

**PRESIDENTIAL SEARCH OPEN FORUM WITH STUDENTS – 4/14/08**

**TOM CRADY, DEAN OF THE COLLEGE:** We're going to go ahead and get started. For those of you who don't know me, I'm Tom Crady, I'm the Dean of the College. We'd like to welcome everybody to this special session of the presidential search process. Please remember that this session is being audiotaped and videotaped, and I'll remind people, then, as we go throughout the sessions, so everything that's being said here today will be recorded.

I personally want to thank Ed Haldeman and Al Mulley of the search committee for giving staff, students and alumni the opportunity to present input into the search before the process begins for the next search for the president of Dartmouth College. Charles Ed Haldeman, class of 1970, has been a member of Dartmouth's Board of Trustees since 2004, and was elected chairman in 2007. He is now the President and CEO of Putnam Investments, and has been CEO of Delaware Investments, President of the United Asset Management Corporation, and was a partner and director of Cook, Byler Incorporated, an investment management firm. Haldeman is a chartered financial analyst, a CFA, charter holder, a member of Partners Health Care Systems investment committee, and serves on the Board of Governors of the Investment Company Institute.

Albert Mulley is the Chief of the General Medicine Division of Massachusetts General Hospital and an Associate Professor of Medicine and Associate Professor of Health Policy at Harvard Medical School. He has been a member of the district Board of Trustees since 2004. After graduating from Dartmouth in 1970 as a Rufus Choate Scholar and a Phi Beta Kappa member of 1970, he received his M.D. and Masters of Public Policy degrees from Harvard Medical School and the JFK School in 1975 and completed his residency and training in internal medicine at Massachusetts General.

The search committee would like your comments, and it's really designed to elicit student comments. This information will help guide the trustees when they meet in May to

develop a standard of leadership criteria. The three questions that you received on the way in will help guide this process. Please raise your hand if you need a card. Anybody need a card at this point? Everybody has a card, all right. Please remember that this is a listening session for you to share your views. The session is scheduled for 90 minutes, and the session will end at about 5:00.

Please remember that this is a public forum. And again, it's videotaped and audiotaped. There are reporters in the room, there are reporters from *The D*. Members of the committee plan to share your input with the entire Board of Trustees. In addition, Dartmouth's in-house publications, including our website, Dartmouth.edu will be covering the session and presenting excerpts.

There are other options for providing input if you don't want to stand up in front of a microphone. Anonymously, if you'd like to ask a question without identifying yourself, you may also write your question on a card and we will retrieve it and hand it to the trustees. Online, use the input form on the trustee website, and write on the back of the card you were given at the door and leave it at the table when you leave.

Just some basic guidelines about asking questions. Please line up at the microphones around the room. There's plenty of microphones to go around, it looks like. And please introduce yourself and your class year, if you would. Our goal is to enable as many people to speak as possible, and so we want to hear from everybody, if possible. So please keep your remarks brief, one to three minutes. It's fine to make a statement, you don't need to ask a question, although you are welcome to. If you are representing a news outlet, please keep your remarks brief. And if you're running long, I will remind you to come to your point to enable more of you to speak today.

As we near the end of the session, I will ask for final statements from people so we're able to end on time at 5:00. Stay as long as you like, but feel free to leave at any time.

And now I'd like to introduce our trustees, Ed Haldeman and Al Mulley. Thank you for coming, and please share your thoughts.

**ED HALDEMAN, CHAIR OF THE BOARD OF TRUSTEES:** Thanks, Tom. What I'd like to do is really encourage some sense of informality if we can. It's hard in this room and with microphones and everything, but like to have an opportunity to engage back and forth, so really feel open to ask anything that's on your mind, make any kind of observation you want on the Dartmouth campus, the Dartmouth community, what's going on here. We're here because we're really embarking on probably the most important thing a Board of Trustees gets to do, and that is to pick the next president. And we are determined to do the best job we can as a Board to get the best president so that Dartmouth continues to be the leading institution that it has been for so many years.

When I learned of Jim's decision to step down, as of Commencement 2009, I thought about who should take on the role of leading the search for the next president and decided pretty quickly that the best person for that job was one of my classmates, Al Mulley. Al and I were both class of 1970, both parents of people who've come to Dartmouth, so it's a place that we know and love well. I think Al is particularly well suited for this job because he is, among other things, a great listener and it's really part of his nature to get input and to visit with people and try to learn from other points of view.

And we've had a session like this already today with the staff of the college, the full time employees, the non-faculty members. Now, we're visiting with students. This evening, we're going to visit with some faculty members. Tomorrow morning, we're going to meet with alumni from the Upper Valley. And this is just a start of our effort to get as much input as we can. It's very, very early in the process. We haven't even put together a search committee as yet, we haven't picked a search firm. It's real early and that's one of the reasons we wanted to visit with you today, was to get your input early in the process about the process we ought to use, what the search committee ought to look like, what

process we ought to follow, what traits we ought to be looking for as we think about the next president.

Before I turn it over to Al, I would like to make one observation about the role of the Board of Trustees, because I think there is sometimes uncertainty amongst the Dartmouth community about the role of trustees. And the role of trustees is quite clear as to what we do and what we don't do. What the Board of Trustees does is work with the president to set the strategic vision, the strategic direction, the vision and mission of the institution over the very long-term. What the Board doesn't do is run the college on a day to day basis. The running of the college is left to the president, his administration, his leadership team, to run the institution on a day to day basis. So the two roles are pretty clear. Once in a while, the line gets a little blurred, but I think our trustees have done a good job of setting the strategic direction, being involved in setting the mission, but allowing the administration to run the college on a day to day basis.

So with that as preamble, I think I'll turn it over to Al to describe a little bit about the process to date and where we think we'll be going with regard to the search process.

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

**COMMITTEE:** Thanks, Ed. I want to join Tom and Ed in thanking you all for being here. We really need your input, we're not just looking for some views for the sake of finding out what people are thinking. There isn't a person in this room who doesn't want to see a successful search that identifies and recruits and appoints a President of Dartmouth that will make Dartmouth an even stronger institution in the future than it is now. And there's a ceiling effect. It's already a very, very strong institution, so we're looking for extraordinary leadership to lead Dartmouth into the future.

And in order for that to work, there has to be a good fit. There has to be a good fit with a shared vision, shared aspirations of what Dartmouth can be in the future. We're at the very preliminary stages of the search process, where the community as a whole reflects

on what aspirations do make sense for Dartmouth in the future. What are the challenges that Dartmouth faces? What can be accomplished if those challenges are overcome? And then what are the kinds of special qualities of leadership that are necessary in order to overcome those challenges and realize the opportunities? And if we don't spend enough time talking among ourselves about that and creating a statement of future leadership that we can all feel good about, it's going to be very hard to identify and recruit and appoint and then support the next leader of Dartmouth.

So, this is a very important part of the process for us, this is the very early stages of the process. Just to give you a look ahead, we learned about Jim's decision in early February. He gave us a good, long time to have an orderly search and succession with his announcement that he would plan to retire after the academic year in '09. The trustees were able to meet and talk about that at their regularly scheduled meeting in March, but we actually decided that we were going to spend a good bit of time in preparation. I was named as Chair of the search, but the process that we will follow has not been discussed. We're going to be doing that the first week in May at a special Board meeting, and then again the last week in May at a special Board meeting before our regularly scheduled June meeting at the time of Commencement.

So there are lots of questions that you may have about the process, about the composition of the search committee, about what kind of announcements can we expect during the course of the search that we can't answer simply because we don't know the answers. We haven't discussed that as a Board yet.

So, I mention that just so you don't think we're being evasive if we say we don't know, we're not. We just need to deal with those issues as a full Board during our special meetings in May. We are here to listen. What we hear from you is very important, and it's all about finding the best leader for Dartmouth to succeed Jim Wright.

Just to reiterate that point before one of you comes to the mic, if you think about Dartmouth's long history, it was, at least for me, rather remarkable to realize that yes, the most important thing that Boards do is to name the leader of an institution. And this is only the 17<sup>th</sup> time that a Board has had the responsibility to appoint a leader in the Wheelock Succession. I hope you get a sense from the conversation that we have today that we take that responsibility very seriously and we hope that the entire community will join with us in that. Thanks again for being here, do we have a brave soul who will come to the microphone first?

**MOLLY BODE:** Hi, I'm Molly Bode, I'm a '09, actually the new student body president, so I just want to ask how many students do you plan on having on the search committee?

**AL MULLEY:** Molly, that falls into the category of the question we don't know. I appreciate your asking, but we really don't know. What I can do is tell you that in the past two Dartmouth searches, and that's relevant because we are obviously looking at institutional precedent, we're looking also among our peer institutions to look at best practices, if you will, many searches have students involved, many do not, on the committee as opposed to study advisory committees. The last two Dartmouth searches had 14 members and 18 members, and each of those committees had one student.

**MOLLY BODE:** Are you looking to increase that this year?

**AL MULLEY:** Don't know, haven't had those discussions.

**ED HALDEMAN:** Molly, do you have any input for us on that issue?

**MOLLY BODE:** Yes, actually—

**AUDIENCE:** Could you use the microphone?

**MOLLY BODE:** Sure, one second. Well, actually after talking to some of the Ivy League schools, I know Columbia included two in the last search, and others have included three or more. So I just wanted to encourage you to think about putting two, three as well as doing more venues such as this to gather student input, so yes. I'd like to work with you on that as well.

**ED HALDEMAN:** I think you can count on us to do more venues like this, certainly once the whole search committee is put together, the search committee will be wanting to have an opportunity to visit with students broadly, as well as the other constituents.

**MOLLY BODE:** Because I feel like that's a very large concern of the student body, is having as many students on the search committee as possible, two to three.

**ED HALDEMAN:** Okay, thank you.

**NICK DEVONSHIRE:** Hi, I'm Nick Devonshire, I'm an '11. And I'd just like to ask you about your plans for how green the President of Dartmouth will be. That's not to say his Dartmouth pride, because I'm sure it will abound, but I'd like to know how much he will support campus environmentalism and sustainability, and how much he'll actually go to lead it. I'd like to make you aware of a petition that's going around, actually, it looks a little something like this. It's been in circulation for just a few days and it's already collected hundreds of signatures.

It reads as follows: Yes, amongst other qualities and goals, I would like the next President of Dartmouth College to, one, work promptly to cap and reverse the rising level of Dartmouth's carbon emissions. Two, prioritize energy efficiency in all campus construction, renovation and purchasing. And three, establish a binding sustainability policy and emission statement for the college.

So, this petition has already collected several hundred signatures, and it'll probably end up on your desk, Mr. Mulley, April 22<sup>nd</sup>, that's Earth Day. But, I was curious for your thoughts on what will the next president do in terms of sustainability and making this place as green as possible?

**AL MULLEY:** I can't respond with any details. I will tell you that we will be looking for a president who understands well the issues that we all face with regard to our environment, with regard to our responsibility in a global world. I can also tell you that having read virtually all of the submissions across the website, that you're not at all alone in your concern. We're listening, we're paying attention.

**NICK DEVONSHIRE:** Oh, that's great. Thank you.

**AL MULLEY:** You're welcome.

**TOM CRADY:** Other questions?

**TYLER BRACE:** I'm Tyler Brace, I'm an '11. Through talking with other students, it's become pretty clear the current divide between a lot of the alumni and the administration is certainly not particularly helpful to the college. But at the same time, the other side has had a lot of complaints and suggestions that they would like addressed. So what I would just ask you to comment on is the opportunity that this provides for a president who is capable of unifying these different factions. I'd just be curious to see what you thought about this opportunity to unite the college behind a president that both sides can agree on?

**ED HALDEMAN:** Yeah, well I would start by saying that in my view, Jim Wright has worked hard to bring the alumni together and it's clear there are still issues that divide us. But Jim has worked tirelessly and been very active with the alumni to articulate his mission, his vision, priorities, and to bring us together around them. And I think as we

seek a president, clearly that president will understand—The candidates and the ultimate selected president, will understand that there are some issues that divide the alumni. There are 67,000 of us and there's a wide range of views there.

But that new president will also understand that the passion and commitment that the alumni body brings is a huge asset of this institution. And their love of college is well articulated in the volunteer activity, the interviewing, recruiting that they do, the alumni activities and clubs that thrive because of volunteer activity, as well as the great fundraising that our alumni are famous for. So, absolutely there are some issues and the candidates will understand that fully. But I think they'll also see that the alumni have an unusual passion and commitment to the institution.

**AL MULLEY:** I would have little to add to what Ed just said, but I do want to compliment you on the way you phrased the question. It's important to recognize that transitions really do provide opportunities for strategic thinking and for accomplishing what might not otherwise be possible, and finding ways to bring the community together in even more constructive ways than has been the case in the past, is obviously something we should all be working at.

**LEE COOPER:** I don't have a question, I have more of just a comment. And I've been hearing a lot of whispers from different alumni, you read about a search process that goes on at other schools, criticisms of our current and past presidents. And you often hear about the dichotomy between hiring an academic versus a CEO. And I just want to also throw in that there's a third option; that's someone who's worked in the public sector. I think on this campus, you see a lot of times, the students see it a lot, the reality is there's a big bureaucracy and policies get pushed through, and a lot of times they don't seem logical, they don't seem like good public policy. So I think maybe just keep in mind there are other options besides a CEO or an academic. There are people who are involved in policymaking, and that's an important part of the way this campus runs.

**AL MULLEY:** I missed your name, sorry?

**LEE COOPER:** Sorry, I'm Lee Cooper, I'm a junior, '09.

**AL MULLEY:** Thanks very much.

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

**AL MULLEY:** It is good input.

**ALEX ABATE:** Good afternoon, I'm Alex Abate, I'm a '09. And talking about how you're still in the process of putting together your search committee. I'm hoping that you could use this forum to commit to putting a petition trustee on the search committee.

**AL MULLEY:** We can't commit to anything until we have discussion among our full Board in May. I've tried to make that clear in our initial opening remarks, but we're going to be meeting the first week in May and the last week in May and will be discussing the composition and size of the search committee and how we go about naming people at that time.

**ALEX ABATE:** I would urge you that, seeing as we're going to need a president that will help unify the college, I think that would be a good step in that direction.

**AL MULLEY:** Thank you.

**KYLIE LAM:** Hi, I'm Kylie Lam, '09. And on campus lately, there's been a lot of discussion about social spaces and the Greek system versus the non-Greek system and the phrase, alternative social spaces. And, as a member of ... (inaudible) organization, I was just wondering to what extent you think that you'll look for a president who already has

an opinion about Greek life at Dartmouth, or has some idea of how he or she would like to expand other social options on campus.

**ED HALDEMAN:** I might start. There's certainly, as we think about candidates, and one simplistic notion, there's two pools of candidates. One who has been part of the Dartmouth community and another that has not been part of the Dartmouth community and we're going to be casting a very wide net and looking at as broad a universe of people as we can, both some from within the community and some who have limited, if any experience, with the Dartmouth community. So in response to your question, if we are faced with some candidates outside of the community, those folks would come without any preconceived notion about the Greek system at Dartmouth, and would, it would seem to me, it would be reasonable to expect them to have to go through a learning period of time, and a lot of open dialogue, to learn about the system, its advantages and disadvantages, and reach some kind of conclusion. So, I don't think it would be a necessary requirement that somebody would have a preconceived idea or notion, either for or against.

**KYLIE LAM:** Great, thank you.

**ED HALDEMAN:** Do you have anything to add, Al?

**AL MULLEY:** Yeah, I would just say that to bring it to a more general level, you can be sure that we will be seeking a president who understands the uniqueness of Dartmouth's past, its traditions, and the uniqueness of the cohesiveness of its community and what contributes to that and what detracts from it. Only with that kind of understanding, looking back at Dartmouth's history and its community, can you have a firm foundation for leading us into the future. So whether somebody has experience with Dartmouth or not, as an alum, as a faculty member, we will be looking for somebody who is wise and discerning with regard to those matters, okay?

**KYLIE LAM:** Thanks.

**AL MULLEY:** You're welcome.

**SARAH WALKER:** Hello, my name is Sarah Walker, and I'm actually a grad student, so I'm kind of speaking on behalf of the grad community today. A lot of people know of Dartmouth as an undergrad institution and aren't aware of Tuck and DMS, but not necessarily the 750 arts and science graduate students that are on campus. So, we would just like to make sure that you keep in mind the grad students as vital members of our community. I'm sure you will, I know that you know we're here.

And also, the interplay of graduate students with undergraduates in other areas of campus. So, I don't know if you have—I guess that's not really a question, just a comment. Thank you.

**ED HALDEMAN:** Well, thank you. We know you're here, we're glad you here, we know how much you contribute to the community. And it's actually been a focus of the Board for some time. We had something called an academic excellence working group, and then another working group that focused on graduate programs. So, we spend a good bit of time with the graduate deans and you can be sure that the search committee will carry all of that knowledge and more from other participants into the search.

**SARAH WALKER:** Okay, thank you.

**ED HALDEMAN:** You're welcome.

**AL MULLEY:** Thank you.

**ANDREW [INAUDIBLE]:** So, I actually just wanted to build on that a little bit. My name is Andrew [inaudible], and I'm an MD/Ph.D. student, so I'm in the second year of

medical school right now and I start my Ph.D. at Thayer next year, or July, so I guess if I had to pick a class, it would be 2014-ish. So I'll be here longer than all of you. [laughter]

**ED HALDEMAN:** So you're going to live with the new president.

**ANDREW [INAUDIBLE]:** Yeah, I'm going to live with the new president for a long time. So, I just kind of wanted to build off the last comments. The graduate programs here are strong. We have amazing faculty here in that they both want to teach and mentor, as well as are leaders in their field of research. And, one of my goals is definitely to see faculty who continue being engaged in teaching undergraduates and mentoring graduates. But, I'd like to know also if—Or, I'd like to suggest that one of the qualities to look for in a new president is someone who knows how to contain to build a research enterprise. So, we have great faculty, per investigator funding is amazing here. But it would be nice if we had more investigators, larger grad program. So, I was just wondering if you thought that that was a quality you'd be able to look for as somebody who would be willing to put more capital into lab space, hiring new research faculty, expanding graduate programs. Feel free to ask questions back, but.

**AL MULLEY:** I recently heard someone say that if you were trying to design a college for creating leaders at the undergraduate level, to change the world, given the problems that the world is currently facing and giving the opportunities in biomedical sciences and environment and engineering, etc., you might start with Dartmouth. And it would all be about the creation of knowledge and the excitement that comes from people working together to not only learn from one another, but learn together.

So, I think that the Board, and I can say this with great confidence, fully recognizes the false dichotomy between teaching and research. And if the entire Board were here today, no one would question that being a false dichotomy. So again, that knowledge, as well as knowledge from faculty and students participating in the search, will be brought into the search, you can be sure of that.

**ANDREW [INAUDIBLE]:** Thank you.

**ED HALDEMAN:** Thank you.

**RAYMOND RODRIGUEZ:** Hi, my name is Raymond Rodriguez, I'm an '09. President Wright has done a lot to make the Dartmouth community a lot more inclusive, and he's definitely made diversity one of his main priorities throughout his tenure here at Dartmouth. So I just want to provide my input and hopefully the search committee will look for an individual who is concerned for making Dartmouth a more pluralistic community, a more inclusive one, has dealt with diverse communities in the past, not only in terms of racial, but socioeconomic, sexual orientation, geographic, etc., and will make that one of his or her priorities in order to make Dartmouth a more inclusive place where we can all learn from each other in order to later go on to the world that's very interconnected and globalized. So, thank you.

**AL MULLEY:** Thank you. Our recently adopted mission statement, the revised mission statement, had listed with it a number of core values and embracing diversity is one of those core values. Your comments about needing a leader who really does embrace it and continues to advance our diversity as an institution, as Jim has, are welcome. Thank you.

**ED HALDEMAN:** And one of the things we learned at the last session with the staff was that the issue here is not just creating a diverse student body, but it goes beyond that into the staff population, the sense of community here and what happens with that diverse population when it comes to Hanover. How we can work to provide, I'll call them, points of interaction or coming together or dialogue or conversation or what we do once we all come here is critical. And perhaps as we talk to candidates, we've got to talk not just about a commitment to a diverse population, but a commitment to making the level of interaction even greater than it now is.

**FRANCES VERNON:** Hi, my name is Frances Vernon, and I'm a '10, and I have two brief points. One, just to kind of touch on what you were just talking about. I think a big problem at Dartmouth is that yes, we have diversity here, and we are able to kind of pinpoint our finger on a lot of different issues, but they're very interrelated. And it's the integration of our campus that seems to be sort of lacking something. The need to take these different communities and integrate them together, whether it be racial issues, whether it be gender issues, there's a definite sense of a lack of integration. So I think that's something very key to look at in a new president, is how are you going to integrate people together, from whatever the issue, whatever the community may be.

My other concern personally, kind of from my academic interests, I was just on a language study abroad program in Mexico and had a wonderful time and came back and had been thinking about these things for a while. But, there's really no place—And now I'm trying to design a globalization major. And that's something that our other fellow Ivy League institutions and other top universities in the country have integrated into their systems. And I just want to stress that I think it's really important to find someone who's a candidate who's very progressive and continuing to not just take the issues that are going on at Dartmouth, and we have diversity here, we have perspectives on this campus. And how do we continue to further those into a very global perspective? We are a very established institution, we have a great history here at Dartmouth, and how do we further that? To continue to take a global position from Dartmouth, from Hanover, New Hampshire, throughout the entire world?

And that's something that I see that Dartmouth definitely has possibilities, they have capabilities, they have—We have everything here. We've got great alumni, great students from all over the world. And we should be one of those top global leaders, we really should be. And for me academically, it seems that I've struggled to really say that I'm proud to be at Dartmouth because we are a global institution, and I think that's definitely something to look for in the future, of just taking a step back and saying, “Here's the

Dartmouth bubble and we've got plenty of issues within the community. And how do we also look outside at a bigger picture of our impact on the world?"

**ED HALDEMAN:** Thank you. It's interesting to think about where Dartmouth is now and all of the opportunities and strengths that it has and where the growing edges are. And sometimes, it's a lot better to step outside the Dartmouth bubble, I'm picking up on your metaphor, step outside and look from there where the growing edges ought to be. And the two issues that you addressed come together in important ways. If you aren't comfortable with the otherness of people in your own community and haven't had the help in getting more and more comfortable of bringing all these diverse interests and perspectives and backgrounds and cultures together, it's very hard to lead the world, given how diverse it is.

**FRANCES VERNON:** You know, I think Dartmouth has the opportunity, we have a lot of different international communities, we've got a great system here at home. It's just a matter of bridging the gap both within our own community and the communities around outside of New Hampshire, outside of the U.S. to continue to be part of that perspective.

**AL MULLEY:** I think that having read, up until today, at least, having read all of the input that's come across the website, and also having had the responsibility to have one-on-one conversations with my fellow trustees over the last couple of weeks, I think there is a general consensus that if you were to name Dartmouth's strengths, its ability to influence how one thinks about training leaders for a global world, is something that we can build upon. There are strengths there, so thank you.

**ZAK MOORE:** I would just echo the previous comment. I share all of those sentiments. And on that point, I wanted to ask for hopefully some kind of commitment that the next president will not go back to the kinds of speech codes and limitations on the diversity of speech that we had up until 2005. That would keep the ability to have a diverse range of ideas and everyone participating in a free and open environment.

**AL MULLEY:** Yeah, it's hard. The only reason I'm hesitating is it's hard for me to make a commitment to go back to something I'm not sure—

**ZAK MOORE:** To not go back.

**AL MULLEY:** Yeah, to not go back to something that I'm—Let me just say, I don't see our calling to be president of Dartmouth somebody who would consider speech cuts.

**ZAK MOORE:** That's great, thank you.

**ED HALDEMAN:** And I think what we're hesitant about was the notion that there was a dramatic change that occurred in 2005. That was part of the premise of your question, and I, for one, am not certain that there was some major policy change in 2005 like your question might have suggested, if you see what I mean.

**AL MULLEY:** That's what I was hesitating about, too. I didn't want to give you a straightforward, simple answer, no speech codes going forward, and by doing so endorse the notion that there was some kind of speech code that prevented all of the things that you were describing.

**ZAK MOORE:** Well, just making sure that the next president will be committed to a diversity of views and complete freedom of speech.

**AL MULLEY:** I heard Jim Wright's convocation speech three years ago about freedom of speech, and I don't know if you were there or not. If you haven't, it's a great read, still is, it's still on the website. And I think Jim's articulation of the importance of freedom of speech in an academic community, any academic community, is about the best I've seen. So I don't see Dartmouth going back in any direction, but I also don't see a recent history of that kind of inhibition of free speech.

**TOM CRADY:** Could you also say your name and your year, too?

**ZAK MOORE:** Oh, sure. My name is Zak Moore, I'm a junior.

**TOM CRADY:** Thank you.

**AL MULLEY:** Thank you, Zak.

**BEN KAHN:** My name is Ben Kahn, I'm an '11, and you briefly mentioned how you're going to have to decide whether taking the president from the outside or from within the Dartmouth community. And that's probably going to be one of your largest decisions and probably take a long time, but I'll just give my little take on it. And I just don't want you to underestimate the importance of a president who comes from within the community. Because just as a freshman, and meeting President Wright for the first time during dimensions and having lunch with him a couple of weeks ago, I never worried about, sort of, the college since I've been here. Always had complete faith in it, just because of how much Jim Wright loves the college. You can just tell right when you meet him how much this place is a part of him. And so I never worried about sort of this place and it getting into any kinds of trouble and problems. So I just didn't want you to underestimate the importance of the president coming from within our community.

**ED HALDEMAN:** Well, you and I are 100 percent aligned on our assessment of Jim Wright. The fact that neither you nor I had to worry because of his love of this place. I would say, on a going forward basis, one does face tradeoffs, and there are many, many, many advantages to someone from within the community. But as we look over the universe, we'll be casting the net broadly because there are tradeoffs on all of those issues. But you and I certainly do agree on Jim Wright.

**AL MULLEY:** Just another observation about the process, not our process, because as I've said, we haven't decided a lot of things about it. But in general, searches like this don't hinge on a single criterion like that. Often, people will be saying an alum or not, woman, man, from business, from—And it's usually a much richer constellation of attributes, of qualities, of characteristics, that are attached to real people. And you're choosing among two or three or four after a very long search process that gets you to those three or four. So, I mention that just to give you a sense that it's unlikely that we will be saying alum or not, man/woman and moving in that direction. That's not the way it's going to play out.

**COREY CHU:** Hello, I'm Corey Chu, and I'm a senior here, and I have a bunch of things. I guess they're in two categories. The first one is in when looking for a president, to make sure the candidate has a reputation of accessibility. For instance, if a student group, faculty member, etc., wants to meet with the president, that person shouldn't have to wait two to three months until that person gets penciled in.

And the second overall category is a combination of efficiency and creativity. For instance, for the candidates to have a reputation for streamlining bureaucracy, as Lee Cooper alluded to, to address one of the McKinsey report's concerns. And also, how Dartmouth can better utilize its more creative aspects. For instance, the D plan, the fact that we're in Hanover, New Hampshire and sophomore summer. And even if the D plan, in general, should be maintained or abolished. Just seeing how the candidate would want to address them, how to—And actually make use of them—Would be a good metric of how creative that person is and how the person thinks.

**AL MULLEY:** That's very helpful. Just to quickly paraphrase, you're saying that accessibility would be really important, agree. And you're also saying that creativity is good. And then more than that, you suggested that one line of questioning during an interview would be, "What would you do with the D plan?" Did I hear you right? Okay, thank you.

**TOM CRADY:** Other questions?

**TOM GLAZER:** Hi, my name is Tom Glazer, and I'm a senior. And I just want to, first off, thank you for having this forum. Because I think regardless of how many people show up, it sends a really valuable message to the community about how transparent this process is going to be.

So I'm going to talk about an issue that's important to me, climate change, which somebody already addressed. And I wanted to wait and make sure that we got most of the pressing concerns out of the way, so I hope you'll just indulge me for a moment. I'm approaching you as an undergraduate senior, as a member of the Energy Taskforce and as a four year veteran of the environmental organizing scene at Dartmouth College. And I really do just want to impress—I know you said you don't want to—There's no single criterion upon which you want to judge the selection process for the president. And I agree with that up to a point, though I do think that there are certain issues that are so pressing that we do need to take them—We need to grant them special consideration in this process.

And I think that the college's carbon footprint is one of them. And not just carbon footprint, but the energy security of this college. So there was an op-ed in *The D* last week, actually, that said that the college should not overindulge itself in activist pursuits. And I know that I've heard addressing carbon emissions on campus labeled that way. But I want to tell you that I really don't think that is the appropriate way to look at it. There are 500-plus institutions of higher learning in this country that have signed onto the President's Climate Commitment, that have agreed that they're going to pursue carbon neutrality. Two of those institutions, Cornell and the University of Pennsylvania are Ivy League institutions. Another four of our Ivy League peers have agreed to specific carbon reduction targets, and Harvard University, while they have not agreed to a specific target, they have a sustainability office with several dozen people, a \$1.8 million a year budget,

and a \$12 million revolving green fund for efficiency and conservation projects on campus.

So, if we talk about carbon emissions in an activist sense, frankly, I think it's false. It's the status quo right now for institutions of higher learning in this country, and especially our Ivy League peers. We're falling behind on this issue, and I think it's going to hurt our competitiveness in two really crucial ways. For one thing, we consume something like 5.3 million gallons of oil every year, just in the oil plant alone. Oil prices have increased, well last time I remember, in 1999, I think, they were—Oil was trading at \$8 a barrel, it's now somewhere around \$110 and that's had significant impact on the college's finances. Not to mention the fact that New Hampshire is now entering into this program of regional greenhouse gas initiative, which is imposing a carbon price on emissions, and that's going to affect the college from a financial perspective as well.

And I also want to point out that this affects our competitiveness in how appealing the institution is to prospective students. I mean, this is climate change and environmental issues, are a major concern for young kids these days. So, if you're looking—If you're trying to target the future renewable energy engineer or the future green businessman and they come to this college and they ask, “Well, what about our sustainability program? What about our carbon reduction goals?” and they don't see that we have real targets, they're going to take a second thought about Dartmouth and they're going to look at other institutions that are taking this stuff more seriously.

So, like I said, I'm on the Energy Taskforce. It was a committee created, I think, last year, to start to examine efficiency goals and energy goals on campus. And from that perspective, and just from the perspective of an environmental advocate on campus over the last four years, I know that there are a lot of people, a lot of students, a lot of mid level administrators and staff who really want to pursue this goal and they're just waiting right now for a top level commitment. And I think when we give them that commitment

and we sort of unleash those forces, we can see some really amazing things happen on this campus. Thank you.

**AL MULLEY:** Tell me a little bit more about the committee that you're on? Who's on it with you?

**TOM GLAZER:** Sure. It's a committee created, I think, in 2007, early 2007, by the provost's office and President Wright. It was in response to a student movement asking the college to sign onto the President's Climate Commitment that I mentioned before. The college would not sign onto that agreement. Obviously, there's some ongoing debate about that. But as a way of addressing that issue, they created this Energy Taskforce, the purpose of which was to create a comprehensive energy policy for the college to follow. This organization was started in early 2007, we're still trying to get a policy document out, which is frustrating the student members of that committee a little bit. But it consists right now of the associate provost, a handful of faculty, representatives from FO&M, the Dartmouth power plant, the Thayer engineering school and a few others.

**AL MULLEY:** Has the committee spent any time looking at the new construction and the decisions made with regard to—

**TOM GLAZER:** We have, yeah. In fact, I think actually you heard a presentation from Steve Shadford a few weeks ago about something like a \$10 million energy efficiency program, maybe \$8 million. And that was something that actually was a direct result of the committee. We commissioned a report by an external consultant. And the suite of recommendations that Steve Shadford made to you came out of that consulting process.

**AL MULLEY:** You know how the Board is organized. There are a number of standing committees of the Board, one of which is facilities. One is finance, one is facilities. We added some new committees recently. But, this issue has come up most often and most

consistently in the context of the work of the facilities committee, just because we've been spending a billion dollars on new facilities over the last period of time.

And I can tell you from that perspective that it gets a lot of attention. And I was just asking, trying to get a sense for whether or not your committee is paying attention to the same things that we're hearing about, and whether we're in synch.

**TOM GLAZER:** Well, we look at facilities management and the building plans a lot. You know, I'm going to tell you from my perspective as a student, from that perspective of building design and planning, I think we're actually doing a fairly good job. We've got some new green certified buildings. You know, the new life sciences center is going to be, what, I think something, it's going to be one of the most energy efficient buildings of its kind in the country. And I think that's great that we're pursuing these flagship projects. But like I said, I mean, that's status quo. That does not represent a commitment commensurate with the level of this challenge, and commensurate with the regulatory and financial challenges that we're going to be facing as an institution in the next few years.

So, I would just ask that we don't—We're doing one good thing, it's a start. You know, Steve Shadford's plan is a start, these new design plans are a start. But we need to think ahead and think, "Okay, we took the first step. What's the second step, what's the third step, where are we going?"

**AL MULLEY:** Thank you, I learned a lot.

**ED HALDEMAN:** Thank you.

**MIESHA [SMITH]:** Hi, my name's Miesha. I am an '09. I wanted to ask and talk a little bit about gender relations at Dartmouth, which I'm sure has been brought up numerous times. I really believe that a lot of the gender relations problems that we have come from the inherent social system that we have at Dartmouth. You know, the Greek

system has a lot of great qualities, but it's lacking in certain areas. On one hand, it's lacking in its inclusivity of minority groups, international students, and just diverse students in general. And then on the other hand, the whole school is lacking an alternative to the Greek system.

So why I'm bringing this up is when you're thinking about a president who's going to come from within Dartmouth or outside Dartmouth, either way, they need to be enthusiastic about Dartmouth, but they also need to understand that some of the traditions that Dartmouth has might need to be re-looked at so that we can continue to be like a progressive college.

**ED HALDEMAN:** It does make sense.

**AL MULLEY:** It does make sense. I don't know if Ed mentioned, it wasn't part of a—A big part of our introductions, Ed has a daughter who is a graduate and a daughter who is a student. I have a daughter who was an '05. And my son is here now, the second year at Tuck. So, we remember what the social scene was like in the late 1960s, and we have at least—I know Ed has great relationships with his kids, I have a great relationship with my kids, so we have a pretty good vicarious sense of what it's like, both the good and the bad, to be a student on the Dartmouth campus now. Thank you.

**ED HALDEMAN:** This notion of respecting Dartmouth's history, tradition, no change versus evolution and getting better is one of those tough issues, one of those tough tradeoffs. In my job, one of the things I do is go around the country and visit with alumni groups. Jim Wright does ten times what I do, but I do some. And I was recently at a Dartmouth Club in the southern part of the country, and there was an alum who was in the—He was sort of in the class of '45-'55. That's when he graduated, not age, so you can do the math. And the gentleman got up, and as sometimes happens, he said, "You know, when I graduated from Dartmouth, say, in 1950, Dartmouth was Camelot. And all the

changes that you've made,” and he pointed to me, “since I graduated in 1950, have hurt Dartmouth.”

And I said to him that I didn't agree with his premise, that I am absolutely certain that when he graduated in 1950, it was Camelot. But, you know, when I graduated in 1970, I thought it was Camelot. And my daughter in the class of '03 thought Dartmouth was Camelot. And my daughter, who's a senior this year, thinks it's Camelot. With the continuous thing, is for 60 years, all of us who have been here have thought of it as Camelot, and yet it has changed markedly over that period of time. And that's the tradeoff that we need to go through and find the right balance, and we've got to find a president who can lead us in that kind of manner like we've done for the past 60 years.

**AUDIENCE:** It's still paradise.

**ED HALDEMAN:** Good, that's what I think, too. That's what I think, too.

**LEE COOPER:** A lot of the students keep saying things about policy decisions. The role of the president, as we all know, is actually—A lot of it's based on fundraising and sort of the—Is being the face of the institution. So on the other hand—

**ED HALDEMAN:** What was the second one? I got the fundraising one.

**LEE COOPER:** Oh, being sort of the face of the institution.

**ED HALDEMAN:** Face of the institution, thank you.

**LEE COOPER:** And that's the reality. I mean, people like Dean Crady are the ones who are more pushing through the policies. I think it's important that we do have a president who's willing—I mean, some might disagree—But for example, President Wright the last couple of years has been doing all this independent sort of philanthropy and stuff like

that. And sometimes, it seems like a distraction. But I think it is an important trait to have a president who's bold enough to follow his own agenda not within the school, but outside of the Dartmouth community, to increase his own capital, as a powerful figure, as someone who can attract donors, someone who can attract students, and someone who can attract clout to the university.

So, I think that we don't want someone who wants the position so badly that they're going to be insular. We need someone who understands that they are the face of the institution, both inside and out, so I think that's just something important that the students haven't addressed yet. Thanks.

**ED HALDEMAN:** Thank you.

**AL MULLEY:** So we want a leader who can lead Dartmouth in the world. Were you referring to Jim's work with veterans at Walter Reed and elsewhere?

**LEE COOPER:** Yes.

**AL MULLEY:** Yeah. No, there's no question, I don't know of anybody who doesn't think that that kind of initiative and leadership that is not directly related to Dartmouth is good for Dartmouth. Thank you.

**TOM CRADY:** There are some folks who—Hi, go right ahead.

**AUDIENCE:** Sorry, I'll be quick. After you narrow down the slate of all the candidates to just a few, would you consider polling—Doing a poll of all the alumni and/or all students on campus just to get their and our input on the search?

**AL MULLEY:** That is a process question that we can't answer. But I did say that we would be looking carefully at institution precedent and best practices in peer institutions. And I don't know of any that have ever done that.

**AUDIENCE:** Without commenting on the process, do you guys think that would be a positive kind of idea, that you would look into?

**AL MULLEY:** I think were you to do something like that, you would significantly constrain the number of people who would come into the process. So again, not prejudging the deliberations of the Board in May, but sometimes things that seem on the surface to be a good idea aren't, and we would have to consider why so many other institutions, and why Dartmouth in the past, hasn't done something like that.

**ED HALDEMAN:** So just to be really tangible at one of the disadvantages, on the face of it, one could say, "Jeez, that would be a great idea. Then we'd really find where people are on this issue." But, just one mechanical problem with that is it is very likely that all of the candidates are going to have a very, very high prestige job right now in something, right? I mean, either academic work or we said business or public service, right? Those are three that have been mentioned. We're probably not going to pick somebody who's been out of work for 18 months. [laughter] It's going to be somebody who's really engaged at some high level job, and each of the candidates is going to know that, "Yeah, this would be great if I became the president of Dartmouth. But, if I'm the number two or three or five, I'd like to stay where I am now." And there aren't very many candidates in any kind of a role that would be willing to allow it to be publicly known that they were a candidate for this thing, and then not become chosen because it would cause them perhaps to lose their job, but at least lose credibility wherever they were working at the time. So that would be at least one of many kinds of difficulties with trying to do that, I think. Does that make sense?

**AUDIENCE:** Yeah, I understand.

**AL MULLEY:** Remember, the goal here is to recruit into a pool of candidates the largest number of people with the kind of qualities that would fit Dartmouth in the way that we've been talking about. And then to retain in that pool those who look better and better as you get to know them better and better. And as Ed was suggesting, these are people who have great potential to lose leadership capital in their current positions if it's known that they're candidates. So, this whole question of as little secrecy as possible to make the search as transparent to the community as possible, but as much confidentiality as necessary to get the best person for the job, is what we're going to be trying to walk. Thank you.

**TOM CRADY:** There are a number of students who just walked in the door. If you'd like to ask a question, feel free. It is being audiotaped and videotaped. So further questions?

**GAHL RINAT:** Hi, my name is Gahl Rinat, I'm a '09. I just want to express some worries I have. I feel like the Board of Trustees in general is dominated by a lot of people who have succeeded in the corporate world. Dartmouth, out of any Ivy League, sends more people into corporate America in terms of student body than any other school. I'm just increasingly worried about the very corporate culture at the school, which I think has a negative effect on the academics in terms of making academics more grade oriented, more just regurgitation, output, and I think—I hope that the next president will really bring Dartmouth back to its mission of a liberal arts education and really focus on kind of what the Daniel Webster program is trying to do, but on the institution-wide level rather than as a specific program.

**ED HALDEMAN:** It's good input. As I think of where we are today, I hope that we still understand the mission that you spoke of, but I think it's good input to make sure we get a president who will continue that mission.

**TOM CRADY:** Other questions?

**JAKE BARON:** Hi, I'm curious what you see as the advantages and disadvantages of recruiting a president from within Dartmouth versus outside of Dartmouth?

**AL MULLEY:** I missed your name, first?

**JAKE BARON:** I'm Jake Baron.

**AL MULLEY:** Jake, we talked about that a little bit. But just the way I see it is that somebody who knows Dartmouth well, knows the environment, they know the history, they know the traditions, they know some of the sensitivities, sensibilities in the community. And there's no reason why somebody who knows all of those things couldn't also be a visionary leader. If you expand the pool beyond Dartmouth, you will find many other visionary leaders who have the ability to bring fresh and different insights, perhaps, but hopefully the ability to learn very quickly about the culture, about the sensitivities, the sensibilities, about the rich tradition, about the rich past.

I think that, as I said earlier, it's not likely that we will ever make a decision, "Let's get somebody who is a Dartmouth alumnus or who knows the community or not." It'll be a constellation of qualities of leadership and attributes that we choose, attached to a real person.

**JAKE BARON:** But you don't see, just to clarify, you don't see anything sort of necessarily negative about choosing someone who, say, has been here for 20 years and never worked anywhere else?

**AL MULLEY:** I don't see anything necessarily negative without knowing an awful lot more about the person. I don't see anything necessarily negative about any single attribute at this stage.

**JAKE BARON:** Okay, thanks.

**AL MULLEY:** You're welcome.

**ED HALDEMAN:** To the contrary, I think Jim Wright came here in 1969, so I guess when he got the presidency, he had been here approximately 30 years and has been a very broad and expansive kind of leader. So it certainly is possible to find that kind of person inside. But I think we need to cast the net as broadly as possible to make sure we look outside as well.

**TOM CRADY:** Can I comment on that just a bit? I've worked for six presidents, I worked for three internally and three externally. Two of the internal presidents were interim presidents. It's really most important to find a person that is the best in the eyes of the search committee at this point in time and this succession of presidents, and to look at it that way. And the presidents I've worked for have been widely successful whether they've been inside or outside of the institution.

**LEE COOPER:** I'm still Lee Cooper, still in there.

**ED HALDEMAN:** We'll give you frequent flyer points. [laughter]

**LEE COOPER:** Because no one's getting up. So quick question. When you interview people, you have to sell Dartmouth. What's your hard sell? What do you say—What do you think, why should they work here and leave their job at a Fortune 500 company, or leave their job heading up, you know, the U.S. Treasury, just thinking of alumni, or heading up another university? From your perspective, how do you sell Dartmouth?

**ED HALDEMAN:** Well, I'll start by saying that first of all, we don't have to put on the hard sell because people know so much about the strengths of Dartmouth already. They

know the great history and tradition. They know the great faculty that we have here, know the passion and commitment of alumni, know the financial strength of the institution, know that it's certainly within the top ten of all educational institutions in the U.S. So, we start out with people who want to come to some institution as prestigious as Dartmouth is.

But, you know, Al and I were visiting with somebody, I can't even remember who it was, we've talked to a lot of people over the past six weeks, in higher education, connected to it. They could be a consultant, or they actually could be a leader of an institution right now. And one of them actually said that the best way to sell Dartmouth is to have the president come, the potential president come and visit with the students and see the incredible quality of the students at Dartmouth and how happy and satisfied they are with the experience and what a great place they think it is. Do you remember that?

**AL MULLEY:** That was the first thing that came to mind when you asked the question. And I was going to say we're going to show them this video, and maybe edit Ed and I out a little bit. I think that your question is a good one. The kind of person that we want, as Ed said, is not going to have been out of work for 18 months. The kind of person that's going to have a wonderful job and probably lots of other alternatives. So, there is a need to communicate what does make Dartmouth so special.

And the first place I would go is students and faculty and the way students and faculty can interact under the best of circumstances when they're well supported to do so, in an environment that also has professional schools and small graduate programs to allow for the kind of joint learning that I referred to earlier. There are very, very few places that can describe themselves that way. And then you point to some of the strengths that Ed talked about before. Yes, there's always more to do, but we're finishing up, or there's still more to do, but by the time we get the current projects done, we will have invested a billion dollars in physical plant here. The endowment is in good shape. There's never

enough to do everything without making choices and saying no on occasion, but Dartmouth is strong right now.

Nonetheless, given the role that I'm going to be having over the next nine months or so, I think you're asking the right question. We should all be thinking about our aspirations, because it's our aspirations collectively that'll sell Dartmouth.

**ED HALDEMAN:** We recently recruited you here, Tom, and you and I had a conversation. What convinced you? What was the hard sell that worked for you?

**TOM CRADY:** Well, it's a great question and this is on the spot totally, this is not planned. [laughter] Frankly, it was the students. I mean, I just have to say that. And I had some very direct questions about what was going on, I think, with the Board of Trustees, but I also requested some data sets so I could run my own data. But talking to students made the difference. I mean, there's no question about that. And so that ought to be especially true in my particular position, but that was really what sold me on Dartmouth. So I have to say I made the right choice, there's no question about it. At least so far.

**ED HALDEMAN:** Another question, another comment?

**AUDIENCE:** I'd like to start by saying I completely agree that students sell the college, and going along those lines, I play sport up here and many of our recruits come and often they're not real keen on Dartmouth. They've gone to Yale, or they've gone to Harvard. But rarely do they leave without Dartmouth being a number one choice. I think that has a lot to do with the students. And then you mentioned that all institutions face finite resources, which we're obviously no exception to that. And I was curious how you feel we should balance the undergraduate education and our history as a college and premier college in the nation, I feel, with the graduate students and graduate studies here, especially in departments, of the liberal arts departments?

**AL MULLEY:** How to balance? Well, we have strong graduate programs and we have strong professional schools. Some of the oldest in the country. The first business school in the country, I think the fourth medical school in the country, a unique graduate school of engineering, and we have strong graduate programs in the arts and sciences. I think that it would be the opinion of the members of the academic affairs committee of the Board, perhaps the entire Board—In fact, I'm quite sure the entire Board—That this dichotomy about graduate education and research on the one hand versus undergraduate education is a false dichotomy. So how does one balance? One always balances as best you can in allocating scarce resources to achieve a set of objectives. And having Dartmouth College be a leader in undergraduate education with a good deal of that leadership reflecting the fact that it's an institution that generates knowledge, as well as transmits knowledge, is what we're about.

**AUDIENCE:** I would agree with that, thank you.

**TOM CRADY:** We have ten minutes left, so if there are any closing statements, this is the time, and then we'll conclude.

**STEPHANIE LEE:** Hi, I'm Stephanie Lee, I'm an '11, and I don't really know if this counts as a closing statement. [laughter] But can I just ask a question?

**TOM CRADY:** That's okay, we're flexible.

**STEPHANIE LEE:** And it's more like a question, but I just feel like we're a really prestigious academic institution and I just really want to make sure that our new president will put a lot of focus into finding really great professors for us. Because, I mean, I'm taking a lot of intro classes and I just feel like we sometimes might be able to do better as such a prestigious institution. And I just really feel like we really need to put a lot of emphasis on that.

**AL MULLEY:** This actually comes back to the conversation we were just having. I mean, scarce resources are a real thing. Faculty recruitment and retention has been second to no other priority during Jim Wright's tenure. He made that clear if you were to see the statement of leadership criteria that launched the search that ended up with Jim's appointment as president. You would see that your concern was front and center then. And the fundraising necessary and the engagement of deans in ongoing active recruitment and retention activities, as I said, there's been no higher priority.

But it's a never ending, competitive game. There are lots of people who would like to hire our best faculty away from Dartmouth. So, no lack of commitment historically, no lack of commitment going forward.

**STEPHANIE LEE:** Okay, hey, sounds good.

**ANNIE KASITAZA:** Hi, I'm sorry I was late. My name is Annie Kasitaza a senior, I'm an '08. And you kind of addressed what my question was going to be, more or less. I really love Dartmouth, but I also see some weak points in the institution. And from the point of view of the Board of Trustees, I'm interested in hearing your perceptions in regards, like, what the next president should address in terms of his or her priorities in regards to addressing those weak points, what you perceive to be weak points. I know I'm not making sense, I'm sorry, but I hope you understand what I'm saying.

**ED HALDEMAN:** Yeah, you got it. But don't go anywhere, because you know, really what we're here today for is to learn what you think about the weak points and what you think the new president's priorities should be and what kind of criteria we should be looking for as we're looking for a new president. So I'd be interested in what you said. You had a good experience at Dartmouth, you love Dartmouth, but there's some things we can work on. What would some of those be?

**ANNIE KASITAZA:** I think one thing is institutional memory, and that goes along with the D plan, because things happen in cycles and it repeats over and over. I think the whole fact that we had a huge issue with social space last term, in light of the fact that there was a social life initiative back in the late '90s, early 2000, that Dartmouth was trying to implement. But it wasn't necessarily successful in doing so. I think that also there are a lot of, like, groups on campus who feel that things happen in waves continuously, and nothing really gets addressed clearly, or, like, definitively addressed, rather.

I think that's where I'm coming from as a senior. I think I've seen so many things happen and occur in cycles that it becomes more—And in talking to alumni about these same issues, it's really disheartening not to see any kind of progress in terms of trying to address them as an institution. So, I mean, I could talk about it in further detail, but since we're running out of time, I don't want to, like, take up the mic too long. But yeah, I think it's just institutional memory and being able to insure that next year's students don't have to go through the same things we did as a class.

**AL MULLEY:** That makes a lot of sense. And there is an unusual kind of leadership required to provide that continuity in a place that's changing so much from term to term, and every year a new class coming in and one departing. So, it takes a special kind of leader, I think, to provide continuity in that kind of environment. It's good input.

**ANNIE KASITAZA:** All right, thank you very much.

**AL MULLEY:** Thank you.

**FRANCES VERNON:** I think to add on to that, too, one more that wasn't necessarily used that could be used, would be communication. And I think that bottom line is that what's really needed at Dartmouth is sustainable communication. Because yes, classes are changing, but for the most part, faculty are here, or administrators are here. And it's

not the job of the administrator to keep this all together, because the students are one of the new energy. Each year, we bring in a new class with new, exciting perspectives and ideas and how do we continue that discussion? And like she said, things happen in cycles, and if we can sustain a communication, whether it's through a certain department, whether it's through certain administrative offices, Dartmouth can continue to be a much more successful place. So I think a key, key point here is just communication all around, through organizations, through all different aspects of Dartmouth.

**ED HALDEMAN:** Thanks, Frances.

**TOM CRADY:** At this point, I think we're going to wrap up. It's about four minutes 'til 5:00. Thank you, everyone, for coming and this has been great.

**ED HALDEMAN:** Thank you. [applause]

END OF SESSION