Arts and Sciences Annual Faculty Address
March 3, 2008
Carol Folt, Dean of the Faculty

(Note: this speech is also the basis for Dean Folt's “Focus on the Classroom” presentation, a regional discussion series in spring 2008 for Dartmouth alumni that concludes May 28 in Los Angeles and May 29 in San Francisco.)

As the Dean of Faculty of Arts & Sciences, I have the special privilege of addressing you, my faculty colleagues each year. This address marks another year of accomplishment for Dartmouth. On our website, you can read stories every day about high-impact faculty and student achievements. Walk through the Hop. Read the bulletin boards in Rocky or the Row. Follow the calendar. Work in Baker-Berry Library – everywhere, you experience a campus exploding with energy, optimism and ambition.

Record numbers of talented students, more than 16,000 this year, apply to study with us. This year also marks a decade unprecedented in the history of the College for growth in faculty size, innovative interdisciplinary scholarship and teaching, and programs to link faculty from different divisions and schools. Dartmouth alums and their families continue with their generous philanthropy; the College recently passed the one billion dollar mark in pledges to support the facilities and programs that we, the faculty, have said are essential to ensuring Dartmouth’s legacy. Yet, this winter also marks a very different kind of year outside our privileged community. War, religious intolerance, global political, economic and environmental instability are prevalent. The outlook for millions is bleak; no access to clean water, medical treatment or education. Vast numbers of people face ethnic violence, poverty, and disease. These global concerns are as much a part of the world our students march into after graduation, as the world of learning, freedom and opportunity they experience here. It is this complicated world that a Dartmouth education must prepare them for in the short years that they spend with us.

Einstein once said that “the world we have created is a product of our thinking; it cannot be changed without changing our thinking.” His observation is especially relevant today when global understanding, critical thinking, and ethical judgment are in great need yet often short supply. We probably all feel that a liberal arts education at its
finest provides students with the ideal learning environment for changing one’s thinking and learning to handle uncertainty. As the faculty, we define the intellectual skills and competencies that our students will need for this world, and we translate these skills into our undergraduate and graduate curriculum, our teaching philosophy, and our own research. This is our greatest privilege and our greatest responsibility.

In my talk today, I’d like to review our progress in four modes of learning that many consider essential to a modern and relevant higher education: 1) interdisciplinary learning, 2) international and global study, 3) independent or hands-on learning in small class settings and 4) participation in a learning community that is as diverse as the world that we are seeking to understand.

Doing each of these really well is, in my mind, among the biggest challenges facing higher education in the coming decade. As part of strategic planning for a Dartmouth 2020, that continues its legacy of excellence and academic leadership, we, as a faculty, must assess our success and focus our aspirations in these areas. I am providing an overview today of where we stand as a step towards initiating long term planning and strategic visioning in the Arts & Sciences. The Associate Deans and I look forward to many conversations with all of you about this in the coming months.

**Interdisciplinarity at Dartmouth**

As faculty, many of us view our scholarship, teaching, and creative artistry as interdisciplinary. We recognize that a variety of skills and perspectives are needed to reach across cultures or to solve complex problems which are beyond the scope of any one discipline. Interdisciplinary work is invigorating and offers opportunities for originality at the boundaries between disciplines. New fields emerge from these new syntheses and approaches, and that attracts inquisitive minds – faculty and students alike.

Interdisciplinary thinking permeates our curriculum, and Dartmouth faculty members have been innovators in both interdisciplinary research and teaching. African and African American Studies (AAAS) in 1969, Environmental Studies in 1970, and Native American Studies in 1972 – were among the first academic programs of their types in the country. Women’s and Gender Studies in 1978 was the first such program in the Ivy
League. Even going back to the 1950s, President John Sloan Dickey sought to embed interdisciplinary thinking into Dartmouth’s curriculum with a requirement that all students take two courses in other departments that would be relevant and apply to their major. Today, more than 100 of our faculty (nearly 25%) teach, serve on steering committees, or advise student theses in our 10 official interdisciplinary academic programs and our other interdisciplinary degrees.

Table 1.

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<tbody>
<tr>
<td>156 cross-listed courses</td>
<td>81 cross-listed courses</td>
</tr>
<tr>
<td>~47% UG with multiple degrees*</td>
<td>~32% UG with multiple degrees*</td>
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<tr>
<td>9 graduate programs</td>
<td>8 graduate programs</td>
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<tr>
<td>20 joint faculty appointments plus 11 TT lines fully in the programs (31)</td>
<td>~12 joint faculty appointments plus 5 fully in the programs (17)</td>
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<tr>
<td>Associate Dean for International &amp; Interdisciplinary Studies</td>
<td>The 4th Council chaired by the Dean of Graduate Studies</td>
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<tr>
<td>26 faculty lines in programs (53% increase)</td>
<td>17 faculty lines in programs</td>
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*2 or 3 majors, or 1 or 2 majors plus 1 or 2 minors

The data in Table 1 illustrate the direction and speed of growth in interdisciplinary studies on campus. Approximately 26% of the faculty appointments in these programs have been added in the last six years. In 2006, we created the new Associate Dean position for International and Interdisciplinary Studies to oversee hiring, reappointment, tenure and promotion for the Programs. Dean Lindsay Whaley and the CIP (Council for Interdisciplinary Programs) have already accomplished much to streamline administration and facilitate interdisciplinary teaching and research across the campus.
Dartmouth students also take every opportunity to delve deeply into more than one study area and to establish themselves as interdisciplinary problem solvers – notice the dramatic increase in students graduating with more than one degree in just the last decade. Several new interdisciplinary Foreign Study Programs (FSPs) are being developed – to draw students and faculty from disparate areas to study topics such as economic development, environmental change, and religion in global settings. The creative energy going into adding faculty and developing curriculum in cross-cutting areas (e.g., the digital humanities, computational arts, computational science, ethics, security studies, policy studies, sustainability science, architecture, urban studies and design, international studies) is extraordinary.

These activities are just a smattering of what is going on at Dartmouth; they do not even touch upon the pioneering interdisciplinary scholarship and research of the faculty. For example, more than $25 million were awarded to faculty in Arts & Sciences last year. This is up from $13 million just 10 years ago, in spite of increasing competition and declines in federal funding - and much of it is highly interdisciplinary. Our history of innovation and success in interdisciplinary teaching and research places Dartmouth at the leading edge of this mode of teaching and learning. Yet, we have not yet fully tapped our capacity and the advantages our size, scale, history, and commitment give us in developing innovative opportunities. This is a challenge we relish in the coming months.

**International Dartmouth**

Dartmouth has a distinguished history of international and global thinking – including academic programs in Arts and Sciences, the Dickey Center for Global Understanding, Tuck, Thayer, DMS, the Rockefeller Center, the Tucker Foundation, and the Hopkins Center for the Arts, the Hood Museum of Art, the Libraries, and so on. Faculty from across the College share a sharp focus on international study, research, and deepening global understanding.

Nowhere, is our leadership in this area more obvious than in our off-campus programs. Fifty years ago, Dartmouth became the first Ivy League school to have its own foreign study program when it ran its 1st international program in 1957. Language Study Abroad programs (LSAs) were begun in 1968. By 1970 there were 200 students
participating in 15 programs, and last year 730 students participated including 628 in our own 48 off-campus programs, and another ~100 students who participated in exchanges and transfer terms with other educational institutions. In 2007, Dartmouth ranked top of the Ivies, and third among doctoral granting institutions for our global academic programs.

Table 2.

For 40+ years, Dartmouth also has been a leader in language learning, both due to the success of our off-campus programs and our on-campus language instruction. Another clear strength is the international focus and perspective of the faculty. Last summer the Associate Deans and I estimated that roughly 50-70 % of our undergraduate courses are already largely international, comparative or cross-cultural. Taking this strength to the next level is certainly a top priority. For today’s Dartmouth to become a truly “global Dartmouth” will require strategic thinking not only about the cultural skills and competences students of the new century require, but also other types of knowledge and experiences they will need to prepare them for success and leadership in a global world.
Individualized Study, a Dartmouth Hallmark

Carl Jung said, “what we have to learn to do we learn by doing.” This is especially true at times when knowledge and technology are growing explosively. No one can master all the information in a field; to be effective our students must learn to research what they need to know and update it as facts and understanding change. By learning the tools of research and sharing in the excitement of discovery, students become part of that advancing front of knowledge and modernization. The most effective way to teach this is to place students with scholars who are, themselves, creating new knowledge, art, literature, and working on complex and demanding problems.

Table 3.

INDIVIDUALIZED

• Flexible, personalized opportunities for students in all disciplines
• Participation by A&S, DMS, Thayer and Tuck Faculty
• Senior fellows with personalized majors
• ~400 Dartmouth internships (WISP, Freedman Scholars, etc.)
• 1000+ credits for independent work with faculty
• ~ 230 honors theses
• ~ 47% with multiple degrees

“My Dartmouth... is an environment that fosters collaborations between students and faculty, and in so doing, truly embodies the spirit of a liberal arts institution.”

Nikolas Abraham Primack ’07, valedictorian of his Dartmouth class, in his commencement address on 6/10/07

Dartmouth faculty and students fully embrace this mode of learning. There has been a steady increase in the numbers of small classes and chances for students to create and discover under your guidance over the last 30 years. More than four hundred student internships were awarded last year and if we had funding and faculty to supervise 400 more, I think we would fill them. Students today come to campus, wanting, indeed
expecting these opportunities. Dartmouth also awarded more that 1000 credits for independent work with the faculty last year and the number of honors theses was also greater than in previous years.

However, our success and commitment to individualized learning also poses problems. Student interest already exceeds our capacity, and I believe the interest will continue to grow. Faculty growth has helped us meet some of the need, as has growth in voluntary participation by our colleagues in the professional schools in the supervision of undergraduates. Our challenge now is to find new ways to incorporate learning by doing, practice with critical theory, independent study, and the tools of research across the curriculum. This strength can become an extraordinary aspect of the experience of every student at Dartmouth, and I believe is essential to our success as an educational leader over then next 10 years.

**Creation of a Diverse Learning Community**

A fourth mode of learning that I see as essential for modern education is participation in learning communities that are as diverse as the world at large. Thirty-five years ago, Dartmouth took its first big step towards meeting that goal when it admitted women as four-year students. Earlier this year, the alumnae from all 35 classes returned to Dartmouth in the fall to celebrate 35 years of coeducation. Those early days of coeducation are instructive for a variety of reasons, including what they teach us about the struggles that always seem to accompany change. It was President John Kemeny who envisioned Dartmouth’s transformation in his 1972 convocation address when he said that, “The fundamental mission of the college has traditionally been the training of leaders. In an age when it’s clear that women will increasingly play roles of leadership in our society, it is important for Dartmouth to train both men and women for leadership roles.” He was, of course, correct, and after 35 years of coeducation, Dartmouth is stronger and more significant than ever.

Table 4 provides a few facts beginning with coeducation in 1972 when the ratio of men to women undergraduates was 9-to-1; it is 1-to-1 today. Our female students have led all of the major coed student organizations. They have been editors of the newspaper and led the student body. They include academic leaders and prize winners, outstanding
athletes, artists and entrepreneurs. Strong advocates for change and growth, they have been pioneers in the development of social programs in the upper valley and the world. More than 700 female students have been Presidential Scholars – or Freedman Scholars as we call them now. The Women-in-Science Project, which began at Dartmouth with Karen Wetterhahn and Carol Muller, became a model for programs for women in science across the country. More than 1300 women have been WISP interns since 1990.

Table 4.

35 YEARS OF CO-EDUCATION

- Began in 1972
- 9:1 in 1972, 1:1 in 2008
- 1995 - 1st Year Females Outnumber Males
- >700 Female Presidential Scholars, 14 Rhodes Scholars (43%)
- >1300 WISP Interns Since 1990
- 1972 - 4% TT Women, 2008 - 39% TT Women
- 40% Female Chairs
- Chairs, Associate Deans In All Divisions, DOF, Provost, Dean Of Engineering, Chairs Of All Faculty Committees, Libraries, Computing Services, Development, Finances, Grants & Contracts, Public Affairs, Athletic Director, Head Of The Alumni Council, Trustees, Chair Of The Board Of Trustees, and more

When I came to Dartmouth in 1983, 11 years after coeducation, all the women faculty in the sciences and in the medical school could sit around a single table at the Inn. Dartmouth has changed a lot, and when I look across the campus I see our great success. For example, 1972, 4% of the tenure track faculty were women. In 2008, 39% of the tenure track faculty are women at Dartmouth, which is, and has been for a long time, the highest fraction in the Ivies. Forty percent of the chairs of the departments and programs in Arts & Sciences are women and women have held almost every role at this institution. We have much to celebrate.
In my speech at the celebration of 35 years of coeducation last fall, I posed the question, ‘Has Dartmouth as an educational institution grown stronger in the 35 years since coeducation?’ My answer is a resounding yes. Our pioneering women, faculty, students and staff brought a diversity of ideas and perspectives to the curriculum. They notched up our scholarly activity as well as our aspirations and reputation for excellence and mentoring in and out of the classroom. Undergraduate classes entering the College since coeducation are academically superb and we are all proud of our women’s many athletic and other out-of-classroom successes. Women on the faculty and staff have also been important in calling for family friendly policies at Dartmouth and opening doors for others. They have played a leading role in enhancing the racial and ethnic diversity of the faculty, making our community welcoming to lesbian, gay, and transgendered students and faculty and staff, and seeking to eliminate all types of intolerance.

I also asked, “Does our success support a popular notion, that gender equity has been achieved?” And my answer is no. True, the gender gap in college enrollments has reversed, with fewer males than females applying to colleges and universities; yet, women are still underrepresented on the faculties in a number of fields and in the upper echelons of the academy. Minority faculty, male and female, are especially underrepresented in most disciplines here and elsewhere. There is still growth and change needed to reach our potential as a learning community, but I believe Dartmouth can show national leadership in the development of a vibrant, dynamic and innovative learning community that is a model for others.

The Faculty Today

I’d like to begin this section of my talk by providing a few facts on subjects that I am often asked about by faculty. Ten years ago the faculty size (measured as tenure track, TT, lines) was 352; it is now to 408. This is an increase of ~16% or 56 tenure lines, while the student body has remained roughly the same size. As a result, the student-to-faculty ratio (as calculated by US News & World Reports) has gone down. Faculty compensation has grown significantly. We were below our COFHE comparison groups at all ranks in 1998-99 but placed at or above the median of our comparison group at all ranks last year for the 1st time. Annual funding for faculty professional development
(FRPDF) has doubled, and we have added a center dedicated to assisting faculty with teaching (DCAL). The composition of the faculty and the student body has changed somewhat, and we have considerably more small classes and fewer larger classes. Our faculty members are also receiving more external awards for their research, and the Dartmouth endowment has grown significantly, enabling us to make many of these strategic changes.

Table 5.

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<td>Faculty size as TT lines</td>
<td>408 (+56, +16%)</td>
<td>352</td>
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<tr>
<td>% Female, % Minority</td>
<td>39%, 15%</td>
<td>32%, 12%</td>
</tr>
<tr>
<td>Faculty median compensation</td>
<td>Above at all ranks</td>
<td>Below at all ranks</td>
</tr>
<tr>
<td>Students of color &amp; international</td>
<td>36%</td>
<td>24%</td>
</tr>
<tr>
<td>students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% classes &lt; 20, &gt;100</td>
<td>65%, 8%</td>
<td>57%, 11%</td>
</tr>
<tr>
<td>Student:Faculty</td>
<td>8:1</td>
<td>10:1</td>
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<tr>
<td>All sponsored research, A&amp;S</td>
<td>~$165 million</td>
<td>~$79 million</td>
</tr>
<tr>
<td>sponsored research</td>
<td>~$25 million</td>
<td>~$13 million</td>
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<tr>
<td>Dartmouth endowment</td>
<td>$3.76 billion</td>
<td>$1.52 billion</td>
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Our faculty and students have had another great year. It is wonderful to see so many of your accomplishments cited on the Dartmouth web page. I thank Public Affairs for working so hard to feature your scholarship. We added the new faculty directory on the Home Page this year, which will carry annually updated information on every faculty member. We also have begun publishing bios of all new faculty members in the Vox and in Dartmouth Life at the start of the year. These initiatives are designed to help us know each other better and make our work accessible to the broader community. I appreciate your feedback on the effectiveness of these venues and hope you enjoy them.
Time does not permit me to highlight every person individually, but I would like to mention a few of the individual awards of the past year, as I know we enjoy celebrating each other’s achievements. Just in the last 12 months, Assistant Professors Fabio Pellacini and Devin Balkcom from Computer Science and Reza Olfati Saber from Thayer received prestigious career awards from NSF for junior faculty. Associate Professor from Biological Sciences, Elizabeth Smith, was named a K. R. Porter Fellow of the Porter Endowment for Cell Biology. Associate Professor of Music, Steve Swayne, received an NEH Fellowship to complete his book about American composer William Schuman. Associate Professor of Music, Larry Polansky, was awarded a New Directions Fellowship by the Andrew W. Mellon Foundation to support his emerging interest in American Sign Language poetry and performance. Professor of Religion, Susannah Heschel, was named a Carnegie Scholar by the Carnegie Corporation of New York. Senior Lecturer in Studio Art, Enrico Riley was awarded a fellowship from the John Simon Guggenheim Memorial Foundation. Professor of Economics, Annamaria Lusardi, won the 2007 Fidelity Research Institute’s Pyramid Prize, citing her efforts to improve lifelong financial well being for Americans. Professor of French and Comparative Literature, Larry Kritzman, won a prize from the Modern Language Association of America for a book he edited, The Columbia History of Twentieth-Century French Thought. Professor of English, Gretchen Holbrook Gerzina was named the 2009-10 George Eastman Visiting Professor at Oxford. Professor of Biological Sciences, Mary Lou Guerinot, was given the rank of Fellow of the American Association for the Advancement of Science. Professor of Engineering, Lee Lynd, received the Lemelson-MIT Award for Sustainability.

Our students are impressive as well. Nine students were awarded NSF Graduate Fellowships last year. Zachary Kaufman ’08 and Taylor Thompson ’08 were chosen for USA Today’s USA College Academic First Team. Adam Levine ’08 won a Rhodes scholarship this year to study for his doctorate in Classics at Oxford University. Travis Green ‘08, the Student Assembly President, was awarded a Mitchell scholarship to study neuroscience at University College in Dublin. Samuel Kohn ’09 won the Morris K. Udall Scholarship. Laura Myers ’08 won the 2007 Goldwater Scholarship and we had two honorable mentions, Meghan Feely ’08 and Kristen Lurie ’08. Joseph Malchow ’08 was
awarded the 2007 Bartley Fellowship at The Wall Street Journal. Zachary Kaufman ’08 won the 2007 Truman Scholarship, and a team of Dartmouth students won Google’s “Build Your Campus in 3-D” competition. If you have not flown through the campus in 3-D, you definitely must try it.

As an institution, Dartmouth was recognized by the Collaborative on Academic Careers in Higher Education (COACHE) as one of the best places for junior faculty to work. Also, for the second year in a row, Dartmouth received a top grade in the college sustainability report card – ours was the highest grade awarded this year.

The Tuck School of Business was ranked number one in the Wall Street Journal. Dartmouth and the NASA Jet Propulsion Laboratory signed a memorandum of understanding to promote exchange between the two institutions. Dartmouth College and the Brookings Institution also announced a partnership for health policy research and are capitalizing on the excellent Dartmouth Institute for Health Policy and Clinical Practice and faculty in Sociology and Economics, who are working on health policy. The Rockefeller Center Policy Research Shop was awarded a grant from the Ford Foundation to enable students to work with New Hampshire and Vermont legislators. And the Foreign Policy magazine ranked Dartmouth among the nation’s top 10 institutions for undergraduate study in International Relations. Finally, I think most of you know that Jim Wright was named New Englander of the Year for 2007 and he is will receive the Semper Fidelis Award by the Marine Corp Scholarship Foundation in April 2008 in recognition of all the work he has been doing to expand the educational opportunities for veterans. Congratulations to all of you.

**Looking Ahead**

To conclude my talk I will describe a few key initiatives commencing this year and then look a bit further ahead. To begin, we are launching the Dartmouth Institute for Writing and Rhetoric this year. Planning for this initiative has been in the hands of many faculty for a number of years. Tom Cormen, the 1st director, the faculty and the staff in the program have worked particularly hard on it. We have already hired the first speech professor and we are in the process of finalizing our search for a new Director. Within
the next 2 years, the Institute will be putting in place many of the aspirations and recommendations of the faculty in this critical educational area.

Numerous cross-curricular initiatives (including plans for a new minor in International Studies being developed in conjunction with the Dickey Center and an FSP in Hyderabad India) will commence. We hope to complete our searches for two professorships to lead new interdisciplinary initiatives: the Sherman Fairchild Chairs Emerging Areas – one in the Digital Humanities and one in Sustainability Science. I intend to work with the faculty to consider new initiatives for the sophomore summer. We are also continuing our department reviews which are helping us with our ongoing curricular and faculty assessment and development and our preparation for Dartmouth’s upcoming re-accreditation.

Table 6.

<table>
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<th>KEY INITIATIVES</th>
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<tr>
<td>• The Dartmouth Institute for Writing &amp; Rhetoric</td>
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<td>• Cross-curricular initiatives – ethics, computational arts, sustainability science, uniting practice with theory in the arts &amp; humanities, international studies</td>
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<tr>
<td>• The Sherman Fairchild Chairs in Digital Humanities &amp; Sustainability Science</td>
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<tr>
<td>• New international programs (India, China/Tibet, others)</td>
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<td>• Life sciences &amp; visual arts</td>
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<td>• Planning for sophomore summer</td>
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<tr>
<td>• Continuation of department reviews</td>
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<tr>
<td>• Preparation for reaccreditation</td>
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<tr>
<td>• 1st phase strategic planning for Dartmouth 2020</td>
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With Appreciation
Academic excellence, change and growth depend on many people. Students, faculty, administrators, staff, alums, and trustees, all contribute to our successes and help to define our aspirations. The Dean of Faculty Office includes a terrific group of Associate Deans – Kate Conley, Mike Mastanduno, Lindsay Whaley, Rob McClung – and Charlie Barlowe, Dean of Graduate Studies, and their dedicated staff. These hard working, creative people make all the difference in helping an ambitious faculty achieve its goals. We all rely on Chris Strenta and Kate Soule and their staff in the fiscal office, Megan Steven, Jane Carroll in my office, and Janet Terp, Carrie Pelzel and Carrie’s staff in Development. And we look to Meredith Braz and her staff, Cecilia Gaposchkin, Margaret Funnell, and Kristin O’Rourke in student advising and fellowships to enrich our student’s experiences in many vital ways. And outside our office, we depend on and thank our colleagues throughout the institution for their support and ideas.

Finally, I would like to offer a special tribute to Jim Wright. In his many leadership roles, Dean of the Faculty, Provost, and Dartmouth's 16th President, Jim has been instrumental to the College's success in achieving unprecedented growth, diversification, and strengthening of the faculty and student body. He has led Dartmouth into greater socioeconomic diversity, increasing internationalism, and the greatest gender parity to date. His unfailing commitment to inclusivity, excellence, and full opportunity have enriched our campus and resulted in our wonderful decision this year to significantly enhance student financial aid. And despite his recent announcement that he will step down from his Presidency in June 2009, I know Jim is pushing still, and he will continue to work on behalf of the faculty to achieve much in the next year.

In closing, I hope I’ve given you a comprehensive picture of the Arts and Sciences today. We are moving into a new a phase of strategic planning for Dartmouth 2020, when, as a faculty, we have the privilege to envision Dartmouth’s future. Today is our starting point. We will work with the Provost to consider our vision for Arts & Sciences as a part of the broader goals of the institution. I believe that Dartmouth is in a very strong position to take advantage of its strengths in interdisciplinarity, internationalism, and independent studies to develop programs for the future. In the coming months, the Associate Deans and I will look to you for ideas, perspectives and help. Thank you.