Rubin building at the Lebanon campus, including research laboratories.

Thayer School of Engineering — Thayer School provides a distinctive interdisciplinary engineering program rooted in the liberal arts for undergraduates. Graduate programs include masters and doctoral programs as well as a Masters of Engineering Management program offered jointly with the Tuck School. Engineering faculty and students work closely with their counterparts in the Arts and Sciences, the Tuck School, and the Medical School on a range of research interests, including bioengineering, computer science and security technology studies, materials science, and engineering management.

Goals

- We must attract the best undergraduate and graduate students and provide them with the best possible education in the scientific and professional aspects of engineering and engineering management.

- To keep up with the technological revolution of our time, we must provide all students with an understanding of the consequential role of technology in modern society.

Tuck School of Business Administration — The Tuck School is recognized as one of the finest business schools in the world with a particular focus on the full-time residential Master of Business Administration program. The school has implemented an innovative core curriculum that is relevant and responsive to changes in the business world, and it has forged mutually beneficial partnerships with leading business organizations and business schools around the world. The Tuck School has five research centers that encourage collaboration across the school.

Goals

- We must continue to focus on and expand the MBA program so as to compete with other top business schools.
- We must further strengthen the Executive Education, Business Bridge, and Online Bridge programs, and continue to forge strong partnerships with the corporate world. These programs provide important connections among corporate leaders, faculty and students.
- We must strengthen the research centers through appropriate staffing and facilities and the creation of advisory boards.

Graduate Programs — In addition to the professional degree programs, Dartmouth has 24 Ph.D. and masters programs in the Arts and Sciences, the Dartmouth Medical School, and Thayer School. These programs range from the world-recognized masters program in Electro-Acoustic Music to the newly created Ph.D. programs in Genetics and Public Health. Although small, these programs compete exceedingly well with our peer institutions for the most talented students. Graduate students contribute in vital ways to the creation of a rich learning environment across the institution as they interact with undergraduates, postdoctoral fellows, and faculty. The graduate programs successfully prepare their students to pursue both academic and non-academic careers.

Goals

- We must look judiciously for ways to expand our existing graduate programs. Such expansion will provide the critical mass of students that characterize the best programs. We should introduce new programs only where Dartmouth can assume a leadership role.
- We must provide better research support and graduate fellowship support for students to enable Dartmouth to continue to attract the most talented students.

Interdisciplinary Programs and Academic Centers — At a time when new knowledge is often created at the overlap of disciplines, Dartmouth is perhaps uniquely advantaged through our size and location to bridge the Arts and Sciences and the professional schools. Our faculty have the opportunity through collaboration to transform and revolutionize whole fields of study. We need to maximize this important potential strength.

The Rockefeller Center for the Social Sciences, the Dickey Center for International Understanding, the Ethics Institute, the Leslie Center for the Humanities — as well as the centers initiated at the Tuck School, the Thayer School, and the Dartmouth Medical School — have all helped to galvanize and energize interdisciplinarity at Dartmouth. These centers play a critical role in attracting teacher-scholars to Dartmouth and in forging connections across departments, divisions, and schools.

Goals

- We must provide further support for interdisciplinary programs and centers as they seek to engage faculty and students in these emerging areas of inquiry and as they facilitate faculty and student research.
- We must work harder as an institution to remove any barriers that stand in the way of collaboration across departments, divisions, and schools.

International Programs — We must provide greater support and opportunities for international and global studies. Dartmouth has excellent off-campus and area studies programs. We send more students abroad on our own programs than any of our peer institutions, and few today would deny the importance of these experiences in furthering our students' understanding of the world. Dartmouth has an obligation to develop these programs and take fuller advantage of them on campus.

Goals

- We must encourage academic centers like the Dickey Center for International Understanding and the Rockefeller Center for the Social Sciences, as well as the Tucker Foundation, to develop and strengthen their own off-campus research and internship opportunities.
- We must cultivate new programs in those areas where they will add significantly to the educational experience we offer. These could include new programs that provide students with research or independent study experiences around the world.

- We must continue to forge international partnerships, such as those at the Tuck School with universities in Europe and Asia, and those at the Dartmouth Medical School with Pristina University in Bosnia.
- We must look for ways to increase connections between our undergraduate off-campus and on-campus academic programs. Modern technology can enable the further integration of off-campus programs with our on-campus courses and activities. Off-campus students can communicate effectively with their peers and faculty on campus and can further enrich the campus environment.
- We must provide further administrative support to our undergraduate off-campus programs to meet the increasing administrative, legal, and logistical needs of these programs.
- We must continue to attract international students and faculty by offering attractive and competitive financial aid and scholarship packages.

The Administration

Administrative Staffing — Dartmouth is fortunate in having an outstanding administration and staff. Their dedication to the mission of the College and their unceasing hard work provide our students and faculty with the support they need. From the day-to-day maintenance of academic and residential buildings and grounds, to the planning of new facilities, to the administration of student financial aid and faculty grants, to administrative support, Dartmouth staff add inestimable value to the quality of the Dartmouth experience.

Goals

- We must continue to recruit and retain the most talented and diverse staff that we can.
- We must provide a compensation program that ensures that Dartmouth competes effectively with our peer institutions and with the local market.
- We must encourage and support the professional development of our staff.

Academic Facilities

Our facilities provide the physical infrastructure that enables our faculty and students to accomplish the business of learning. The Dartmouth campus is one of the most beautiful anywhere and the integrity, quality, and historic identity of the campus encourages a special sense of belonging. As we expand, we thus have a special responsibility to protect the heritage and aesthetic of the campus. Since 1995, we have built Moore Hall, Berry Library, and Whittemore Hall at Tuck. We have added a wing to Wilder Hall and renovated the Fairchild Science Center, Silsby Hall, and administrative space at Dartmouth Medical School. We are now completing the construction of Carson Hall and the renovation of Baker Library. While we have accomplished a great deal, much remains to be done.

Goals

- We must construct a new academic building for the Thayer School to house new laboratory space, classrooms, student design project space, distance learning facilities, and offices. The addition will address the needs of both undergraduate and graduate students and will meet the needs of the school for the coming decade.
- We have undertaken the expansion of the Rubin Building for the Norris Cotton Cancer Center at Dartmouth-Hitchcock Medical Center by adding four floors onto the current building. The new floors will include a clinical faculty floor, an office-based research floor, and two floors housing between 24 to 28 laboratories in total. This will provide critical space for the research needs of the comprehensive cancer center.
- The Tuck School recently opened Whittemore Hall, a residential facility that includes conference space and academic resources for students. We must consider further expansion to allow the school to house more first-year MBA students on campus to foster the close-knit residentially based educational program that distinguishes Tuck.
- We are planning to construct a new building for the Department of Mathematics to reunite the department under one roof. Kemeny Hall, named for the late John G. Kemeny, 13th President of Dartmouth, will include faculty offices as well as state-of-the-art classrooms.
- We must provide additional space for the Computer Sciences Department, a discipline of historical strength at Dartmouth, which has outgrown its current facility.
- We must provide a new academic facility to house the Dickey Center, the Leslie Center for the Humanities, and the Ethics Institute. Such a facility will provide a forum to encourage further collaboration among the faculty involved with these centers.

- To build upon our strength in the Life Sciences and to meet our needs in this area, we must have a state-of-the-art facility, one designed to support our faculty and students in their research and learning. It is particularly exciting that this project will expand upon current bridges between the Arts and Sciences and the Medical School. This will be a shared facility that will further collaboration among faculty and will allow undergraduates and graduate students to have seamless access to faculty from both areas.
- We must renovate and expand our facilities for the arts. The creative and performing arts have long been a particular strength at Dartmouth. But these departments and programs have outgrown the facilities where they currently reside. We have begun a preliminary architectural study, and we are committed to work to finance a renovation and expansion of the Hopkins Center.
- We must further increase the number of “smart classrooms” and develop a program to replace equipment on a regular basis. Over the past 15 years, Dartmouth has systematically renovated classrooms and added sophisticated technological equipment to many of them.

Dartmouth is committed to responsible environmental practices. We have adopted the standards of the Leadership in Energy and Environmental Design (LEED) program of the United States Green Building Council for our future construction. We have also implemented extensive energy conservation and recycling programs, and we are exploring the use of renewable fuels. Our forests have been certified as sustainably managed.

Goals

- We must continue to make environmental concerns a significant priority in our decision making, to lead in the implementation of environmentally sustainable practices, and to place Dartmouth at the forefront in the exploration of issues related to the preservation of a healthy biosphere.

Diversity

Diversity, in all its variations, is central to the Dartmouth experience. We must encourage and sustain an environment that welcomes and embraces all students, faculty, and staff. Dartmouth’s commitment to diversity goes back to our founding charter. Beginning in the Dickey years it has become an ever more critical element of our mission. The Class of 2006 is the most diverse class in Dartmouth history. We are also gratified by significant recent gains in the hiring and retention of faculty and staff of color.

A diverse campus is about more than admitting students of color or recruiting a diverse faculty and administration. It is about creating a climate on campus that is welcoming to all and that encourages our students to respect difference and to learn from each other. The more diverse the student body, the richer the learning environment.

We have begun to implement the recommendations of the Committee on Institutional Diversity and Equity, whose report was issued in June 2001. Ozzie Harris, Special Assistant to the President for Institutional Diversity and Equity, has appointed a Council on Diversity and a Council on Inter-Group Relations. We have also rewritten the College Mission Statement to more fully reflect our commitment to a fully diverse and open campus. Dean of the College James Larimore has expanded the advising positions related to diversity and intergroup relations, and matters of diversity, community and civic engagement are increasingly common features in orientation, residential life, and other programs. In the fall of 2001, Dartmouth opened The Pavilion, a kosher, halal, sakahara dining area for community members with religious or other special dietary needs and other interested persons. This project resulted from the cooperation among students, faculty, and administrators. The Pavilion is already encouraging greater interaction, conversation and learning within our community.

While these initiatives are welcome and important, we still have much to do.

Goals

- We must continually assess our hiring and retention of minority faculty and staff, and we must explore the ways in which we can improve our mentoring and support systems.
- We must consider more aggressive recruitment of senior level scholars of diverse backgrounds, and we must look for targets of opportunity that will strengthen our programs, not only in area studies but also across the curriculum.
- We must support faculty efforts to assess the ways in which issues relating to diversity can be more fully integrated into the curriculum and their teaching.
- We must explore programs that encourage an inclusive sense of community in our residence halls, dining rooms, and social and other spaces on the campus, seizing the educational advantage that the diversity of our community makes available to us.

- Finally, we must review our financial aid policies to ensure that we can continue to enroll a diverse student body at both the undergraduate and graduate levels.

Student Life

Undergraduate Student Life — We must continue to advance our historic identity as a residential college providing a rich range of learning, social, and community service options within an environment that is inclusive and supportive. In 1999, we affirmed our commitment to the residential and social life of our students with the goal of ensuring that their out-of-classroom experience is fully as strong as their academic experience.

In April 2000, the Board of Trustees issued a statement outlining their goals in the area of student life. These included affirming the importance of inclusiveness, encouraging greater continuity in the residential experience, providing more social options; reducing the dominance of selective, residential, single-sex organizations; providing greater support for graduate students; and promoting more interaction between faculty and students.

Since April 2000, we have made significant progress in meeting the goals set by the Board. We have enhanced support for student social activities and created a pilot project to address gender relations that is jointly coordinated by the Women's Resource Center and the Office of Residential Life. We established a new adjudication system for student organizations and Coed, Fraternity, and Sorority organizations are moving positively to meet higher standards and expectations. We are exploring ways to better coordinate our curricular and non-curricular resources that focus on the development of leadership skills for students.

We have attracted more juniors and seniors to serve as residential Undergraduate Advisors (UGAs) by increasing their responsibilities and making their compensation more competitive with other campus jobs, and we strengthened the support system available to our students by adding live-in professional staff in our campus residences. We have instituted a first-year residential program for a portion of the first-year class and made significant changes to our orientation program for all undergraduates. We have also implemented a "social norms" educational campaign to encourage those students who drink to do so in a more socially responsible manner. Along with others in the higher education community, we continue to seek imaginative ways to address abusive drinking and the associated behaviors that can disrupt the lives of roommates, friends, and neighbors. As a means of fostering increased faculty-student interaction, we have developed a variety of initiatives, including "book and author" luncheons featuring our faculty, the very successful "Take a Professor to Lunch" program at the Hanover Inn, and informal meals for faculty and staff associated with particular departments.

The Tucker Foundation and the Hopkins Center, along with academic departments, centers, and programs, are partners in these efforts. The Tucker Foundation has worked collaboratively with

athletic teams, student organizations, and the residential system to strengthen student commitment to service. Tucker has worked actively to involve our students in the wider community and has succeeded in expanding our students' commitment to service. The Tucker Foundation encourages our students to develop their capacity for moral and ethical leadership, to grow as people and to act on their potential to transform the world around them. The Hopkins Center has expanded opportunities for student participation in ensembles and workshops and has created new outreach efforts to increase student interaction with visiting artists and performers. The reduction in student ticket prices for events at the Hopkins Center has dramatically increased student attendance at the cultural events that help make the Hop a thriving center of student involvement.

Goals

- We must provide more social alternatives for students and promote the civic values that have long underpinned the campus residential and social environment.
- We must increase the number of meeting, activity, and event spaces available for students, including, in particular, the addition of more student-controlled spaces.
- We must continue to develop and assess the first-year housing program and our orientation for new students.
- We must implement the new standards for the Coed, Fraternity, and Sorority System and must continue to work with these organizations to integrate them fully into our residential system.
- We must continue to increase the community's awareness of the Tucker Foundation's mission and programs as we seek to increase the number of students involved in this important area of the College. We must enable the Foundation to expand and develop its programs, both on and away from the campus.
- We must encourage the involvement of the the Rockefeller Center, Dickey Center, Ethics Institute, Humanities Center, Hopkins Center, and the Hood Museum in the out-of-classroom experience of our students.
- We must construct a cluster of residence halls north of Maynard Street to house approximately 500 undergraduate students. This facility will allow us to decompress other residence halls, improve the general quality of life for our students, and allow more students to live on campus.

- We must provide a social and dining center adjacent to this residence hall that will include spaces for undergraduate and graduate students.
- We must renovate Thayer Dining Hall to provide additional space for social activities and new dining options on the campus.

Athletics — Dartmouth has a long and impressive history in athletics. The College offers one of the nation’s most comprehensive programs in intercollegiate, intramural, and recreational athletics, with nearly 1,000 students participating in 34 sports at the varsity or junior varsity level in NCAA Division I competition. One of the first institutions to be in full compliance with Title IX, our women’s teams have gone on to rank among the strongest among our peer institutions. More than three-quarters of our undergraduate students participate in physical education classes and an ever-changing array of recreation programs. In recent years, we have opened the Alexis Boss Tennis Center and Gordon Pavilion, the Scully-Fahey artificial turf field, the Blackman practice football fields, and the McLane Family ski lodge. We have also renovated the Leverone Field House and the golf course.

Goals

- We must continue to enhance the intercollegiate, recreational, and outdoor programs for all students and to affirm our historic commitment to competitive intercollegiate programs.
- We must renovate Alumni Gym to address problems with humidity resulting from the Karl Michael pool and add 5 squash courts that meet international standards.
- We must construct a lighted soccer field that meets intercollegiate competitive standards.

Graduate Student Life — Graduate students come to Dartmouth from across the country and around the world. They normally range in age from the early twenties through to the mid-thirties, and they represent a variety of different family circumstances. But like our undergraduates, these students are attracted by the residential learning experience that Dartmouth can provide. The standard of housing for these students and the amenities available to them have varied widely in the College’s history. We have recently finished construction of Whittemore Hall at the Tuck School, which provides business students with first-rate living and learning facilities, and we are constructing new graduate student apartments along Park Street. But there is more to be done for graduate students in other areas of the College.

Goals

- As we seek to attract the best graduate students we must provide competitive stipends.

- To further enrich our students' experience, we must continue to develop ways to more fully incorporate graduate students into the residential and social life of the College.
- To address housing needs, we must undertake a major renovation and expansion of the Sachem Field apartments for graduate students with families.
- We must provide social and meeting space for graduate students within the new social and dining center at the north end of campus.
- We must consider the construction of a new residence hall at the Tuck School to enable the school to house more of the MBA students who would like to live on campus.

Academic Support Centers

In addition to building on the strength of the faculty and enhancing student life, we need to take continuing care of the College's infrastructure. The priorities developed under this rubric fall into two distinct categories: academic support and the physical infrastructure.

Libraries — The Dartmouth College Library System has seen some exciting changes over the past decade. We are nearing the completion of the Baker and Berry Libraries project, which provided for the addition of new staff, extensive new space for collections and resources, and the renovation of the Baker Library. The Rauner Special Collections Library, completed in 1999, holds Dartmouth's extensive collection of manuscripts, records, and documents. Librarian Richard Lucier has also moved ahead with a digital library for the campus that will provide easier and more extensive access to information systems from around the globe. Together these projects have ensured that the Dartmouth College Library System is fully prepared to meet the academic and research needs of faculty and students in the 21st century.

Goals

- We must build on the existing collection and provide innovative leadership for the library system.
- We must move ahead with the digital library to provide Dartmouth faculty and students with access to a broad range of digital materials including databases, online manuscripts and archives from around the world, published literature, and reference materials.

- We must further the integration of library and computing services.

Computing — Dartmouth has an historic strength in the area of computing and educational technology. We were among the first institutions in the country to fully network the campus and to require all incoming students to own a computer. We have continued this tradition with the introduction of wireless technology to the campus. Nevertheless, we need to continue to seek leadership opportunities in this important and dynamic area.

Goals

- We must create and sustain a seamless information environment through Kiewit Computation Services and the Dartmouth College Library System.
- We must ensure that our technological infrastructure adequately supports our rapidly changing needs in the area of information systems.
- We must provide appropriate computing hardware and software to enable the administration to serve more effectively and efficiently.

The Hopkins Center — Since its opening in 1962, the Hopkins Center has become a nationally recognized center for the performing arts, celebrated for its productions, its music and dance ensembles, its student workshops, and the Dartmouth Film Society. The Hop contributes to the overall diversity of the community by bringing to campus a rich cultural array of artists. Over 95 percent of the artists who perform at the Hop are also involved in a residency or outreach program in support of the center's educational mission. The Hop works closely with the faculty and students in Studio Art, Music, Film and Television Studies, and Theater, and provides an impressive range of co-curricular programs. While students and faculty represent the Hop's primary focus, the center also serves the wider Upper Valley community through its outreach programs and public events.

Goals

- We must further strengthen the co-curricular program to bring still more students into the Hopkins Center.
- We must expand the visiting performing artist program so as to continue to ensure the quality and vibrancy of this program and to add a resident performing artist program to bring performer/teachers to campus for longer visits.
- We must extend the student workshop program by increasing its hours and by adding workshop space for students.

The Hood Museum of Art — Like the Hopkins Center, the Hood Museum of Art serves as both an academic resource and as a regional cultural center. The Hood has been a leader in integrating these dual missions and in providing innovative exhibitions and programs. The museum is one of the largest academic museums in the country, and faculty and students use its extensive collection in their courses and scholarship. The Hood was recently recognized by the American Association of Museums as a national model.

Goals

- We must strengthen student programming at the Hood Museum.
- We must provide more support for exhibitions and related programming.
- We must increase the acquisitions budget so as to take better advantage of opportunities to expand the collection.
- We must continue to work with the community on K-12 education and other public outreach programs.

The Physical Infrastructure

Heating Plant and Electrical Capacity — In the mid-1990s, Dartmouth expanded and upgraded the steam heating capacity for the campus. This project was integral to the construction of Berry Library and other new facilities, but we are now close to the limits of that system. To accomplish the building program set out above, we need to further expand the heating and electrical systems.

Goals

- We must expand the capacity of our current heating plant.
- We must expand the capacity of our chiller facility.
- We must upgrade our electrical service to parts of the campus.

Parking — Because of our location, Dartmouth has been fortunate in having inexpensive and abundant parking on and close to campus for faculty, students, and staff. In recent years, the campus, as well as the town of Hanover, have seen an increase in traffic congestion. We have worked with Advance Transit, our local bus service, to provide subsidized transportation for Dartmouth commuters, and we have instituted a shuttle service from remote parking lots. In the coming year, as we lose still more parking spaces from the center of campus to building projects, we will need to adopt further measures to provide parking and to minimize traffic congestion on campus.

Goals

- We must build a parking structure to help alleviate the volume of traffic that comes to the campus each day.
- We must adjust our parking program to provide efficient and fair access to the limited parking space in the central campus.
- We must continue to assess the Transportation Demand Management program to provide incentives for commuters to use alternative forms of transportation to campus.
- We must develop a plan to deal with long-term parking needs.

CONCLUSION

The priorities outlined above are the direct result of the strategic planning process that we have undertaken since 1998, and many of them will be part of the coming campaign. They represent a highly ambitious agenda and will be contingent on our ability to generate funding — which, in turn, is dependent upon forces that we do not control. Vice President for Development Carolyn Pelzel will work with the academic deans and the other senior officers to develop a campaign plan that will describe these needs within the general framework of priorities and objectives outlined above.

Dartmouth is unusually fortunate. Many schools aspire to be more like us — be they large research institutions trying to bolster their undergraduate experience, or small liberal arts colleges trying to foster a research faculty. We have the best of both worlds — an excellent faculty and student body supported by an outstanding administration and staff, and we have exciting opportunities before us. As Dartmouth's 16th president, I look forward to working with all of you as we bring this plan to fruition and make Dartmouth ever stronger and forever new.