

**Dartmouth College Presidential Search On Campus Input Meeting Conducted by Ed Haldeman '70, Chair of the Board of Trustees and Al Mulley '70, Trustee and Chair of the Search Committee**

**STEVE DONOVAN, DIRECTOR OF REGIONAL AFFAIRS IN THE OFFICE OF ALUMNI RELATIONS:** Good morning, and welcome everyone. I'm Steve Donovan, the Director of Regional Affairs in the Office of Alumni Relations, pinch hitting for Vice President David Spalding, who's on vacation this week with his children. Thank you very much for being here on this special session to talk about the search for Dartmouth's next president. Let me start by thanking Ed Haldeman, Chairman of the Board of Trustees, and Al Mulley, Chairman of the Search Committee, for providing an opportunity this morning for local alumni to provide some input as the search for the next president in the Wheelock Succession begins.

Your input is going to help guide the trustees as they meet in May to develop a statement of leadership criteria, which you probably have heard about and read about already. The Board has asked the Dartmouth community to provide answers, or input, on three basic and fundamental questions which you'll find on green cards, which you should have received on the way in. If anyone doesn't have these, just feel free to put your hand up and someone will get you one.

A few housekeeping items before we begin. This is a public forum. There may be members of the press here, not certain. And the session obviously is being recorded so that your input can be provided to the full Board of Trustees. Our goal today is to allow as many of you as possible to provide input. So, there are two remote microphones. When you are ready when we get to that point in the program and you have comments, questions, input, just raise your hand. State your name and your class, and the floor is yours. We'll ask you to be relatively brief in fairness to all so that, again, we can hear from as many as possible. Now to our trustees.

Ed Haldeman has been a member of the Board since 2004 and was elected Chair in 2007. He is the President and CEO of Putnam Investments, and also brings a unique and proud perspective not only as an alum, but as a parent of daughters who are members of the Class of 2003 and 2008, respectively. Al Mulley, also been a member of the Board since 2004. Chief of the General Medicine Division at the Massachusetts General Hospital, and Associate Professor of Medicine and Health Policy at the Harvard Medical School. Like Ed, Al, too, is the proud parent of a daughter from the Class of 2005, I believe, and a son who is finishing his second year at Tuck. So without further adieu, Ed and Al.

**ED HALDEMAN, CHAIR OF THE BOARD OF TRUSTEES:** Steve, thanks so much and thanks to all of you for coming this morning to interact with us about the presidential search. I have to tell you a sort of 30 second personal Dartmouth story that happened to me as I walked into this room. As Angus Russell knows, I grew up in Philadelphia, went to school in suburban Philadelphia. Went to Dartmouth, came back and used to go to Dartmouth Club of Philadelphia meetings regularly. And we started out and had monthly lunches, and I'd go down and meet the alums. And we'd have a reasonable turnout once a month.

But maybe every three or four years, we were able to get the head football coach to come to one of our meetings. And the turnout was, like, three, four, five times what we got for any other event. And so, I started doing this, like, when I was 23, 24, 25 and all these years, I'd be going to the meetings. And it was a huge deal when the head coach came to Philadelphia and talked to us. And that's sort of where I have been. And then this morning, I walked in and Buddy Teevens was here to listen to me. It's just like unbelievable. I can't really believe that happened to me. That is—And I really mean it, that is like—I was just stunned that he actually was here and it was actually not him that was going—Because I'm way more interested in what he has to say than what I have to say. And I'm going to guess that probably you are, too. So maybe you'll be able to grab him after this, but Buddy, thank you so much for coming because it really impacted me.

But, we're here to talk about the presidential search. I think we all think it is probably the most critical, most important job that the Board of Trustees has. First of all, I want to say Jim Wright did a wonderful service to this college, I think, by making his decision and making his announcement early. As somebody who runs an institution, I can put myself in his position and know that from a selfish point of view, it's to the leader's advantage to delay as long as possible, because no matter what, once you do make the announcement, you do become slightly a lame duck and people begin to think about the future and what's next. And it does make it difficult during the period of transition. But Jim was wonderful and let us know very early of his intentions, which allows us plenty of time to have sessions like this and get a lot of input early in the process. And we are incredibly early in the process.

The only real decision that we've made, which I think was an extraordinarily good decision, was to ask Al Mulley to be the Chairman of the Search Committee. I think Al is particularly well suited for this job because of his long association with Dartmouth in many capacities, his love of Dartmouth. But especially because he's such a great listener and welcomes input and will have the time and interest of visiting with lots of the constituency groups who were so interested in participating in the presidential search.

So, we view this as very early in the process, one of the first of many, many opportunities that people will have to give input into the presidential search. Obviously, we're going to spend most of this morning seeking input from you. We're most interested in you talking to us about what we ought to be doing, the process we ought to be following, the criteria we ought to be looking for. For those of you who would like to give us additional input or do it in a more confidential manner, there is the website that we've got up and running, and we've already got more than 200 pieces of input via that site. So, there are many, many different ways of giving us input.

I'm going to close by making one observation about the role of the Board of Trustees in general. And most of you, I think, know this, but I just want to reiterate it—I did this yesterday in our sessions with the staff, I did it in our sessions with our students, I think

the alumni are a little bit more familiar with this point, but the role of the trustees is to work with the president on the mission, the vision, the direction of the college over the very long term. And we're clearly in the role of strategy, mission, vision, working with the president. What we don't do is run the institution on a day to day basis. To be sure, there are sometimes when that line blurs, but our trustees are committed to making sure that we respect that line.

We are delighted to be here, and Al, I think it's appropriate to give a brief update on what we've done so far, what our early thinking is, and the process we're going to be following.

**AL MULLEY, TRUSTEE AND CHAIR OF THE PRESIDENTIAL SEARCH**

**COMMITTEE:** ... (inaudible) to what Ed's already said. We are very early in the process, we're grateful to Jim for giving us this long lead time, for his planned stepping down in the middle of 2009. We learned about Jim's decision just after the beginning of February, and we were able to talk about our responsibility as a Board at our regularly scheduled meeting in March. We didn't make a lot of decisions at that point in time. We did schedule two special Board meetings to be held at the beginning of May and the end of May preceding our regularly scheduled board meeting in June, after which we'll be announcing the full search committee.

So, Ed and I now are on campus to really do some preliminary engagement, to let everybody understand how important it is that everyone in the community come together and talk about Dartmouth's challenges and the opportunities that we face. And then what kind of qualities of leadership are going to be necessary to overcome challenges and fully leverage those opportunities to sustain Dartmouth as a preeminent institution in higher education internationally.

All of that is going to find its way into a document called a Statement of Leadership, or Statement of Leadership Criteria. That will be a critical expression of our collective aspirations for Dartmouth going forward. And the search committee will be using that document on a regular basis as it goes through the process of identifying candidates

qualified to lead Dartmouth, and then narrowing that pool to a few and making a selection and then a recommendation to the board. So all of this is very real. It has a process that it relates to directly, and that process will have all of us involved in choosing the next leader in the Wheelock Succession.

Because we're so early in the process and because the Board has yet to have those two meetings in May, there may be some questions that seem very relevant to the feedback that you're going to be giving to us that we can't answer. For instance, we've been discussing this weekend the size and the composition of the search committee, just as an example, but we haven't deliberated that as a Board yet, and I think it's fair to say we've really made no decisions about it. So there will be a number of questions, I'm sure, that will come up where we will have to say we don't know yet.

But again, the real purpose of this is to begin a meaningful dialogue about Dartmouth's future and our principle purpose here is to listen. So with that, let's try and address those three questions. What do you see as the challenges and opportunities for Dartmouth going forward? What are the implications of those challenges and opportunities for the kind of qualities of leadership that we should all be looking for? And then, are there any other considerations that you would like to bring to our attention about the search?

**STEVE DONOVAN:** Please do use the microphones not only for the recording, but it's also difficult for people to hear from behind you if you don't use the mics. So, thank you.

**JIM WEINSTEIN A&S Grad '95, DMS '95:** My name is Jim Weinstein. I guess I think of a few things when I think about this. I think about retention of faculty, facilities and opportunities to engage the greater world with the global economy and what not. And I just was curious how the search committee will address that with the new president around retention of faculty, recruitment of new faculty, facilities and incorporating the global world in the educational opportunities.

**AL MULLEY:** Jim, I think those are all three important issues for the search committee to be thinking about. And I think retention of faculty might relate to the past experience of somebody that we would consider qualified. That's a question that is very much related to the qualities of leadership, how do you recognize those qualities of leadership from the choices that people have made before with their career and their time and their commitment. So there's one issue that we discussed a good bit yesterday with staff and with students and with faculty, is the background of potential candidates and what might we expect.

With regard to facilities, that can cut across a lot of issues, but probably the most fundamental would be the person's experience and commitment to fundraising. There isn't a university or a college in the country where the leader doesn't have enormous responsibility for fundraising and that kind of interest and commitment would be important as well.

There was also a lot of conversation yesterday, we got very welcome earfuls from students yesterday about Dartmouth's position in the world, in the global world and as responsible stewards of the environment and other issues.

**ED HALDEMAN:** Jim, based on my visit in Hanover yesterday, I'm a little bit more concerned about your number one point, retention of faculty, attraction and retention of faculty. Al and I had the chance yesterday to visit with a lot of faculty for a long period of time, over a reception and then dinner last night, a very informal kind of dinner. Obviously, it wasn't the entire faculty but it was a meaningful group of faculty and faculty leaders. We know that it's a competitive world for top faculty, we know we're looking for the very best, we know we're looking for a narrow subset of the very best; that is, of the very best, we want to find those that are going to be great doing research, but also be great in teaching and love to teach, and that'll be a big part of their job. So you go from just the very best, and then you want to get those that want to teach as well in that category. And then you've got to ask them to come to Hanover and face issues of

partner relocation, partner jobs and things like that. So we know we've got a difficult challenge, for sure.

And I think, as we think about criteria for president, we've got to make sure that we get someone who is going to be proactive in the process of attracting and retaining and represent to them the great advantages to coming to Dartmouth for an academic teaching position. And we have a little bit of challenge there because some of the discussion that has been going on throughout the entire Dartmouth community, at least based on my discussions last night, has impacted some faculty members in terms of their asking themselves, "Where is the Board on this issue of research versus teaching?" And they're a little puzzled about some of the discussion that they have heard, or reports of the discussion. And I tried to say to them, "The Board is not as spread on that issue as some of the reports might indicate."

But at least, it was emphasized to me in my discussion last night, that as we choose this next president, we will be sending important signals to our faculty and will have some ramifications on our ability to attract and retain in my view. So, I think that you put it first, and boy, it's a pretty important issue.

**STEVE DONOVAN:** John?

**JOHN ENGELMAN:** John Engelman, class of '68. A number of years ago, John Kemeny famously said, "It's different at Dartmouth," and I suspect most alumni, most colleges and universities think the same of their institution. But, I do think to a certain extent it is different at Dartmouth, and I'd like to ask you how important is it that the candidate for president have some familiarity with Dartmouth, some understanding of what perhaps makes Dartmouth unique, number one.

Number two, I think it's always good, from time to time, bring new blood into a position like president, somebody who can bring a perspective from outside the institution, have

experiences outside the institution. So how does the Board balance those two competing interests?

**AL MULLEY:** Well, I think you've named the parameters of choice there. There are clear advantages in having somebody who understands the community that they would lead, and somebody who has a Dartmouth background, either as an alumnus or a former faculty member or current faculty member would have that understanding. And then, as you suggest, there are always advantages to having a new look, fresh outlook.

I think that the important thing to remember about a search like this is that there are not decisions made at the outset about criteria that get people included or excluded. What you're doing is you're trying to identify a whole set of desirable attributes in the next leader, and then you look for people who have those attributes and you find people who have some of them and not all of them, and you make the best choice in that sort of composite way with attributes attached to real people.

So fortunately, I don't think we're going to be in a position where we decide who's in, who's out on the basis of past Dartmouth affiliation, on the basis of gender, on the basis of race, on the basis of any single attribute.

I do think, though, coming back to what I think is the essence of your question, we will be searching for somebody who understands the long rich history of Dartmouth, and its traditions. We will conduct a search that is enough of a conversation with, ongoing conversation, with all of those who might be recommended to the Board of Trustees, finally, such that we know that they know the importance of that rich history, regardless of their prior identification with Dartmouth. Point being that you can't build effectively for the future, you can't build leadership capital for the future without understanding that kind of uniqueness of institution.

**ED HALDEMAN:** John, a big reason for this session today is input. I'd be really interested in where you come out on that tradeoff between somebody who's got a long

history and tradition, knows Dartmouth versus the benefits that we might get from somebody from outside the community.

**JOHN ENGELMAN:** Since you asked. [laughter] I look at the most recent Dartmouth presidents, Dave McLaughlin, Jim Freedman and Jim Wright, and I think each of them has had their strengths, and each of them has had certain weaknesses. And taking nothing away from the accomplishments of Jim Freedman, for example, but I personally never thought he quite understood what it was about Dartmouth that made the alumni so passionate and so loyal. I don't think he ever made that emotional connection with the alumni. And I don't think you necessarily have to be a Dartmouth graduate or a longtime teacher at Dartmouth, as Dave McLaughlin and Jim Wright have been, but I do think it's necessary to make that emotional connection. And I don't know how you judge that ahead of time. If the candidate has had no personal experience with Dartmouth, I don't know how you'd judge whether that particular person will ever make that emotional connection. But I think, and never having been in a position where you do a search like the one that you're doing, I think perhaps it's a roll of the dice.

But as I say, I do think it's important that whoever that person selected, has a fairly quick learning curve or a fairly—Not a particularly steep learning curve. And that they can evidence certain passions about the opportunity to be the president of an institution like Dartmouth. That's the best way I can enunciate it.

**ED HALDEMAN:** As you were speaking, one observation I think we might have a test in front of us to determine whether a non-Dartmouth person sort of gets it. You said it's hard to tell ahead of time, one of the tests might be if you look at the debate among our alumni body, does the person see that entirely as a difficulty or an obstacle or a bad thing, or can people see that as an outgrowth, a natural outgrowth of the passion, commitment and love of the institution? So in some sense, that might be some insight into whether the person gets it or not. Yes, sir?

**JERRY MITCHELL:** Jerry Mitchell, class of '51. I should like to see you clone John Sloan Dickey and Jim Wright into one person. [laughter] For a couple of reasons. Ed, your opening remarks about Buddy being here, engendering all that enthusiasm at the Philadelphia Club, John Sloan Dickey and Jim Wright have done the same thing in the Dartmouth community here in town. They were part of the community and they were part of the college community. And I think both of those characteristics are very important, that they become engaged in town and in the student body. Jim Wright is present everywhere. John Sloan Dickey was present everywhere on campus.

John Sloan Dickey initiated great issues, a course that I think is greatly missing on today's campus. The students had an involved, required course as seniors, were great issues today, we'd have a more diverse and widespread opinion of what's going on in the world and in the Dartmouth community. And if you could find someone that had those characteristics, I'd be greatly appreciative.

**ED HALDEMAN:** That's great input, thank you.

**MARTHA BEATTIE:** Martha Beattie, class of '76. I've been thinking about this, and I found it sort of interesting that I see a real parallel in what the admissions office faces at Dartmouth today in terms of what I think this search committee is going to face in that do you go for the one level of extreme excellence, of specialty, or do you go for the well rounded? And as I look back, as John has, at the past presidents, I sometimes see we've had that true intellect, we've had the businessman that knows how to run a corporation. And Dartmouth definitely has become a very complicated corporation. And I've been thinking how in the world do you find somebody that has the intellect and the visionary qualities of an academic that an institution such as Dartmouth should rally around intellectually. And at the same time, find somebody that can run a corporation in an efficient, streamlined manner so that we have a level of excellence from the very top which we see all the time at Dartmouth. But as you go through the administration, the dean's offices, wherever you go, I sometimes see a real challenge in attracting that level of excellence, all the way from the top to the bottom.

So, we need sort of a corporate leader that inspires that level of excellence from the very top of whatever department we have, down to the very bottom, especially when the students are involved in the dean's offices, and Dicks House, those kinds of things. And as parents, those of us that have had the privilege of having children here, sometimes you don't see it carried all the way through.

And so I dream about a president of ideas and I dream about a president of structure. And it's almost as if I wish we could hire two people, because then Dartmouth could have it all. So I guess I see the huge challenge as trying to find that person in one person as opposed to two. And I think it's just a huge challenge. I just really wonder, how many people are out there today that can do that? And I know they're there, and somehow we have to get them to Dartmouth.

**ED HALDEMAN:** Well, that's great input. And I think I'd add a third piece, somebody who is extroverted enough in personality and has enough energy to go out and do the alumni involvement and the fundraising that we need so desperately. I think as I look at how Jim spends his time, it would seem to me 25 to 35 percent of his time is spent out being an extroverted person out with the alumni. And I add that because you could imagine some people who meet the first two tests, perhaps, but they're a little bit more inward focused. You have to add on to that somebody who loves to be in a big crowd and have people asking questions. And not everybody's into that, too, and those are at least three dimensions that we're talking about. I'm sure that there are other things, and that is tough—It's tough to find a person that's got all three of those, and that's why I asked Al to take the job. [laughter] There are some people who fit, right Al?

**MARTHA BEATTIE:** I think we're going to have to find somebody who doesn't ever have to sleep, either.

**ED HALDEMAN:** Exactly.

**MARTHA BEATTIE:** Thank you both so much for being here this morning.

**AL MULLEY:** Well, thank you.

**ED HALDEMAN:** It's our pleasure.

**AL MULLEY:** I find your comments very thought-provoking as well. And what I was thinking in response is that the reason it was so helpful is that we can list all of these leadership qualities and attributes that we would like to see in some, but a very important piece of this is going to be somebody with a self knowledge of their strengths and their growing edges and can build a team, including a very high level team, the people who report directly that complement the package that she or he represents in terms of leadership qualities. So that's part of my response to your comment, but it was very helpful, thank you.

**STEVE DONOVAN:** Carey?

**CAREY HECKMAN:** Carey Heckman, '76. I want to actually follow on that comment. I think, first of all, we have a very complicated institution in a very complicated time. Doesn't fit the usual mold for what's going on in higher education. I think probably because I'm a history major that I think of it in terms of being sort of like the Roman republic that's half empire already, but doesn't want to admit it and we don't know what kind of leader sort of fits all these things. And having the wrong Caesar can cause all sorts of problems. We have a lot of groups, constituencies within the college that are vying for exercising power, either holding onto power or having power, and historically there has been a longtime struggle between the Board of Trustees and the faculty, which is normally a good thing in some ways, but it has been the ongoing tug of war in the history of the college. Everything else has been really kind of a sideshow.

And the other part is that I think, as being put out before, we like our president to be both like a headmaster of a prep school and also a CEO of a large research university. We're

not quite sure. It's hard to find somebody that combines everything. So ... (inaudible) extend my metaphor probably overly, I guess I look to somebody like an Octavian, who seemed to have the capacity to inspire respect, because I think amongst the faculty it's especially important to have somebody who will keep the cats from getting—Keep the patients from running the insane asylum, I guess is the real point. And that is a big danger because as you know, Al, in particular your experience with academic institutions when they get kind of crazy, the summer turns to winter and it's not really too good.

So, that's one of the big factors, find somebody who knows how to—At the same time, somebody who knows how to walk among the entire campus and have a humility that's based upon their own sense of self respect for themselves. They're not worried about their reputation in that sense, but they really touch people and develop trust. And so I think the word I guess I'd leave you with all this, is somebody who can develop trust, who can walk and inspire and can set goals, but also who inspires a sense of “I believe in this person, they really are out for the general interest of everybody in a good way,” and a sense of somebody who can inspire that kind of very personal touch. Because I don't think we operate very well in a bureaucratic kind of a mold. So it's a tough thing to find.

**AL MULLEY:** Well said, thank you.

**STEVE DONOVAN:** John?

**JOHN HATHEWAY:** John Hatheway, class of '48. I'd like to return to a broader question here. And I think one of the challenges that the next president has is how to maintain the preeminence of a Dartmouth liberal arts undergraduate education amid an increasingly fractious environment. Fractious, yes, even to some extent within the Board of Trustees, but certainly in the alumni body at large. And I think that this requires a very unique individual, one that perhaps can only be found if he can walk on water.

But, I think that he has got to be very open-minded, he's got to be a good listener, he's got to be a problem solver. He has got to be accessible to all constituencies, being a good

communicator. He has to have the ability to gain respect from all elements of the constituencies that he represents, alumni, faculty, administration, et al. So it's a very, very tough task. But I'm sure you're up to it.

**ED HALDEMAN:** Well, your point about the fracture and the need to bring us together, I heard yesterday very poignantly from a young man in the class of '09. And we visited with the students in a big group, and as we were breaking up, he came up to me and he said, "I really hope the Board and the next president can somehow find a way to sort of work through this division, this split." And he said to me, "You know, the reason it's so real for me is I have many family members who have come to Dartmouth in past generations and they're always fighting about this issue between themselves, the various family members." So as he was a young person growing up in the family, he would hear about this thing which just goes on—Even with his own family. And the only thing I could say to him is that I guess given that experience that you've had personally in your life, you can see how reasonable people can disagree on some of these issues.

But as I listened to him, and as I listen to you, it certainly is clear to me that we should try and find somebody who can continue to help us work through these issues and perhaps not ever cause us all to agree on every issue, but at least have it feel a little less like a fracture in the way that it does now.

**AL MULLEY:** Among friends, I'm going to tell you a metaphor that I heard about a year and a half ago attributed to John Kemeny. And I say it in the spirit of indicating that all colleges are complex organizations that are often dealing with the kinds of tensions that we're dealing with in one quarter or another. And I'm told that Kemeny used to say that being a college president is a lot like trying to dry a wet sail on the Green on a very windy day. And you've got a tri-corner sail representing the students, the faculty and the alumni. And you can get two of those corners to lie still, but you always have one of them flapping in the wind. And it might be a different corner.

Just to point out, the reason that I was thinking about that last night is we met with a very diverse group of faculty, including from the medical school, the Thayer School, the Tuck School, from arts and sciences, people who are invested in their work with graduate students, as well as undergraduates, people who didn't work with graduate students. And probably the most important insight that came out of the discussion, and it was the faculty not us that made this point, is this is not at all a divided faculty. There's very little tension, there's very little disagreement about Dartmouth's strengths and its growing edges and how to capitalize on that going forward. Ed and I found very little tension among the students that we met with yesterday. So it's up to us to not let the edges of our corner of the sail get too frayed. But there are a lot of positive things about the Dartmouth community including our intensity, that I think will attract people.

**STEVE DONOVAN:** Bill?

**BILL MONTGOMERY:** Bill Montgomery, class of '52. I'd like to ask a question, it's not a loaded question, and then make a statement. Have you decided approximately the size of the search committee? I know you're not finished with that yet, but do you have the approximate size of the search committee?

**AL MULLEY:** No. I can tell you about the past precedents and I can tell you about sort of an inclination based on the advice that we're getting. The last search committee had a total of 14 individuals. The one before that had a total of 18. Having talked to people involved in those searches and having talked to consultants and others in higher education who've been close to searches recently, certainly 18 is something that few people would recommend in terms of size, and 14 is large compared to the usual recommendations. So that's all I can say at this point because we haven't discussed it as a Board yet. Ed, is that—

**ED HALDEMAN:** Yeah. Bill, do you have any input that you could offer with regard to this?

**BILL MONTGOMERY:** That's why I wanted to ask the question first, because I think the credibility of your decision is going to be based a lot on the perception of the diversity of your search committee. That may be obvious, but sometimes committees get loaded with too much of one and not enough of another kind of a background to give you that credibility. And so I would hope that as you listen to the input of a lot of substance here today, that there is a search committee that can address those issues.

For example, would there be a non-Dartmouth College president on your search committee? Would there be a student on your search committee? Would there be an international diversity on your committee? And that sort of thing. And so my only point is that I think a lot of us would—The first thing people are going to say is, “How credible is your search committee,” and that will have a lot to do with the success, not only of the actual decision, but also the perception of the decision.

So, the only thing I would say is I would hope whether it's 14, 12, 18, whatever number you pick, based on your experience, and it might also include outside professionals that may or may not have a Dartmouth background. I know that one of our fellow alumni has already given you some advice, and he comes from that background. So the input would be simply the diversity and the credibility of the search committee goes a long way toward the final decision.

**ED HALDEMAN:** So Bill, the composition is more important than the size of the committee?

**BILL MONTGOMERY:** I'm not sure where you'd draw the line there. But I think if it's too big a committee, then you're going to get a camel out of it. But, if it is not diverse enough, I think it's presumptuous of us to say how big your committee should be. It's just that it should be big enough so that you get the diversity so that you have the credibility and the quality of the decision that comes out of it. It benefits the entire Dartmouth society, which is, of course, very complex.

**ED HALDEMAN:** So big enough that we get the diversity, but not so big that we get a camel? [laughter]

**AL MULLEY:** Your input is very helpful. One of the reasons that we haven't announced a search committee yet is we wanted to do this kind of homework before we made any such step that would create impressions and appearances. And one of the things we've been talking about, we had a lengthy discussion with faculty members last night, is the potential tension between the perception of the committee's diversity and input and therefore the legitimacy at the outset of whomever is recommended to the board by the search committee. And the effectiveness of the committee in coming together, internalizing all of the input that we get from you and from others in making a really good choice, making a set of good decisions.

And there are ways to genuinely seek and incorporate input from diverse corners of the community and beyond in a search without having a lot of people on the search committee. There are strategies with advisory groups, there are other approaches that we've been discussing. Your input is very helpful in our thinking about that.

**ED HALDEMAN:** Before we leave the subject of search committee, I might give you just a framework on time. The Board has a normally scheduled Board meeting commencement weekend, and we have added to the schedule, two full Board meetings in the month of May, one towards the beginning, one towards the end, so that the Board can speak through the issues of who's going to be on the search committee, finalize decisions on search firm and begin to speak to issues of what the statement of leadership criteria will look like. So, that's all going to happen in two meetings in May.

I think our announcement of who's going to be on the search committee will be early in June, no later than that Board meeting over commencement weekend. It could well be that we meet over commencement weekend, put the final touches on the search committee, give me 24 hours to leave the country, and then we'd make the announcement. That's our current thinking. [laughter]

**AL MULLEY:** I don't think I get to go with him.

**STEVE DONOVAN:** Let's jump to the back first, Bill?

**BILL BASCHNAGEL:** Yeah, Bill Baschnagel, class of '62. Let me just add another challenging, small element to your considerations. I would ask that you keep in mind that part of the Dartmouth community is the town of Hanover. And there have been, as I'm sure you're well aware, stresses and strains, if you will between the college and between their neighbors and between the town. Whoever you pick, I would hope to have—And by the way, when I say that, I think Jim has done an awful lot to help clarify those issues over time, but they've built up for quite a while. And I think we need to keep working on it, the college needs to keep working on that relationship, just as the town does. So whoever you bring in, I think, has to keep in mind that's part of the community. It's a fourth smaller corner, perhaps, on that sail, but it's every bit as important, particularly as the college expands its facilities, as the college and the town come into more and more opportunities for rubbing shoulders in a perhaps negative way, and as the college has a harder and harder time of integrating the community into the college.

It's not a major issue, but it's a real issue and I think that whoever you pick needs to be aware that he or she needs to communicate to particularly the staff, the administration, the necessity to work with the town and the town to work with the college as true neighbors in a cooperative venture. So I would hope that that would be part of your considerations.

**ED HALDEMAN:** It's good input, thank you.

**AL MULLEY:** Thank you. I'm seeking input from those who can represent the community with regard to those issues as something that we should do during this period, thank you.

**STEVE DONOVAN:** Hunt?

**AUDIENCE (NAME INAUDIBLE):** I was looking at your comment here about Dartmouth's opportunities over the next few years. And I was trying to think of a couple of things, what are the opportunities that you're trying to draw out. But the thing that bothered me a little bit was the next few years. I trust the board has a vision for where Dartmouth should be over the next 10 to 15 years, because the president that you're bringing on board, I presume, will be with us for about 10 years. So, he's going to execute some program. And I guess I'd like to know how far the Board has gone in developing the vision for Dartmouth for 10 years that you would hire a president to execute? Or, is that not the way you're looking at it?

**ED HALDEMAN:** Well, I'll start. And you're exactly right. The process that we will be going through during the month of May and with the search committee early on in the formation of the search committee, will be to establish something called Statement of Leadership Criteria, and that document will really be well crafted to speak both to the issue of our vision for Dartmouth over the next decade, what's important, what the issues will be, and therefore what sort of criteria we will be looking for as we look for a person to implement that long-term vision.

That was done exceedingly well by the last search committee. Al and I have read that document and it made a very, very clear statement of the vision and direction of the college over the long-term. And if one reads that, one would conclude that Jim Wright has done an extraordinarily good job, because he has done exactly what that Board and that search committee was looking for. So, we will be going through that process. It's a logical time to sort of re-sharpen and renew thinking on the issue of long-term vision.

**AL MULLEY:** I think your point is well taken, and I would strike that phrase and replace it with future. Any transition for an institution like Dartmouth represents an opportunity for strategic thinking, and this is an opportunity to gather input for that kind of collective visioning exercise. And if you had the opportunity, as Ed and I have had, to

read the 200-plus statements that have come across the website, as well as hearing from staff and students and faculty yesterday, we're off to a good start with that.

**DAVE BRADLEY:** Dave Bradley, class of '58. I came in a little late, so if someone's already said this, I second the motion. [laughter] But it would be awfully nice, in my view, if the person you select will see this as their last job that they'll ever have and not see it as a stepping stone to go on to something else.

**AL MULLEY:** What could you possibly go on to? [laughter]

**DAVE BRADLEY:** Well, that begins to get into, well, how old can this person be? And I don't think you can, you know, really have that as a test. It's just nice, maybe ideal, if that's the way the person would look at it. I know I've just been involved in a search for a headmaster for a private school, and so far, it seems like this is—It feels right that this person sees this as their last job, and I think that's wonderful.

**ED HALDEMAN:** It seems to me that's pretty much been the case in the Dartmouth tradition, is that not right? In my ... (inaudible) I think it's generally been the last position each time.

**STEVE DONOVAN:** Then again, you never would have known that when John Sloan Dickey was appointed.

**ED HALDEMAN:** Right.

**STEVE DONOVAN:** We'll go here first, I just think he had his hand up first, and then we'll go to the back, thank you.

**HUNTLY ALLISON:** I'm Huntley Allison, class of 1942. In your wisdom in selecting a new candidate, I hope you'll remember the fact that the partner of the candidate is very important. I know Jim Wright always talks about "Susan and I" in all his relationship

with alumni and in the community. And somebody that has a partner who knows the community well as Jim Wright does, it's certainly a tremendous help.

**ED HALDEMAN:** Susan was a wonderful asset. Let's hope we can get—I doubt we can match Susan, but maybe directionally we can get somebody like her.

**AL MULLEY:** Yeah, exactly, good point.

**STEVE DONOVAN:** Way back up, thank you.

**BILL MCGONIGLE:** Good morning, Bill McGonigle, class of '95. Just to maybe pull a couple of threads together that some people have mentioned, someone like Dickey or perhaps Hopkins before him, these were guys who maybe wouldn't fit the traditional mold of, okay, who should we consider for president, Hopkins coming out of business, or Dickey out of business and then government. And so just throw that out there, certainly if someone is involved in private equity, they might be a good academic fundraiser. There's probably people to be drawn from all different sectors, but as far as it's a good point about what will the challenges be during the tenure of this next president? And about the mean tenure of a Dartmouth president, is about 15 years. And that can be a long time. This might be my personal perspective, but I see technology and education as really ramping up exponentially, and if you think about 15 years ago, we're looking at a place where the Internet didn't even allow commercial traffic, and 15 years from now, I don't know what's going to be out there, but we're certainly going to have a really fast tele-presence to everybody's homes and I think education and technology are—Something is going to happen, and Dartmouth is going to have to—I don't want to say deal with it, but probably embrace it.

And so a leader who has some experience in this regard, or as was mentioned earlier, someone with vision, but especially around how education might change during this time. I think that would be an important consideration.

**ED HALDEMAN:** Thank you.

**STEVE DONOVAN:** Mike next and Paul second.

**MIKE CHOUKAS:** Mike Choukas, class of '51. First of all, at the risk of having to state publicly that I agree with something Carey Heckman said [laughter], I would say that I've always felt that the president of Dartmouth, unlike most of the institutions that we compete with, has to be very much like the headmaster of a secondary school. He or she needs presence with the faculty, with the students, with the public in Hanover. And also has to really be able to work outside with alumni. And I think that's something that really needs to be kept in mind. It is unique, I think, to a place the size—An institution the size of Dartmouth, that you need somebody that's very much like a headmaster of an independent school.

But I do have a question for Ed. You mentioned earlier that in talking to faculty last night that they had expressed some concern about things they've been hearing about the tension between research and teaching and that you had said some things that, by implication, seemed to placate them maybe a little bit. And I wonder if you'd be willing to share with us what the views you and the Board have about research versus teaching?

**ED HALDEMAN:** Yeah, in my view, and I have the advantage of having been in lots of Board meetings where we've talked about that issue, there is very, very little disagreement amongst the Board members on the issue of what type of faculty we want at Dartmouth. I think sometimes when one reads media accounts or other written works, one gets a sense that there is a huge divide in that there is a group that thinks that there are faculty members here who are doing too much research and not enough teaching and that it's a zero sum game. I think you sometimes hear or read something like that.

But if you're in the boardroom, one learns that within the Board of Trustees, there is not much of a divide. That generally, everybody sees that what we need as faculty members who do both, and that people actually—Faculty members become better teachers for

having been leading edge researchers. And I think there's essential unanimity on that view, and that's why it was troubling to hear that perhaps in some way or another, some faculty members had been receiving a different message about that.

But I believe strongly that we are of one mind about that what we're trying to have our faculty do and the fact that we have, in almost all ways, been successful in making that happen here at Dartmouth. And we're one of the few places that has been able to do that. So again, I don't think it's that big—You know, any time you get 20 people, there could be a small, little bit of deviation about maybe the emphasis, too much this way or that way, but I think the general principle that research is a good thing and it supports the teaching that goes on in the classroom, but that the really important distinctive characteristic of Dartmouth is that our faculty loves to teach, I think is a premise that everyone agrees on.

**STEVE DONOVAN:** Paul?

**ED HALDEMAN:** You've been in the same Board meetings, you would—

**AL MULLEY:** I think that's right, and it's a source of frustration that the false dichotomy of teaching and research in terms of educational excellence is held up as often as it is, given that that really isn't the view within the boardroom.

**STEVE DONOVAN:** Paul?

**PAUL TUHUS ['69]:** Ed, I think everybody would agree with the statement you made in your first remarks about the trustees are there to look at the long-term future of the institution and not to be managers on a daily, monthly or even yearly basis. Recently, we've had a period of what an alumnus friend of mine calls a series of relentlessly clumsy public relations gaffes on the part of the college. I'm not referring to the trustees split or the association of alumni, but looking back over the years to things like the proposed abolition of the swim team, the Furstenberg letter, there have been a number of things

like this. And as a number of people have spoken here, one of the qualities that we would hopefully find in a new president is this CEO type characteristic which would inspire people up and down the chain of command, if I could refer to it that way, within the institution so that the institution could speak with one voice on matters that are potentially very controversial.

If this sounds too much like day to day management, I would suggest, although I don't have the facts, that each of those incidents I mentioned, and several others, have consumed thousands of hours on the part of employees at the college and recovering from them and they potentially may not have, but could potentially cost the college millions of dollars in support from various alums who are not considered with the way some of these announcements or decisions were conveyed.

**ED HALDEMAN:** Well, let me start by letting it not go unnoticed, the premise to your question, or where you started, I think, and I hope I heard you right. I think you said that, Ed, no alum could disagree with your statement about the trustees being involved in the long term. The reason that's so important to me, if it's in fact true that no alum could disagree with me, that's the first time that's happened in my tenure as Chairman, and I didn't want it go unnoticed. So I appreciate the premise of your question.

It is no doubt true that with the benefit of hindsight there have been some, I guess your phrase was maybe even colossal PR—

**AL MULLEY:** Clumsy.

**ED HALDEMAN:** Clumsy PR moves. And I guess that's true with the benefit of hindsight. And I guess there's no doubt that there have been some mistakes and things could have been done better in the past. And we are, we the Board, the college, the administration, is trying to do a better job. We've tried to be way more sensitive to public relations and our communications efforts, and we've tried all kinds of different ways to get messages out there, and we've tried to be more open and transparent and done many

more club visits. So there's a lot of things that we're trying to do, and I think we still get some wrong, and we'll try to get better at it.

I think, and as we look for a new president, there is no doubt that along with the list of criteria that Martha and I were talking about that we're looking for, another one is somebody skilled in the art of PR and communication and articulation to help make sure that we don't have clumsiness in our communications and PR. So that's a given.

Having said all that, I think we have to recognize that this is a really big place with very complicated issues, and involving lots of people, lots of students, lots of faculty members, lots of administrators. And whenever you have something that big, that complex, there is a possibility that some mistakes are going to be made and we're just going to have to deal with that. It's not our standard—Our goal should be perfection, but we're just not going to achieve that. It's a really tough job to get it all right. We're going to work hard on it, I think the college is trying as hard as they can. One way one would go about trying to do a better job would be to have better and more people do it, and we've done some of that. So, we'll keep working on it, but we'll probably still have a mistake every once in a while that we'll have to fix. So thanks for the comment.

**AL MULLEY:** If I could just add to that a little bit, I think it's important to always remember the nature of the college environment and the fact that it is really hard to think in terms of command and control. If you think about the nature of a faculty, if you think about what tenure is designed to confer on faculty and its relationship to academic freedom and how that alters the leadership relationship, communications are a lot more complicated in an institution like that than in a corporate environment with a CEO.

And in an environment like that where freedom of speech and academic freedom is prized and should be part of the communication because it's important to learning and discourse, good will becomes very, very important. And just to speak personally, having been with alumni on many, many occasions over the last four years, I've been with students, having been with faculty, there is an element that sort of creeps into the

Dartmouth discussion that feels a little bit like people are lying in wait for the little bit of clumsiness that can somehow be held up as yet another example.

And again, just speaking personally, there are times when it feels like you're in a game of gotcha. And I've spoken to Ed about this, and that's not good for any environment. I think this time of transition would be a time for all of us to think about how we can ratchet up the curiosity, ratchet up the engagement, ratchet up the healthy skepticism, but ratchet down the cynicism and see if we can't build as much good will among the entire community as possible.

**STEVE DONOVAN:** Barry?

**BARRY HARWICK:** My name is Barry Harwick, I'm Dartmouth class of '77. I'm in my 16<sup>th</sup> year of coaching at Dartmouth, I work with the track and cross country teams here. I wanted to take just a minute to put in a word for what President Wright has accomplished already. In the years that he's been here, I think there's been a tremendous effort on his part to really get himself involved in what he calls life outside the classroom. I think that's certainly a vital component.

About two years ago, President Wright had a chance to speak to the Dartmouth Club of the Upper Valley. I think many members of the audience were here in that particular time. And some people were complimenting him on how much he'd done in terms of facilities and increased visibility for some of the extracurricular activities our students enjoy. But he also made a very clear point that there's still a lot of work that needs to be done. And I would certainly echo their sentiments as well. In the area that I know the best, which is certainly athletics, I think that President Wright's personal involvement as being a spectator, being a supporter, being an advocate, have been invaluable for us. So what I'd like to think is when we find his successor that we find someone that is equally enthusiastic about life outside the classroom, is willing to take the time out of his very busy schedule to kind of share that on a daily basis to the people that work at the college, and specifically to the students as well. Because while he's accomplished a lot while he

was here, different presidents have different areas of expertise and different areas of personal attention. I think that's been one of President Wright's strengths here, and I would hope whoever the search committee finally, ultimately ends up with will continue the good work that President Wright has done in those areas.

**ED HALDEMAN:** Couldn't agree with you more. I had kids here who played sports and it was amazing to me how many times I'd see him down in Alumni Gym, all events. Just amazing how visible he is, and it's absolutely amazing how much the students appreciate that, and their parents appreciate it. I mean, as I would sit around and talk to the other parents, it just blew them away that the President and his wife were down there watching an event. It really, really is a big deal and we've been very, I'd say almost, we've been spoiled over the past 10 or 11 years. It's a tough standard for a new person, a very busy person. But certainly, I think we recognize what a difference it makes on this campus.

**STEVE DONOVAN:** I'm sorry, Al, did you want—No? Dennis. Sorry if I messed that up, we'll go back to you, thanks.

**DENNIS BROWN:** Dennis Brown, class of 1970. I also have the privilege of now working for the college and it's a delight to do that. I just wanted to reinforce my friend, Paul Tuhus, remark about the importance of public relations. And I guess I've worked now at four different college, institutions, I'm a fundraiser, so I get a lot of feedback from alumni as well. And I also have insight into administrations and have seen a number of different presidents. And I guess the quality that I would urge you to look for in addressing the issue of public relations is that there's a coachable dimension to people, and some presidents are coachable, well coached and seek coaching. And I think certainly in the area of public relations, I'm delighted that we now have a vice president of communications on board.

I'll just mention for those of you—Most people know that that search was a very long, long process. And I think public relations is an area where there is expertise to be leveraged. And so I would hope that the president you choose is someone who looks for

coaching in that regard, and that we don't demand or expect the president to be the professional, the ultimate professional in that area.

And now I'd like to just go back to another thing about other aspects of presidents, and I think it's interesting that it was started off by a gentleman looking at certain models of presidents. And I think he mentioned John Sloan Dickey and Jim Wright. Other people have mentioned John Kemeny. Ultimately, I think presidents will be judged in the long haul by how they do the tough decisions, and I think there have been two attributes that have been raised here in this discussion today. And one is getting it, and I think John Engelman raised that first. I mean, what is there to get about Dartmouth? I think there's a lot to get about Dartmouth. I think it is, if not unique, it's certainly a very distinctive institution. We could have a seminar on what it means to get it in terms of Dartmouth. But let me just say that alumni, who I speak to frequently, go back to John Kemeny as someone who got it about Dartmouth.

And then I think the other issue that was raised was the issue of trust in the president. And I would just comment that I think trust is a two-way street, especially with this community. And so it does go both ways. And the one comment that I would just reflect back that was mentioned, it's not my comment, but from an alum that I recently visited in Chicago, said that, you know, the thing that Kemeny got that in his mind, even Jim Wright, as much as he respected Jim Wright, didn't get is that alumni have to—Our alumni, you have to hear all the voices. And John Kemeny got that about it. And because he heard all the voices, he got it about the college, and he was trusted. And that allowed him to take on some very, very difficult decisions and do it with a level of grace that regardless of what you believed about his ultimate decision and where the college went, you had to say he heard the voices and he listened to the voices and then he trusted those voices as well, and he processed those voices. So I think those are things I hope the committee will look for.

**AL MULLEY:** That's very helpful, Dennis. Coming back to your first comment, I'm a real believer in coachability as being a piece of that self knowledge, and also being

helpful in very practical ways in dealing with the issues that Martha raised earlier. And clearly, trust is something that has to be earned. And you earn it by it being mutual, demonstrably. Thank you.

**STEVE DONOVAN:** We're going to have to cut the questioning in five or ten minutes, so in order to hear all of the voices this morning, let's move things right along. Back to you, sir.

**CAM ELDRED:** Good morning, my name is Cam Eldred. I graduated from Tuck in '83, an undergrad at Williams and quite honored to be here today, to have been invited. My point is the long-term view. When you look at Dartmouth as an institution, it is older than any publicly traded corporation and most institutions in the world, and many governments. Look at a two year goal, I think, is very short-sighted, a ten year goal is probably short-sighted. And I think the real challenge that you have is to identify a candidate and then bring him on board who can keep the trains running on time and also have a very long-term view.

One thing that hasn't been mentioned, I will assume that Dartmouth's expansion of the facilities will continue over this next president's tenure. And I think there's an aesthetic component that is very important. A legacy of a president of an institution is its physical space and how it uses designs and executes those spaces. My daughters attend the University of Virginia. When you walk on that campus, you immediately think Thomas Jefferson and his architectural greatness, and that lingers. I think the capital that's being deployed here, there's a great opportunity for the next president to lead a building campaign that not only is functional and utilitarian, meets students' current needs, but really does have a long-term vision that makes Dartmouth a very special place in 100 or 200 years, which we know it will be.

And in terms of the mission, the academic mission, the commitment to the undergraduate education, I think there are many great things going on at Harvard, Yale and Princeton, but I also think Dartmouth might benefit from a look down the hill to institutions like

Williams that I attended that are taking a different approach to how they run their institution. I'm not saying Dartmouth should emulate them, but there are interesting things going on, and I guess the candidate should be open-minded to great and innovative ideas from any number of sources of inspiration.

**ED HALDEMAN:** Cam, I'd be interested, before you give up the mic, I'd be interested in your view of our building program over the past 10 or 12 years. We've done a lot of building. How do you feel about it in terms of aesthetics and functionality and the prioritization that we went through?

**CAM ELDRED:** I think it is a real challenge to get it right, and I think time will tell. If we're building buildings with the idea that in 30 years they will function wonderfully and then be available for tear down, to be replaced as Bradley was—I'm not saying that was a bad decision—That's a terrible failure in my view. The capitol's been spent, and maybe something great can happen. I think the north campus and the northern expansion is a very logical thing. I hope it fits together as a unit, I hope it inspires our undergraduates. I have a view that perhaps there should be a sign ordinance that no building should be named with letters larger than the letters on Baker Library. And maybe, I know it's difficult, but the naming of these buildings, perhaps there are other ways to do that. But I think the physical plant is inspirational to both students, prospective students, and alumni, the care and consideration with which that's developed should be an important component in the next leader of the college.

**ED HALDEMAN:** Thank you.

**STEVE DONOVAN:** Sally? Sorry.

**MARY KENDALL BROWN:** Hi, I'm Mary Kendall Brown, I was in the class of 1978. I'm wondering, as I sit here and listen to all the comments, it seems to me from the description that you're almost given a mandate to consider quite seriously a graduate of

Dartmouth because you describe the kind of people I certainly went to school with and many that I didn't who were graduates of the college.

But I also wonder when you meet with faculty if you get a very different mandate, that perhaps gives a lot of pressure to consider people outside the college? And if you ever marry the two constituencies in meetings like this to help educate us both about the perspectives, I'm sure faculty has ... (inaudible)

1:13:26 – 1:14:34 (recording malfunctioning)

**AL MULLEY:** --who are qualified, who bring the right leadership qualities, who are a potential fit to lead Dartmouth into the future, the long-term teacher. For us to use any single attribute, as I said before, age, race, gender, alumni status or not, I think would be irresponsible. And when I said that earlier, I saw a lot of affirmative nods. So I don't feel a mandate that this has to be—That the next president of Dartmouth has to be an alumnus.

**ED HALDEMAN:** And in our faculty meetings yesterday, we didn't hear much dichotomy on the issues of Dartmouth person versus non-Dartmouth person. There was, to the extent that there was any kind of advocacy, it was on the notion of make sure you get somebody who understands that research makes one a better teacher in the classroom, make sure you see one who appreciates what we do, understands what we do, values what we want to do, build a faculty around that notion, is what we heard more of.

**STEVE DONOVAN:** Is there a hand in front of Mary earlier, Coach?

**BUDDY TEEVENS:** Buddy Teevens with the football program. Thanks for what you guys are doing, I think it's wonderful to get some exchange and what not. I sit here and I equate this whole process to recruiting, which we do an awful lot of. Over time, I've come to believe the fit is more important than the talent. And I would encourage the board to consider that strongly, someone that appreciates the location. When I go out and

look for a great player, if he wants an urban environment, this is not the right place for him, not the right fit. The size, the outdoors, it's a unique opportunity for somebody that engages in physical activity, or appreciates hiking the Appalachian, traveling down the Connecticut, reverence and appreciation for athletics. Strong communicator, someone with exceptional interpersonal skills, someone with compassion and courage. They can address some of the issues that confront us all, but will do it in a manner where people feel like you're being heard, and then maybe a difficult decision is rendered.

Significant other, I think that's very, very important. We're a small town, you go home to somebody, and to have support and hopefully someone that's engaged in that type of environment. There are people out there, and I think we need to take a position, this is an exceptional opportunity for someone and to make sure the fit is right for us. So I know Tom Crady, the new dean, the short time I've been involved with him, he's been exceptional. Listener who will go out, courageous, make a decision, there are other people out there, whatever their pedigree, whatever their background, they would be right for Dartmouth. I'm sure you guys will find him.

**ED HALDEMAN:** That's great input. In terms of recruiting somebody to this job, the advice that we've heard that's resonated with me is that the best way to sell somebody on this job is to come here and spend time with the students. And it's not just because they are so exceptional or so diverse, but rather because they love the place so much. And that love that they feel is infectious and will be communicated to a candidate. And that'll be the big draw for the person, resonated with me.

**STEVE DONOVAN:** One final comment or question?

**AUDIENCE (NAME INAUDIBLE):** During the New Hampshire primary season, about once a week some talking head referred to Dartmouth University, at which point my wife would stick her fingers in her ears while I ranted and raved about Daniel Webster and all of that. I think it's important that whoever we pick not only understands, but is enthusiastic, about the fact that this is not Dartmouth University. We have graduate

programs, but that the focus, as I understand it anyway, continues to be on undergraduate education.

**ED HALDEMAN:** Absolutely. And once again, one might think based on what one reads or hears secondhand, that there is a dichotomy on the Board on that issue. But there isn't. There's not a feeling of tension on that issue. We all buy into the notion that our mission is the focus on undergraduate education, but we've got some incredibly wonderful professional schools that round out this great campus and that we've got some graduate programs that help and enhance the undergraduate mission and allow us to attract even better faculty. So I think there's just about unanimity on that issue as well on the Board.

**AL MULLEY:** In a recent conversation, I was struck by a premise that somebody put before me, and Ed was involved in this as well. If you were trying to design an environment that would create leaders for the future, regardless of what issue you are engaged with on a global scale at this point, you might start with something like Dartmouth. In other words, the fact that Dartmouth is an institution that has a vast majority of its students as undergraduates, but also has leading professional schools and strong graduate programs that allow faculty and students to create knowledge together would be a very, very good starting place to build upon in order to create leaders as an exemplar in higher education.

I think the whole Board subscribes to that. I think some of the difficulty in the conversation in the community is, again, reflects false dichotomies, that somehow research necessarily detracts from education, that somehow the presence of arguably some of the best graduate schools in the country on campus, somehow detracts from the undergraduate experience. Those are false dichotomies, and I think we have to find a way to communicate the real potential for Dartmouth to train leaders and make the world a better place, without getting into that.

**STEVE DONOVAN:** Any closing thoughts, gentlemen?

**ED HALDEMAN:** Thanks so much for coming. This is the most important thing the Board ever gets to do, it's going to be a big focus of our time over the next year. We very much appreciate you coming and welcome your input at future meetings like this, and over the web. So thanks so much for coming.

**AL MULLEY:** Thank you very much.

**STEVE DONOVAN:** Thank you all. [applause]

END OF SESSION