

## Preface

The decennial accreditation process comes at an especially opportune time for Dartmouth College, at the outset of a new president's administration. Choosing to undertake a self-study with specific areas of emphasis has afforded the new administration the opportunity not only to direct the self-study process but also to identify and examine three areas of special importance, areas that have been traditionally strong at Dartmouth.

During the summer of 1998, in consultation with senior officers, Dartmouth President-elect James Wright identified the three areas to be given special focus in its self-study: Internationalism, the Computing and Information Environment, and Undergraduate Involvement in Research. These topics were chosen because of their importance to the institution, and a conviction that such a self-study process, as well as feedback from a distinguished visiting committee, could provide real and valuable assistance to the institution.

The President named a committee to examine each area. Each committee was chaired by an Associate Dean of the Faculty of Arts and Sciences and included relevant Arts and Sciences and professional school faculty, administrators, and both graduate and undergraduate students. The President charged each committee in the fall of 1998, outlining in general terms the questions and issues it should be sure to address. Each of the three special-emphasis committees worked both as committees of the whole and in subcommittees, as appropriate.

President Wright also appointed a Standards Committee, chaired by an Associate Provost. This committee contained the key people necessary to consider, assess, and address the eleven specific standards. The Standards Committee delegated responsibility for each Standard to working groups, which, working with others, addressed themselves to the specific standards' criteria. Questions, issues, drafts, and revisions were shared with the Standards Committee, and then referred to the Steering Committee for its concurrence.

President Wright also appointed a Steering Committee. Chaired by the Provost, it included the chairs of the three special emphasis committees and the Standards Committee, the Dean of the Faculty of Arts and Sciences, the Acting Dean of the College/Dean of the College, the Senior Assistant to the President, and several senior faculty. The purposes of the Steering Committee were several: to ensure that the process stayed on track; to be a resource or authority when necessary; to have questions answered, assistance and information provided; and to ensure not only that all of the issues were appropriately addressed, but that the entire self-study process proceeded with the understanding and endorsement of the senior administration and the institution generally. All of the work of the Standards and the three special emphasis committees, as well as their reports, was reviewed by the Steering Committee in order to ensure that it was complete, accurate, and reflective of the institution's position on any particular issue. The composition of the Steering Committee ensured both a better and more beneficial self-study process and report. It also assures that its recommendations will be examined and implemented in as efficient and thorough a manner as possible.

A Web site was created both to inform interested persons about the accreditation process and to solicit input from members of the Dartmouth community about the three special-emphasis self-study issues, the issues raised by the eleven Standards, Dartmouth's revised Mission Statement, and the draft of the entire self-study report – including the standards and the special emphasis reports.

Examination of this self-study report reveals three over-arching issues or themes: (a) how Dartmouth takes advantage of the opportunities – and avoids the perils – that arise from its being an institution that “strives to blend the best features of the undergraduate College with those of a

research university”, (b) enhancing residential and social life, for undergraduates and graduate students; and (c) promoting diversity, whether defined as racial and ethnic heterogeneity, gender parity, or drawing students with a wide variety of interests, skills, and backgrounds. Explicitly or implicitly, these themes pervade virtually all of the Standards and all three of the special emphasis reports.

(a) The issue of *Dartmouth’s niche* – its mission and character melding those of liberal arts colleges and research universities – is not new. It is not even new to Dartmouth’s reaccreditation process: the report of its last NEASC visiting committee, chaired in 1988 by then-President of the University of Chicago Hanna H. Gray, noted that Dartmouth then stood “at a significant crossroads, ...confronting a prospect of change.” That committee stated,

There exists a spectrum of views, and some tension among them, as to how to characterize the status of Dartmouth at present, whether as an undergraduate college or as a small university. That question is not new by any means, but it is now a central topic of discussion in setting out the mission of Dartmouth and its future. It is ultimately the issue, threaded through the reports of the self-study, that frames the debate over the many individual choices that the planning process will need to take into account.

In some ways the issue remains in play, although in new and different ways. Dartmouth has continued in the last decade to enhance its research mission both to increase Dartmouth’s contribution to the world’s body of knowledge and to complement and enhance Dartmouth’s historic commitment to teaching the liberal arts and other disciplines. It has long been on a path of change and of on-going competition with the very best universities in this country to recruit students and faculty, and to generate support. Dartmouth is not, however, of the size and scale of many research universities, of course, and it seeks to avail itself of the advantages of both its more intimate size and its commitment to teaching. This, in a real sense, is both Dartmouth’s institutional challenge and Dartmouth’s unique institutional strength – and it is sure to remain so for the foreseeable future.

(b) The outcome of the *Student Life Initiative*, begun by the Board of Trustees in February 1999, is, of course, unknown. Although the process of gathering, discussing, refining, and endorsing ideas is still underway, the Board and the administration are convinced that the five principles that guide that process offer promise for enhancing students’ academic experience as well as their residential and social life. Resulting capital projects and program improvements will take some years to be effected and will have significant financial implications. The importance of this initiative to Dartmouth’s future can hardly be overstated.

(c) The issue of *diversity*, a subject of focused self-study in the 1988 reaccreditation process, remains a central issue for Dartmouth, as it does for many American colleges and universities. Dartmouth’s location, its size, its history, and its commitment to the education of Native Americans, which stems from the very founding of the College, are all part of the context in which the issues of race, ethnicity, class, and gender play themselves out at Dartmouth. Dartmouth has made significant strides in a variety of ways in the last decade in this area, but as everyone in higher education understands, there are no simple solutions or answers.

This report is the result of innumerable hours of individual effort and discussion. It represents the significant efforts of numerous senior administrators, faculty, and students. Dartmouth looks forward to the visit from distinguished colleagues on the evaluation team, and to the questions and suggestions they will have about the various facets of the institution. The visit promises to be most valuable, even as the process of self-study has already been helpful in a variety of ways.

## **Standard One: Mission and Purposes**

### **I. Description**

As part of the reaccreditation self-study, Dartmouth revised its mission statement. The Mission Statement that guided Dartmouth over the past decade was created as part of the long-range planning effort of the Planning Steering Committee (PSC), which published its report in October 1990. That Mission Statement and the PSC Report, which were endorsed by Dartmouth's Board of Trustees at its November 9, 1990 meeting, guided the programmatic goals of Dartmouth's most recent capital campaign (1991-96). It assured that the institution as a whole – alumni, faculty, students, administration, friends – had a clear understanding of what Dartmouth was and what it aspired to be.

Dartmouth's Mission Statement describes Dartmouth's "traditions, values and visions." It expressly states that "Dartmouth strives to blend the best features of the undergraduate college with those of the research university." While emphasizing Dartmouth's commitment to undergraduate education, it notes that Dartmouth is, in fact, different from traditional liberal arts colleges by virtue of both its select graduate programs in the Arts and Sciences and its three professional schools. While undergraduates far outnumber graduate and professional students at Dartmouth, and the undergraduate program remains in many ways Dartmouth's central and abiding focus, the institution is greatly enriched and enhanced by the fact that it boasts the nation's fourth-oldest medical school, the nation's oldest professional school of engineering, the oldest graduate school of management in the world, and small but strong graduate programs in select Arts and Sciences departments. Dartmouth's Mission Statement reflects the emphasis of the institution on its academic mission, on the role of graduate and professional education, and on research as well as teaching.

The NEASC evaluation team noted in 1988 that "there exists a spectrum of views, and some tension among them, as to how to characterize the status of Dartmouth at present, whether as an undergraduate college or as a small university." As Dartmouth's 1993 Five-Year Interim Accreditation Report pointed out,

Dartmouth's tradition of excellence in undergraduate education, its close sense of community, its rural location, and its exceptionally loyal alumni give the College the ethos of an undergraduate college, yet its three professional schools, its graduate programs, and its outstanding teacher-scholars give Dartmouth the desire to expand human knowledge ...Dartmouth's combination of teaching and research, and undergraduate and graduate education, gives the College a unique niche in higher education.

It may be inevitable that such a unique niche brings with it certain inherent tensions. But, while a real spectrum of views will continue to exist, there has developed over the last decade greater agreement that Dartmouth draws its institutional strength from the breadth of its programs, including the professional schools and graduate programs, and that the quality of its undergraduate education is inevitably related to the distinction of its faculty and the quality of its research and scholarship.

Now, nearly a decade since its first iteration and at the outset of a new president's administration, the Mission Statement warranted modest revisions that reflect the institution's continued evolution as an institution involved in significant academic research while, at the same time, in no way diminishing its commitment to excellence in teaching or to undergraduate education in general. The new Mission Statement, endorsed by the Board of Trustees at its August 22, 1999

meeting, reflects not so much substantive changes in institutional mission or purpose as adjustments in emphasis, focus, or articulation.

### Mission Statement (August 1999)

Dartmouth College combines the best features of the undergraduate liberal arts college with those of the research university. It is dedicated to providing undergraduate, graduate, and professional education of the highest quality, and to fostering a love of learning and discovery in every member of its community. Founded as an undergraduate institution more than two centuries ago, Dartmouth also offers select graduate programs within the Arts and Sciences, engineering, and medicine, and professional degree programs in business, engineering, and medicine. These professional schools are among the very oldest in the nation in their respective fields and have a historic role in defining Dartmouth's intellectual values.

Dartmouth has a special character and is committed to fostering the unique bonds that exist between the institution and those who learn, teach, and work here. This character is rooted in the following essential elements:

- A devotion to a vital learning environment rooted in the liberal arts tradition. This environment depends upon: a faculty dedicated to outstanding teaching, scholarship, and research; a talented, highly motivated, and intellectually curious student body; and a staff committed to the institution and its purposes.
- A conviction that one of Dartmouth's strengths is providing students with close contact with faculty, and an appreciation that the quality of the educational and research experiences Dartmouth offers students is one measure of its success.
- A commitment to enriching the Dartmouth educational and social experience by attracting and retaining gifted and talented students, faculty, and staff of diverse backgrounds, experiences, races, and economic circumstances.
- A commitment to sustaining an academic residential community of learning that nurtures and supports the social, emotional, moral, and physical well-being of its members — a community that values individual talents and initiatives in areas as diverse as academic and intellectual endeavors, community service, athletics and outdoor activities, religious life and artistic expression, and political and social activism.
- A recognition that its location offers Dartmouth unique advantages and special traditions related to exploring and understanding of the self and society as they relate to the natural and physical environment of northern New England.

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The new Mission Statement accurately reflects the priorities and initiatives already underway in the new Wright administration. Three priorities are particularly noteworthy: residential and student life, racial and ethnic diversity, and support for faculty – and for research and scholarship in particular. One can see the Statement's emphasis on undergraduate education being played out in the major initiative currently underway to enhance and enrich residential and social life. Recognizing, as does the Statement, the special spirit or ethos of the place, President James Wright emphasizes that this initiative "must strengthen, not diminish, that special feeling." Both the Statement and President Wright have expressed the importance of "attracting and retaining gifted and talented students, faculty, and staff of diverse backgrounds, experiences, races, and

economic circumstances." And the Statement's emphasis on research and scholarship reflects the institution's fundamental commitment to these key activities.

The Statement, like Dartmouth today, is informed by Dartmouth's history and tradition, but its vision for the future is forward-looking, ambitious, and exciting. As President Wright said in his Inaugural Address, "However deeply rooted in its rich history, Dartmouth is a dynamic, living community. We are free to set our own course. We welcome today students who will live their lives out in the 21st century. Our purposes are about their future and not our past....Dartmouth remains a work in progress."

The Mission Statement appears in a variety of institutional publications, and serves as the talisman for the President and other officials who speak and write frequently about the institution, its work, and its future. Thayer School, Tuck School, and Dartmouth Medical School all have mission statements that are entirely consistent with the Mission Statement of Dartmouth as a whole. The Graduate Program in the Arts and Sciences is in the process of drafting a mission statement.

## **II. Assessment and Projection**

It is clear that Dartmouth's mission and purposes provide direction to the curriculum and Dartmouth's other activities. A recognition of the importance of undergraduate, graduate, and professional education and of liberal education permeates Dartmouth's culture and is reflected in all that it does. The Report of the Planning Steering Committee examined the size and scale of Dartmouth's graduate programs, and reaffirmed that there will be no more than modest expansion in those programs. That decision, and subsequent programmatic and budgetary decisions, are direct and conscious consequences of Dartmouth's essentially maintaining its mission, purpose, size, and scale. The revision of the undergraduate curriculum reaffirms the institution's commitment to the liberal arts, as does the newly revised mission statement. And President Wright's Inaugural Address, and other public statements, have made explicit the commitment of his administration to the liberal arts, to graduate and professional education, and to the institution's research mission, as well as to diversity and Dartmouth's special sense of community. There is a growing recognition of the role that undergraduates' engagement in the research process plays in their education, and a widespread understanding of the important relation between research and scholarship and teaching.

The institution would be well-served if the Mission Statement were more accessible than it has been over the last decade – if it were available on Dartmouth's Web site in particular, as well as featured more prominently in key publications. The 1990 Mission Statement now appears in the *Arts and Sciences Faculty Handbook*, and the new Mission Statement will appear on Dartmouth's Web site shortly and in the next edition of the *Faculty Handbook*.

While it is not expected that Dartmouth's fundamental purpose will dramatically change, its Mission Statement will inevitably continue to warrant reassessment over time. No mission statement is an answer for all time; rather it is, as Robert Frost said about a poem, only "a momentary stay against confusion." The clarity, then, that a Mission Statement provides, has been – and will continue to be – enormously valuable to Dartmouth and to the individuals who are part of the Dartmouth community.

## Standard Two: Planning and Evaluation

### I. Description

Planning and evaluation at Dartmouth both occur in a myriad of contexts and are both centralized and decentralized. Indeed, in many cases evaluation is not identified as assessment, *per se*, so much as simply the normal way the institution or a part of the institution carries out its mission.

To a large extent, of course, the shape and scope of planning and evaluation stems from the institution's organization. For example, the President's Executive Council, sixteen senior officers, including the professional school deans, meets weekly and discusses matters of over-arching concern. The Budget Group, consisting of the President, Provost, Dean of the Faculty of Arts and Sciences, Dean of the College (Student Affairs), Vice President for Development and Alumni Affairs, and Vice President for Finance and Treasurer, meets through the budget process, utilizing the relevant financial data to set the College-only budget and make decisions on budget allocations among areas. The Office of the Dean of the Faculty manages the planning and evaluation within the Arts and Sciences itself, just as the Dean of the College area meets as an office to deal with matters related to its purview.

These offices, and many others, have annual retreats for purposes of taking stock, planning, and goal setting. Many, including the Dean of the College Office, engage in regular faculty and administrative development programs throughout the year. These groups, and others, including the Administrative Forum (about one hundred senior and mid-level administrators), serve also to convey – and solicit – information of interest or import to many.

#### Planning

Long-range centralized planning is well-exemplified by the Planning Steering Committee, the Campus Master Plan, budget planning, and the Student Life Initiative currently underway. The work of the Planning Steering Committee culminated in October 1990 in the Planning Steering Committee (PSC) Report. This report, “a comprehensive academic plan for Dartmouth for the next ten to fifteen years,” was the work product of the PSC, eight task forces, and four faculty planning committees. The PSC Report has been enormously valuable in articulating and defining the vision for the institution as it moves forward. As stated earlier (see Standard One), the PSC Report set forth the institution's mission statement, guided the programmatic goals of Dartmouth's most recent capital campaign (1991-96), and assured that the institution as a whole – faculty, students, administration, alumni, and friends – had a clear understanding of what Dartmouth was and what it envisioned for the future. It continues to serve the institution very well indeed. That planning effort has been on-going, with a Progress Report published in 1992, describing how some important aspects of the PSC Report had been addressed since the PSC completed its work. Moreover, budget planning continues to implement much of the report.

Similarly, the Campus Master Plan (1983, 1989, 1999) embodies the values and sense of Dartmouth's mission statement. Its latest iteration included input from all parts of the Dartmouth community – and the Hanover community – and has been widely disseminated. Its comprehensive nature makes a clear case for integrated planning from which flows more targeted planning for financial, academic, and other aspects of the institution. The Master Plan asks essential questions and is serving as a guide for the process of historically-based, future-directed planning. In both the PSC and Campus Master Planning processes, the blending of history of the institution with goals for the future is especially acute in the integration of Dartmouth's increasing prominence as a research institution with its undergraduate liberal arts heritage.

Budget decisions, particularly in the early 1990s when the College-only budget was under dramatic stress, have been guided by clearly expressed institution-wide priorities, which were broadly disseminated to all constituencies. Growth was often by re-allocation, and five principles governed budget planning: 1) Core academic functions and programs were not significantly affected; 2) Tenure-track faculty positions were protected; 3) Admissions remained need-moot; 4) Competitive compensation increases were provided; and 5) Improvement of academic facilities were not deferred. Those principles continue to inform budget decision-making.

The Student Life Initiative, begun in February 1999, involves a multi-year study and plan for the enhancement of both residential and social life, including the coed, fraternity, sorority system. The fact that the institution seeks to address itself to multiple related issues at once makes the task challenging and the process complex. But that fact also affords opportunities to address issues and problems in a unified, coherent way. The fact, for example, that the College needs additional beds and flexible social spaces affords the opportunity to design those new residential facilities in light of the other goals set forth by the Trustees (e.g., eliminating the abuse and unsafe use of alcohol, creating a “substantially coeducational” residential and social system, and providing opportunities for “greater interaction among all Dartmouth students.”) This project entails a task force, co-chaired by two trustees and including faculty, graduate and undergraduate students, administrators, and alumni as well as input from scores of individuals and groups. In due course there will be an opportunity for community discussion of proposals, and plans approved by the Board of Trustees will be implemented over a multi-year period. Planning and assessment are essential in this process, particularly given the enormous ramifications to both the capital budget and the annual budget.

That process incorporates a variety of assessment data gathered independently by a number of different offices during the years preceding the beginning of the initiative. For example, a Task Force on Social Life established by the Dean of the College in 1997 produced a report based upon interviews with students, a comprehensive survey of students, and the compilation of comparison data from other institutions. Student alcohol behaviors, attitudes, and beliefs have been examined annually for a decade, and the Trustees (and the Dartmouth community) are annually updated on these issues. The process has encouraged a broad-based process of input and suggestions to inform an inclusive decision-making process.

As at every other college or university, the senior administration takes information from a myriad of sources – tenure cases, departmental reviews, recruiting and retention efforts, campus planning, institutional research data, among others – and forms, with the Trustees, a sense of issues that need attention, either through the creation of task forces or other means.

Decentralized planning has occurred in virtually every area of Dartmouth over the last decade, either as part of a regular systematic process of evaluation and planning or as a result of a process of “bubbling up.” That is, a department chair, an assistant dean in the student affairs area, a budget center, a student group, or even an individual needs data about a particular issue. The resulting request for information stimulates a project of obtaining evaluative information. When the issue is a major one, a standing committee or an ad hoc committee, often containing student, faculty, administrative, and even trustee members is charged with studying and evaluating the issue and producing a report that eventually is used for planning. Many of these committees have membership with a broad constituency. In some cases these committees have been informed by data from systematic assessment, while in others, the committee might commission a survey or other type of customized assessment.

Examples of decentralized planning and assessment have been reports by task forces or committees examining faculty retirement, academic support, the new curriculum, programmatic possibilities in the area of structural biology, first-year advising, the academic/residential

relationship, alcohol, athletics recruitment, diversity and community, residential computing, and many more areas.

### Evaluation

A fabric of evaluation and resulting planning weaves together an enormous variety of information to inform decision-making at Dartmouth.

### Institutional Research Office

For essentially the last five years, since the Institutional Researcher position in the Provost's Office has been vacant, the functions of Institutional Research have been primarily decentralized. For example, Student Affairs maintains an Office of Evaluation and Research, which manages many of the student surveys, collects data from focus groups and interviews, and produces a series of targeted reports that are circulated to the administration. The Office of Evaluation and Research has been the principal resource for institutional research for the last several years. The Admissions and Financial Aid Offices maintain their own data on prospective students, admitted students, and matriculating students, as well as use Consortium on Financing Higher Education (COFHE) reports and Admitted Students Questionnaire data. The Office of the Registrar handles most IPEDS reporting and issues related to enrollment, grades, and classroom utilization. While this decentralization allows for a more focused approach to many research issues, Dartmouth would benefit from a centralized institutional research office that could examine over-arching issues as well as those not necessarily seen as within the purview of a particular office. The re-establishment in August 1999 of the Institutional Research Office in the Provost's Office will help in this regard.

In recent years Dartmouth has taken significant steps to improve the collection of data from students and others to inform decision-making. Following the input-environment-output model, data are collected from incoming first-year students, all four classes of undergraduates, and (every year since 1996) graduating seniors. In addition, a variety of efforts to survey alumni and graduate students are underway. In each year data regarding students' perceived value of their Dartmouth education, student satisfaction with various College offices and functions are compiled, and students' future graduate school or employment plans are detailed. The COFHE senior survey, the Higher Education Data Sharing Consortium (HEDS) Senior Survey, or the Higher Education Research Institute (HERI) College Student Survey are used on a four-year cycle (COFHE-HEDS-COFHE-CSS) so that a variety of data is available for various uses. Results from these surveys are routinely disseminated in the "Brief Reports" series, in presentations across campus, and in targeted reports such as that from the Task Force on Social Life. Dartmouth has participated in the HERI first-year survey since the 1960s, and has compiled an extensive collection of data on the incoming first-year students from 1971 to the present. Environmental assessments have been conducted on an annual basis, including the COFHE Cycles survey in 1996 and 1999, the College Student Experiences Questionnaire (CSEQ) in 1997, the Core Alcohol and Drug Survey from 1989-1996, and the Dartmouth College Student Risk Behavior Survey in 1997 and 1998. Most of these environmental assessments have been conducted via Web-administered surveys, which, among other advantages, allow for almost instantaneous analysis of results. For example, a Web survey conducted in the fall of 1998 to collect student input on what kind of security systems should be used in the residence halls resulted in a two-week turnaround between being administered and the publication of a written report. Future assessment plans include participating in a pilot project with the National Center for Higher Education Management Systems (NCHEMS) National Survey of Student Engagement.

### Academic Evaluation

Since its last reaccreditation, Dartmouth has evaluated every academic program and department by external review committees (except the Education Department, which was reviewed internally; an external review is scheduled). Most administrative areas have been reviewed as well. The evaluation process involved in Arts and Sciences tenure and promotions is described in Standard Five and in the *Faculty Handbook*.

Academic evaluation occurs in many contexts at Dartmouth, including faculty providing the deans with annual supplements outlining their scholarly and other activities. Every Arts and Sciences department is required to evaluate teaching, and individual departments use different discipline-appropriate methods. Many departments have long used a common course evaluation form, which provides standardized, comparative data from students in every course. In other departments colleagues visit and evaluate one another's courses. In addition and less formally, in some departments, such as the Mathematics Department, where multiple instructors teach different sections of the same course, common examinations are graded section-blind in order to assess the degree to which departmental standards are being met by individual faculty. Elsewhere, such as in the Psychology Department, the deliberate offering of several sections of a course employing varied pedagogical methods has provided empirical evidence of the success of those methods and resulted in more widespread adoption of the most effective techniques. Every course within each professional school is evaluated using standard forms, and results are used as both formative and summative evaluation.

Every spring term, seniors are asked to rate every course and instructor they have had at Dartmouth – from their first-year fall through their senior winter term. This survey utilizes customized Web-forms for each student, listing each class for which the student received a grade. The results are helpful to the Dean of the Faculty Office in annual evaluations and other planning, as well as helpful in identifying the winner of an annual teaching award.

Monitoring of the new undergraduate curriculum has been continuous since it was implemented in 1994 for the Class of 1998. In the springs of 1998 and 1999, an Ad Hoc Committee to Review the New Curriculum Requirement, appointed by the Dean of the Faculty, surveyed the senior class for feedback on the new requirements. The committee's report is expected during the fall of 1999. In addition, the Dean has appointed a committee to examine the intellectual life of the College, in order to provide him with a different perspective on aspects of the new curriculum and other components of academic life at Dartmouth. The Dean expects to receive that report during the fall of 1999 as well.

Dartmouth is the site of a \$4 million National Science Foundation-funded five-year initiative to integrate Mathematics Across the Curriculum (MATC). Now in its fourth year, the project has involved over fifty faculty in creating eleven entirely new courses and modifying thirteen more. Some of these courses unite mathematics with its traditional partners in the sciences, but many link math with humanities, ranging from art and music to literature and philosophy. The project has hosted workshops in interdisciplinary teaching for other college faculty, has joined with the Drama Department in mounting a production of "Arcadia," and this year will collaborate with Dartmouth's Hood Museum of Art to mount an exhibit of mathematical art. A strong evaluation component uses both student outcomes and the faculty's teaching experience to understand the impact of these courses. Using surveys, interviews, content tests, and observation, data have been gathered (anonymously and confidentially) about the attitudes and accomplishments of thousands of Dartmouth students who have taken MATC courses. These data do more than help improve MATC courses; they provide a profile of mathematics students that will help the institution better meet their mathematics needs.

This past year, Dartmouth's Women in Science Project conducted a survey of all alumnae who majored in science, math, or engineering. This extraordinary effort has focussed on both outcomes (whether, for example, these women are engaged in science-oriented careers) and

process (reflecting back on their Dartmouth careers to identify experiences that either encouraged or discouraged them from retaining their scientific interests). (See Undergraduate Research Report and its appendix.)

The Director of the Composition Center completed a study of writing at Dartmouth in November 1998. That report focused on the following questions:

- Historically, what role has composition played in the College's curriculum?
- What pedagogies and methods are currently employed in our writing classrooms, and to what extent do these pedagogies and methods constitute a coherent writing program?
- What do our students tell us about the way they have learned to write – both in their first-year courses and beyond?
- And finally, what are the College's expectations and concerns regarding the writing programs, and how might these concerns be addressed?

Increasingly, the culminating papers within the major (such as senior theses) and the oral presentations and poster sessions, which occur both in courses and as part of students' independent research, have resulted in an implicit evaluation of students' work by faculty within a department and across departments. Dialogue between students and faculty resulting from these sessions can provide a valuable qualitative evaluation of educational outcomes and a clear force for continuous quality assessment and improvement.

As part of its academic mission, Dartmouth provides many sources of funding for student research, awarded on a competitive basis. The deliberations of the multi-divisional and multi-disciplinary committees and groups of faculty and administrators who evaluate proposals provide another source of objective evidence of students' developing skills. Through this mechanism, the Rockefeller Center and the Dean of the Faculty Office both provide evaluative feedback to individual faculty members and students about the quality of students' preparation in comparison to that of students in other departments.

The institutional committees charged with examining the academic mission regularly assess the effectiveness of programs across the institution. The Committee on Instruction evaluates major requirements and special academic programs. The Committee on Senior Fellowships reviews the work of students who apply for and students who receive fellowships for year-long independent work during their senior year. Another committee reviews the records of undergraduates who compete for national and international fellowships. Reports of these committees provide an institution-wide opportunity to review the effectiveness of undergraduate education against both internal and external standards. (Dartmouth undergraduates are not named to as many of the most prestigious graduate fellowships as they should (e.g., Rhodes, Marshalls), and the institution is seeking additional ways to establish the key formative professor mentor relationships with especially promising students early on in their undergraduate careers.) Other offices of the College also provide an implicit, embedded evaluation of College programs. The Career Services and Graduate Advising Offices, for example, systematically collect and distribute reports that show the relative effectiveness of Dartmouth-educated students in competing for graduate and career placements. All of these activities provide direct, comparative evidence of the success of undergraduate education.

Dartmouth participated in the Higher Education Research Institute's national Faculty Survey for the first time in 1999. These recently received data are under review now, and add valuable information to what the institution already knows about faculty workload, use of technology, and satisfaction.

Just as long-range and facilities planning occurs at each of the professional schools as well, so too, each professional school works to evaluate its program and instruction. For example,

within the Dartmouth Medical School, the Associate Dean of Medical Education evaluates student performance in a variety of ways, including monitoring how students do on Parts I and II of the National Medical Board Exam and how students perform as a group in each discipline. Faculty are, of course, reluctant to use Board exams to structure the curriculum, but the student body's performance on the Boards can inform teaching and curriculum. Another professor studied changes in student attitudes seeking to understand how issues like empathy, listening skills, and gender sensitivity change over their four years of study. Student evaluations of teaching and courses are used by departments to make modifications in courses and have even caused clerkship programs to be restructured.

## **II. Assessment and Projection**

Although Dartmouth's mix of centralized and decentralized planning and evaluation has worked well, there are opportunities for new initiatives and improvement. The PSC Report has served Dartmouth well, but it was intended to serve as a guide for ten to fifteen years, and there is now the sense on the part of many that Dartmouth would benefit from undertaking an over-arching long-range planning process in the not-too-distant future, and clearly before beginning planning for the next capital campaign. That planning process need not necessarily take the same shape that the PSC process took, but many feel that it is important to bring greater coordination to the many different planning efforts and to the different parts of the institution – that planning be more on-going and more systematic – as well as to ensure that there is a basis for common understanding about the institution's current priorities and expectations.

Dartmouth should work to increase the number of planning discussions that involve individuals at multiple administrative levels in the organizational hierarchy. There is also an opportunity to communicate earlier and more directly with the members of the institution about the planning process. Over the years, many changes at Dartmouth have come from committees, small planning groups, and senior administrators, as is true for most institutions. More recently such processes have involved deliberate and extensive efforts to enable all members of Dartmouth College to feel a part of the process. For example, the committees responding to the President's initiative towards social and residential life include trustee, administrator, faculty, alumni, and student participants, and the task force on this issue includes representation from all these groups. Similar efforts at broad participation and communication should, in the future, be incorporated as part of all significant planning activities.

There is some concern that the brevity of tenure of associate deans and department chairs may limit their ability to engage in significant and effective long-range planning. The Associate Deans in the Arts and Sciences typically serve for four years, while department heads typically serve three years. Long-range planning would be helped by longer terms of office. Dartmouth might examine the length of incumbency of those administrators to determine whether time-in-office affects their ability to engage in long-range planning.

Similarly, in recent years frequent turnover in Provosts has limited the ability of that senior officer to engage in some of the careful deliberations, decision-making, and evaluative tracking of actions that are necessary for effective long-range planning. As the chief planning officer, the Provost benefits from some tenure in that position to imagine and implement the development of long-range planning and evaluation. The Provost is now engaged with other senior officers in a process of institutional planning and priority setting.

The reestablishment of the Institutional Research Office is a major step towards enhancing central institutional evaluation and assessment. The new position of the Associate Provost for Planning not only underlines the increased importance of planning and evaluation in Dartmouth's future, but also encourages people to think about evaluation and planning in a more comprehensive and strategic way. The recent arrival of a distinguished senior institutional researcher suggests

both Dartmouth's increased commitment to assessment and evaluation and the fact that institutional research will be an increasingly valuable resource in the years ahead.

Currently Dartmouth collects detailed information about a vast array of its activities. For instance, as a member of COFHE, Dartmouth participates in a variety of analysis projects that are used to inform decision-making. The institution would benefit from collating these data into meaningful displays that are even more accessible to those who can learn from that information. The re-establishment of the Institutional Research Office is an important step in this direction. Dartmouth should couple its successful experience with Web-based data collection with the emerging Web-based tools to provide access to and prepare reports about institutional evaluative information.

Dartmouth would also benefit from collecting more systematically – and on a centralized basis – all of the studies, analyses, and reports that have been carried out as part of evaluation and planning. These documents – as well as studies gathered from peer institutions – could then be more regularly provided, where appropriate, to interested decision-makers. Institutional Research is one obvious office to charge with this task. The creation of a central record of evaluative and planning materials and the development of more creative and appropriate ways of analyzing and disseminating evaluative information can also encourage regular revisiting of Dartmouth's goals and its progress towards them.

Currently, the many ways in which educational outcomes are evaluated, which were enumerated earlier in this report, tend to be employed in only some academic departments. If they are more broadly employed, these methods and the evaluative information they provide have great potential to help Dartmouth monitor and assure the quality of its educational outcomes. Dartmouth should work to examine and support the adoption of the most successful of these assessment methods more broadly.

It is also clear that Dartmouth, particularly the Arts and Sciences, could do better in the area of teaching and course evaluation. While some departments favor qualitative evaluation and others quantitative, the significant value of more comparative data, across and among departments, is clear. While the Institutional Research Office cannot be charged with all evaluation activities, it seems to be the natural place to work on this issue, obviously in close consultation with the Dean of the Faculty.

As noted in Standard Nine, Dartmouth has engaged an outside firm to help in creating a more rigorous process and an analytical tool to assist in the process of planning and the coordination of resources and needs. Progress should be forthcoming in this area by the early fall.

The report of the ad hoc committee reviewing the new curriculum, which should be finished in the fall of 1999, will be especially valuable in assessing program and educational outcomes. It will assess the degree to which the new graduation requirements are successful – whether, for example, the culminating experience and the requirement that all students take at least one course with a laboratory component are working as they should.

In sum, Dartmouth's recent record on planning and evaluation has shown significant improvement in the past decade. Information is systematically collected and utilized at many levels of institutional planning. Future progress, including initiatives such as the wider distribution of such findings, a centralized repository for reports, broadened collection of outcomes data from alumni studies, and the potential of new broad-based evaluation efforts will be facilitated by the newly named Associate Provost for Planning and the arrival of a Director of Institutional Research.

## Standard Three: Organization and Governance

### I. Description

#### The Board of Trustees

Ultimate authority and responsibility for governing Dartmouth College (the formal corporate name of which is "Trustees of Dartmouth College") rests with its sixteen-member Board of Trustees. Such authority and responsibility is set forth in the *Charter of Dartmouth College* issued by King George III and signed by Governor John Wentworth on December 13, 1769, and in 1818 successfully defended before the United States Supreme Court by Dartmouth alumnus Daniel Webster.

The membership of the Dartmouth Board of Trustees consists of the Governor of New Hampshire *ex officio* and fifteen other members – including the President of the College – elected by the Board itself. (See booklet “Dartmouth College Board of Trustees”). The Board has, in turn, established the following basic operating committees to advise and otherwise assist it: Academic Affairs, Facilities, Finance, Student Affairs, Development and Alumni Relations, and Public Affairs. Other Board committees are: Executive, Investment, Nominating, Personnel, Audit, Investor Responsibility, and a committee for each of the three professional schools. The membership of all these committees – which are the result of an extensive review by the Board of its committee structure in 1998 – include not only members of the Board of Trustees (who have formal voting rights) but also, as appropriate to the respective areas of responsibility, Trustees emeriti, faculty, senior administrators, students, and alumni. The Board remains in close touch with the work of its committees through regular reports to the Board by the Trustees chairing such groups.

Because of its relatively small size, Dartmouth's Board of Trustees is able to be a truly working board. Although it relies on the above-mentioned several committees to address itself to matters in depth, all significant decisions relating to Dartmouth's business and assets are discussed and decided by the full Board. (As noted, the Board does have an Executive Committee; however, that Committee's work between Board meetings is generally limited to routine matters requiring Board action in order to keep the full Board's agenda and time free to deal with matters of greater consequence.) The Board holds four regular meetings each year, with Board and committee sessions each time typically taking up two full days. In addition, in August of each year, the Board holds a three-day retreat session at which broad policy issues are considered.

Dartmouth's Board of Trustees has recognized that, because of both its small size and its active role in the governance of the College, its membership must collectively have the skills, experience, and other personal qualities necessary for the governance of a complex institution in an increasingly-demanding environment. To that end, the Board established in 1990 its Committee on Trustees, which identifies on an on-going basis individuals who have the potential to serve Dartmouth as Trustees, on advisory boards, or in other volunteer capacities. The committee works closely in the Trustee selection process with the nominating committees of the Board and the Dartmouth Alumni Council (which selects candidates for the seven Trustee seats for which the alumni nominate). The Board annually conducts an informal review of how it is conducting its business. It has also looked at (among other governance issues) its committee structure, the way that trustees are re-appointed, and how they conduct their business (with the assistance of an outside consultant to examine, among other issues, the governance-management distinction).

#### The Administration

Under Dartmouth's Charter, the President is the chief executive officer with full-time responsibility to the Board of Trustees for implementation of approved policies and programs throughout the institution. Principal administrative officers reporting directly to the President are the Provost, the Vice President and Treasurer (responsible for budget, investments and business affairs), and the Vice President for Development and Alumni Relations (see organization chart). Other administrators reporting to the President are the Director of Equal Opportunity and Affirmative Action, the Secretary of the Board of Trustees, the Senior Assistant to the President, and the College Counsel.

The Provost, as senior academic officer of the College, with the President oversees Dartmouth's four faculties and, in addition, is responsible for all other programs and activities in direct support of faculty and students in pursuit of Dartmouth's academic mission. The latter include libraries, computing services, sponsored research, undergraduate admissions, academic centers in such areas as the performing and visual arts, ethics, and international studies, and Dartmouth's hosting of and membership in the University Press of New England consortium.

Other senior officers include the deans of the faculties of the Arts and Sciences, the Amos Tuck School of Business Administration, the Thayer School of Engineering, and the Dartmouth Medical School; and the Dean of the College (undergraduate student activities, advising, and residential life).

The duties and responsibilities of all administrators are clearly set forth in position descriptions, and national searches are conducted to fill appropriate vacancies. Senior officers are generally appointed for four-year terms with consideration for reappointment involving major performance reviews. Annual performance evaluations are also conducted in connection with salary reviews that involve the President and the Board of Trustees.

In addition to scheduled and other meetings with senior administrators, the President meets on a regular basis with the President's Executive Council – a group of senior administrators – to discuss important matters of institution-wide significance. He also meets on a semi-annual basis with the President's Leadership Council – approximately eighty national leaders from various fields – to gain their advice on matters of importance to the College. The Leadership Council's most recent meeting focused on the computing environment at Dartmouth, one of the three special-emphasis topics of this self-study.

Dartmouth also makes extensive use of volunteer boards to advise the Trustees and senior administrators on the operation of specific College programs. Boards of overseers, boards of visitors, visiting committees, and other groups provide guidance for Dartmouth's three professional schools, several academic centers, and even several auxiliary activities (such as The Hanover Inn), and others provide the Trustees and the administration with valuable guidance with respect to such diverse matters as real estate investments, operation of athletic facilities, and public affairs. Members of the College's Board of Trustees sit on most of these boards and committees.

### The Faculty

Faculty members at Dartmouth College hold their primary appointment in one of four faculties: Arts and Sciences, Dartmouth Medical School, Amos Tuck School of Business Administration, and Thayer School of Engineering. Each such faculty is primarily responsible for the educational programs, academic personnel, degree requirements, and related resource allocations in their respective college or school. Such oversight extends to all affiliated off-campus programs, continuing education, and other similar activities.

Each of the four Dartmouth faculties has adopted its own organizational framework and process for carrying out its responsibilities with respect to Dartmouth's academic programs. (See

"*Organization of the Faculty of Arts and Sciences*" and comparable governing documents for the faculties of the three professional schools.) In each instance, the faculty conducts its business in meetings of the faculty as a whole and in standing committees.

In addition to service by members on Trustee, faculty, and administrative committees, the faculties at Dartmouth provide valuable advice directly to the senior leadership of the institution on matters of importance through special committees established specifically for that purpose. The Committee Advisory to the President, consisting of distinguished members of the Faculty of Arts and Sciences elected by that body, has a direct role in advising the President of the College with respect to tenure and other faculty promotion decisions, significant faculty conduct issues, and such other matters of consequence upon which the President may seek their advice. Through similar committees in Dartmouth's three professional schools, deans are similarly advised by members of their faculties. Dartmouth is greatly strengthened by these special faculty committees, which provide each of Dartmouth's faculties with an important and constructive on-going role in the governance of the College.

Members of the four faculties are also members of the General Faculty of Dartmouth College. The General Faculty and its several councils deal with academic matters of general application at Dartmouth, including libraries, sponsored activities, and academic freedom and responsibilities.

Faculty also are directly involved in the development and review of matters of interest to the faculty that are considered by the Board of Trustees. Deans and other members of the faculty are members of the Trustees' Committee on Academic Affairs, Facilities Committee, and Finance Committee.

Beginning in 1988-89, the Faculty of Arts and Sciences undertook a lengthy and thorough examination and significant reorganization of its committee structure and governance processes. This review involved all of the faculty's major committees. In 1991 the new structure was approved by the faculty and implemented in the academic year 1992-93. Some committees were abolished, while others were restructured or consolidated. Three years later (1995-96), the faculty began the process of evaluating the new committee system. In May 1997, the new structure was endorsed with comparatively minor modifications.

Another example of the Arts and Sciences faculty assessing its governance process is its consideration, in 1997, of whether the President should continue to chair the Committee of Chairs, or whether that committee should be chaired by the Dean of the Faculty. Upon review and consideration, the faculty rejected a committee recommendation for change, voting instead to retain the status quo.

Dartmouth's Arts and Sciences off-campus programs, described at length elsewhere, are sponsored by academic departments and programs, administered in collaboration with the Assistant Dean of the Faculty and Exchange Coordinator, and run by Dartmouth faculty who go abroad with the students. Off-campus programs run by the professional schools, too, are well incorporated into the governance of the institution.

### Students

Students at Dartmouth participate in the consideration of matters in which they have a direct interest through membership on Trustee, faculty, and administrative committees and through student government bodies such as the undergraduate Student Assembly and the Graduate Student Council. The Arts and Sciences graduate programs and each professional school has its own student government.

The membership of the Trustees' Committee on Student Affairs includes the President of the Student Assembly, the President of the Graduate Student Council, and three other students. Undergraduate and graduate students are also members of the Trustee's Committee on Academic Affairs, the Trustees' Facilities Committee, and the Trustees' Finance Committee. Students also are members of a wide range of other standing faculty and administrative committees dealing with such issues as curricular offerings and Americans with Disabilities Act compliance.

In addition, students have other opportunities to participate directly in the consideration of a wide variety of specific issues affecting them. For example, both undergraduate and graduate students are members of a recently-formed Trustee committee that will develop for the President and Trustees proposals for improving the quality of students' residential and social life at Dartmouth, and students were asked to provide proposals in response to this important initiative by the Board of Trustees. Students also serve other special committees dealing with a variety of issues and on search committees for senior administrators (including the President and Dean of the College) and other positions.

Students also have opportunities to communicate informally with the Trustees and administration on issues of interest and concern. The Board of Trustees meets informally with interested students in connection with each Board meeting, and the President and other senior officers meet frequently with student leaders. In addition the President has weekly open office hours for all students.

### Alumni

A great source of strength for Dartmouth is the legendary interest and support of its alumni body, and alumni provide meaningful and beneficial input to the Trustees and administration with respect to issues of importance to alumni.

The two principal Dartmouth alumni organizations are the Association of Alumni of Dartmouth College (consisting of all members of graduated Dartmouth undergraduate classes and all other holders of Dartmouth degrees) and the Dartmouth Alumni Council. The latter is a body of approximately one hundred alumni – representing both specific alumni groups and alumni at large – who meet twice annually to address themselves to a range of issues relating to Dartmouth alumni activities and programs or more generally relating to the College. Tuck School and DMS have their own alumni associations, as does Tuck's Minority Business Executive Program. This year, with the addition of a Director of Graduate Career and Alumni Affairs, the Arts and Sciences graduate programs have enhanced alumni relations.

Dartmouth alumni have the responsibility to nominate candidates for seven positions on the College's Board of Trustees. The Alumni Council selects three candidates for each position, and the nominee of the alumni is then selected through an alumni-wide balloting process conducted by the Association of Alumni.

Alumni leaders also serve on the Trustee Committees on Development and Alumni Affairs, Finance, Student Affairs, and Facilities and on a whole range of overseer groups, visiting committees, and other College advisory bodies. In addition, alumni are asked to serve on special committees dealing with matters of importance to Dartmouth, recent examples being the search committee for Dartmouth's sixteenth President and the new Trustee committee addressing issues relating to the social and residential life of Dartmouth students.

## **II. Assessment and Projection**

It is expected that the Board of Trustees will, in the near future, make an assessment of the revised Trustee committee structure that was instituted in 1998.

The Trustees and senior officers have shown an interest in examining the current process for selecting membership on boards of overseers and other such advisory groups. There is particular interest in having greater involvement of the Committee on Trustees in the identification of candidates for positions on such advisory groups. It is likely that the Provost will be conducting a review of this situation in the coming months.

Undergraduate and graduate students have an interest in having greater involvement in the governance of the College. The Chair of the Board of Trustees, the President, and numerous other senior officers have met regularly over the last year with the Student Assembly and other undergraduate student leaders regarding how students can be more involved in dealing with issues directly affecting them. This issue is discussed at greater length in Standard Six.



## Standard 4: Programs and Instruction

### Overview

In the last decade Dartmouth's programs and instruction have seen dramatic developments in a variety of ways, many of them related to areas for which Dartmouth is especially well known. The College planned and implemented the most comprehensive overhaul of its undergraduate curriculum in over seventy years, creating a more coherent and rigorous vision of liberal education. There have been important developments in, among other areas, its graduate and professional programs. Participation levels in its well-established undergraduate off-campus programs have fluctuated, and a number of changes have been effected in that area. The College has focused on understanding and addressing itself to the issues arising out of Dartmouth's year-round academic calendar (called the Dartmouth Plan), including issues related to continuity in academic, residential and social life. And the Arts and Sciences faculty implemented a novel undergraduate grading policy (in response to grade inflation). Dartmouth's historic commitment to teaching remains strong, even as the institution's research agenda grows more active.

### I. Description

The Planning Steering Committee Report of 1990 noted that "As an institution that combines the undergraduate college with selective attributes of a university, Dartmouth is able to 'have the best of both worlds' as long as it is careful in planning its academic agenda and aggressive in addressing its challenges."

Instruction at Dartmouth College is organized into four faculties offering degrees in five areas: Undergraduate (A.B.) and graduate (M.A., M.S., Ph.D.) instruction under the Faculty of Arts and Sciences, graduate (as well as undergraduate) engineering at the Thayer School, an M.B.A. program under the Tuck School, and the M.D. degree under Dartmouth Medical School. There are also some joint degree programs at the graduate and professional level. With the single exception of the Master of Arts in Liberal Studies program, Dartmouth degree programs assume full-time students working toward their degree in an uninterrupted series of academic years appropriate to the degree.

|  |  |
|--|--|
| Undergraduate College                  | A.B.   |
| Graduate Programs in Arts and Sciences | A.M., M.A., MALS, M.S., Ph.D., M.S., Ph.D., M.D./Ph.D. |
| Dartmouth Medical School               | M.D., M.D./Ph.D., M.S., Ph.D.                          |
| Thayer School of Engineering           | B.E., M.S., Ph.D., M.E.M, M.S./Ph.D.                   |
| Tuck School of Business Administration | M.B.A.   |

Dartmouth degree programs are certified by appropriate academic and professional societies as satisfying the established national standards for the degrees in question. Although there are a few “special” students admitted to take individual courses in the various schools, there are no programs leading to any academic recognition other than the full and formal degree programs (although Tuck School issues certificates for participation in the Tuck Business Bridge Program for liberal arts college juniors and seniors and its executive education program).

Catalogs and admissions materials for the several schools detail admission requirements, degree program requirements, and administrative policies affecting student academic work. Each faculty has overall responsibility for the design and implementation of its curriculum and degree requirements subject to final approval of its Board. Each faculty has undertaken – or is about to undertake – curricular reviews of the overall curriculum. The undergraduate curriculum was revised in 1990-1991, resulting in significant changes to the A.B. requirements, as detailed below. Thayer School, since the last accreditation, has reviewed and revised both its undergraduate curriculum and its Ph.D. program. Its Masters in Engineering Management program, offered in collaboration with Tuck School, has grown from very modest beginnings in the late ‘80s (6 - 10 students) to about 25 students, and anticipates that it will grow to three times that size within the next several years. DMS has undertaken a major review of its M.D. curriculum, reconstituted its M.D./Ph.D. program, and established new M.S. and Ph.D. Programs in the evaluative clinical sciences (CECS). Tuck School has a strategic planning effort underway and is likely to see a number of changes, including a major curricular revision. Proposals for changes are reviewed by faculty committees under established policies. Human resources and financial considerations are important parts of these reviews, particularly when proposals for new programs are considered; issues of finance and staffing played a key role in the consideration of the new A.B. curricular requirements, for example. All new programs are subject to reviews three and eight years after the program begins, under formal guidelines and including outside reviewers. Satisfactory completion of these reviews is required before a program can achieve permanent status.

### The New Curriculum

In 1992, under the leadership of then-Dean of the Faculty James Wright, the Arts and Sciences faculty adopted new undergraduate degree requirements. These went into effect with the Class of 1998 so as to ensure that in this case, as always, enrolled students or others were not detrimentally affected by the change.

The ad hoc committee established to review the curriculum was charged with considering all aspects of the Dartmouth undergraduate degree program. As it focused on specific proposals for change, the committee studied the practices of a group of peer institutions and examined student patterns of course election under the then-current requirements. (For example, only 60% of students were taking a course that would fulfill the planned definition of a laboratory course, whereas probably 85% were already taking a course that would meet the planned requirement to take a quantitative course.)

The committee and the faculty strongly reaffirmed several of the existing degree requirements, such as the first-year seminar and foreign language requirements. In other areas, dramatic changes were implemented. Perhaps the most far-reaching of these was the replacement of the divisional-based distributive requirements (four courses each offered by humanities, science, and social science departments – a requirement stemming from the administrative structure of the faculty) with a new set of requirements, based on eight general categories of knowledge:

- arts
- literature
- philosophical, religious, or historical analysis
- international or comparative study

- social analysis (two courses)
- quantitative or deductive science
- natural science (two courses, including one with a laboratory, experimental, or field component); and
- technology or applied science

Dartmouth had already required one course dealing with some aspect of the culture of a part of the world outside the Euro-American tradition. This requirement was retained, and, in addition, students were required to take a course focused on European culture and another focused on North America – thus creating a three-course world culture requirement. Courses satisfying one of these world culture areas could also continue to satisfy a distributive category (so that, for example, a course in Chinese art would satisfy the Art distributive area and the Non-Western world culture requirement). Finally, because new knowledge in so many fields continues to develop across the lines of established disciplines, each undergraduate must also now take a multidisciplinary or interdisciplinary course taught by two faculty members from different fields.

The new General Education requirements, then, involve ten courses spread over eight areas of knowledge (two courses in the Natural Sciences and Social Analysis), three World Culture courses, and an Interdisciplinary course. Unlike the previous distributive requirements, courses in the area of a student's eventual major could count toward such requirements; however, credit for work done prior to college matriculation would not.

The other major curricular change was the adoption of the "culminating experience" within the major. It is an academically challenging project appropriate to the discipline, perhaps involving individual work (theses, directed research and writing, laboratory research, creative projects), senior seminar(s), group tutorials or colloquia, or some combination of these. The culminating activity affords students an opportunity to apply those skills and understandings learned in the major, and to engage in close collaboration with members of the faculty, thus providing an intellectual capstone for their undergraduate studies. While some departments (the estimate at the time was about 40%) already required such activities, many did not. An inspection of the ORC will reveal the many different ways in which departments have elected to meet this requirement. One of the issues for evaluation of the new requirements will be to assess how both students and faculty perceive the culminating experience – its effectiveness and how it differs from the other course work comprising the major.

The new requirements for the bachelor's degree sustain the traditional joint emphasis on breadth and depth. Together, the first-year seminar, language, and general education requirement assure "breadth" (minimum of 14 courses of the 35 required for the degree), while the major (minimum of 8 courses at an advanced level, plus prerequisites and the culminating experience) provides "depth." There are also opportunities for students to pursue further study in depth through an optional minor or a second major.

Implementation of the new requirements, originally scheduled to take effect with the Class of 1997, was delayed for a year until all the necessary additional resources were in place. Among the identified costs were additional courses in some departments to provide senior seminars and other needs connected to the culminating experience, additional courses, laboratory equipment, graduate student laboratory assistants to meet the laboratory requirement, and new courses, each taught by two faculty members, to satisfy the Interdisciplinary requirement. The Dean of the Faculty Office developed a detailed spreadsheet including costs for equipment, graduate student stipends, and a permanent increase to the faculty to meet these needs. It reflected the increasing projected annual costs over each of a period of years as the new requirements came to be implemented. Funding for the new requirements came from the College's recent fund-raising campaign and from grants raised for that purpose.

One continuing challenge in the implementation of the new requirements is the issue of categorizing courses whose contents span the boundaries of distributive areas. The faculty decided that each course could carry only a single distributive category; thus departments' decisions as to how a course is categorized are sometimes difficult and occasionally vexing to students who wish to count a course in a category that might well be appropriate to it but which is not the one approved for the course.

The Interdisciplinary requirement has been another area of some contention. Some faculty members argue that their course should satisfy this requirement because they are themselves able to bring the perspective of two different disciplines to bear on a topic. While the issue has sometimes been a controversial one, this argument has not prevailed because the experience of two faculty members from different disciplines interacting daily in the classroom is believed to provide a unique experience that cannot be duplicated by a single instructor.

In 1998 the Dean of the Faculty of Arts and Sciences initiated a full-scale review of the new curriculum. The Class of 1998 was the first class to matriculate and graduate under the new requirements, and it was an appropriate time to assess the success of the new curriculum. The Dean established a committee, chaired by himself, composed of faculty and students; the committee met during the 1998-99 academic year to assess not only the new requirements and how both the faculty and students have received them, but also to consider the petition made by the Student Assembly to add a graduation requirement on race, gender, and ethnicity. The Committee's report will be forthcoming in the fall of 1999.

#### Undergraduate Program and Instruction

Since the last accreditation report each Arts and Sciences department and program (with the exception of Education, which will be reviewed in 1999-2000) has undergone an external review, with the nature of the undergraduate curriculum and major requirements an important focus of the review. This has assured that Dartmouth's offerings are in step with the national and international standards of the discipline. Subject to approval of appropriate committees, departments design the requirements for their individual majors and propose changes in their course offerings. Not surprisingly, the department reviews recommended some changes, which the departments and deans then reviewed and implemented as resources allowed. The Provost's Office initiated a review of the three graduate programs in the Medical School, one of which spans the College and the Medical School, and an outside team recently evaluated Dartmouth's opportunities in structural biology.

Dartmouth, and the Faculty of Arts and Science in particular, has responsibility for all academic issues related to the instructional programs and courses it offers, including course content and its delivery, the selection of faculty, evaluation of students' prior learning for purposes of placement, and evaluation of student performance and progress. The Dean's Office, particularly the Office of First-Year Students, has a variety of steps designed to provide special help and support to students who need it. While ideally such students identify themselves, grades may trigger such steps, as may expressions of concerns by faculty or others.

The Regulations related to undergraduate study, published in the annual *Organization, Regulations, and Courses* (ORC), includes descriptive guidelines or general criteria for evaluation and grading that correspond to A-E letter grades. Each letter grade correlates to the degree of mastery of course material; the degree of originality and creativity shown by the student's performance; the distinction of the student's analysis, synthesis, and critical expression, oral or written; and the student's demonstrated ability to work independently. The Regulations also state, with emphasis, that "every faculty member will explicitly declare criteria for grading to students in his or her courses, and provide as much information as possible with respect to an individual student's progress and the evaluation of the final grade assigned."

The faculty of Thayer School of Engineering maintains control of the B.E. requirements. All courses offered on campus, as well as those on Dartmouth's off-campus programs, are full-term courses approved by the faculty Committee on Instruction (COI). The off-campus programs offered by Dartmouth are subject to approval and review by the COI. The publication *First Year: Class of 2003* (updated annually) describes institutional and departmental policies that govern the awarding of credit or exemptions based on pre-matriculation work (SAT, AP scores, IB credits, etc.)

The Office of the Registrar, following policies laid down by COCA, administers approval of transfer credit for post-matriculation work done elsewhere. Departmental approval is also required for individual courses being transferred. These policies are not unnecessary barriers to the granting of transfer credit, but merely ensure that work granted transfer credit is of the same academic quality as Dartmouth course work and that it is applicable to the student's program. No credit is awarded for pre-collegiate level or remedial work. With the recent growth of programs for off-campus and overseas study sponsored by "institutions," some of which appear to be merely brokers for academic credit, COCA's oversight of credit earned elsewhere is taking on an even more important role. Dartmouth accepts graduate transfer credit only on a strictly limited basis to preserve the integrity of the degree awarded, and never for prior experiential or non-collegiate sponsored learning.

All resources and academic elements for which Dartmouth awards institutional credit are under its own control. Policies involving review of funding requests by various administrative offices (Dean of the Faculty, Grants and Contracts) as well as requirements for approval for use of facilities, such as classrooms and conference spaces, are intended to assure that events sponsored by Dartmouth or carrying its name are appropriate to its mission.

Dartmouth hosts, sponsors, or is otherwise related to innumerable conferences, institutes, workshops, lectures, and other instructional or enrichment activities. These events are compatible with Dartmouth's purposes, and are administered through its Dartmouth sponsor, the Office of Events Administration, or both.

At the undergraduate level Dartmouth offers the Bachelor of Arts (A.B.) program and, through the Thayer School of Engineering, the Bachelor of Engineering (B.E.). All undergraduates are governed by the same academic rules with regard to meeting the degree requirements, which are clearly stated in appropriate publications. These requirements, as well as any changes thereto, are approved by the full Faculty of Arts and Sciences after consideration by appropriate committees, as detailed in the *Organization of the Faculty of Arts and Sciences Dartmouth College* (OFDC). The COI and Divisional Councils exercise authority on behalf of the faculty over routine, curricular changes such as changes in individual department major or minor requirements, approval of new course offerings or deletion of old courses and approval of individual courses as satisfying general education requirements. Faculty, through their grading and evaluation of student performance (and the awarding of academic credit for a course satisfactorily completed), attest to graduates' having demonstrated competence in the subject areas and in the subject or cognitive areas outlined in the new curricular requirements. Students who have not satisfactorily completed courses in completion of those requirements and the other diploma requirements, including First-Year English, First-Year Seminar, and foreign language requirements) are not eligible to graduate. The new diploma requirements are currently being studied in order to ascertain how successfully the requirements are proving to be, and how they are affecting the breadth, depth, character, and quality of the academic experience for Dartmouth undergraduates.

### Commitment to Teaching

Dartmouth has traditionally affirmed a strong commitment to outstanding teaching of its undergraduate, graduate, and professional students. Indeed, among its peer institutions Dartmouth has a well-deserved reputation for the strength of its teaching, which is widely regarded as one of the best at any of this country's research universities. Once, in a 1995 *US News and World Report*, presidents, provosts, and deans of admissions of colleges and universities nationwide ranked colleges and universities on their commitment to excellence in teaching; Dartmouth was ranked first.

Dartmouth prides itself on hiring faculty who are not only at the forefront of their disciplinary fields but who are also excellent teachers. Graduate students teach less than one percent of Dartmouth courses, and those who do teach undergraduates must take a teaching seminar first. Non-tenure track faculty teach approximately 30 percent of Dartmouth courses and 20 percent of Dartmouth undergraduates. Many of these part-time faculty have worked at Dartmouth for a significant length of time, and all are evaluated by departments.

The Dean of the Faculty Office and each instructional department pays close attention to teaching. Each department has a system of teaching evaluation for its faculty. Faculty without tenure and non-tenure track faculty need to be reviewed annually. After three and six years, junior faculty are also evaluated at the Dean of the Faculty level. As part of the tenure process, every candidate must present a record of excellence, both as teacher and scholar. The Committee Advisory to the President looks for unambiguous professional distinction and a strong likelihood that this distinction will continue to grow and that the individual will provide intellectual leadership to the faculty in the years ahead. In the evaluation of teaching, consideration is given primarily to classroom instruction, but work with individual students and a creative role in course and program development is also recognized.

In tenure cases, the Dean of the Faculty sends letters soliciting assessments to undergraduate students chosen at random from among the students taught by the candidate. Approximately 80 students are chosen, plus an optional short list of students provided by the candidate. Only those students who have received a C+ or better are selected. Every effort is made to distribute the students evenly across the various courses taught by the candidate. All graduate students taught by the candidate are also asked to write a letter. One-third of the student alumni receive the 'A letter,' which asks students to compare the candidate with other faculty they have had, and two-thirds receive the 'B letter,' which asks for assessment of effectiveness as a teacher, but does not ask for any comparison.

In addition to the departmental and tenure process, the Dean of the Faculty Office has for the past several years, surveyed all graduating undergraduates to ask them to evaluate each faculty member that they have had at Dartmouth. Those results are used by the Dean's Office in identifying those faculty who are outstanding teachers and honoring the outstanding faculty teacher of the year.

Much of the support for teaching at Dartmouth comes at the departmental level. Academic departments are expected to develop a plan to encourage and support junior faculty in their teaching. In addition to departmental efforts, Dartmouth has a number of other programs to support teaching.

The Classroom Cultures Program, established in 1992, works toward creating a classroom culture that permits all students to learn effectively, regardless of their race or ethnicity. This committee works on raising faculty awareness and understanding of the different experiences of students from varying ethnic backgrounds through seminars focusing on classroom problems; outside speakers to address pluralism and diversity classroom issues; showings of relevant videos; and junior faculty luncheons that focus on teaching a diverse student body. Similarly, Tuck

School hosted a series of workshops on teaching in a multicultural classroom, and expected all faculty to attend at least one of the workshops.

The Women in Science Project, too, has worked with faculty to increase awareness of gender differences in the classroom and to develop curriculum and teaching techniques that take into account women's particular needs. The Math Across the Curriculum Project has sponsored a variety of different programs to encourage more cooperative teaching at Dartmouth.

### Grading Policy

Over recent years the faculty has expressed concern over several issues related to grading, especially grade inflation (which has occurred at a rather steady rate of .01 per year for at least two decades) and differential grading between departments and between individual instructors. There is a clear split between those faculty who deplore grade inflation and urge a return to more absolute standards of the meaning of each letter grade (as reflected in the description of these grades in the ORC) and those who believe that Dartmouth students should be graded on a scale that reflects not just their peers at the College but the student body nationally.

Grade inflation and differential grading are issues on most campuses. In the early 1990s the Faculty Executive Committee asked that the COI study whether a method could be devised to at least indicate on the transcript some measure of the grading scale for individual courses. Part of the concern at Dartmouth is that certain institutional honors awarded (laude honors, Phi Beta Kappa) were based on grade point average criteria, and that students who majored in departments that traditionally gave lower grades were at a disadvantage for such awards.

After two years of study and in part through examination of the system in place at McGill University, the COI proposed – and the faculty voted – that student transcripts include the median course grade (and the enrollment) for each course. Courses with enrollment of fewer than 10 students were exempted from the rule. A summary statement indicating how many of a student's grades were above, at, and below the median would also be included on the transcript. The intent was that this procedure would clearly display the basic grading scale for the course, and provide readers of the transcript, as well as the students themselves, with a clearer picture of the meaning of their course grade. It was also hoped that, by possibly reducing the incentive for faculty members to give uniformly high grades, grade inflation might be reduced.

The proposal was approved by a substantial majority of the faculty, and took effect in the fall term of 1995 for members of the Class of 1998. A thorough review of the policy is planned.

### The Dartmouth Plan

In 1972, when the institution first admitted women as first-year undergraduates, Dartmouth also adopted a year-round calendar. This move allowed Dartmouth to increase the size of the student body without increasing the physical plant an equivalent amount. Under the Dartmouth Plan (D-Plan), which was modified beginning with the Class of 1987, students are required to be on campus during the fall, winter, and spring of their first and senior years and during the summer between their sophomore and junior years. While this plan was adopted for financial and physical plant considerations, it has allowed both students and faculty greater flexibility in planning their academic lives. Students can take a leave term at a time other than their sophomore summer, which allows them greater opportunities for internships, employment, and other valuable experiences.

## The Dartmouth Plan

|            | Fall | Winter | Spring | Summer |
|------------|------|--------|--------|--------|
| First-Year | R    | R      | R      |        |
| Sophomore  |      |        |        | R      |
| Junior     |      |        |        |        |
| Senior     | R    | R      | R      |        |

(R=required terms in residence on campus. Other terms may be leave terms (3), terms enrolled on foreign study programs, or other terms in residence on campus.)

Although the D-Plan does offer valuable flexibility and opportunities, they do come at a cost, however; combined with a shortage of residential spaces on campus, the D-Plan contributes towards significant discontinuity, which in turn, encourages community fragmentation. There are also concerns on the part of the faculty that the D-Plan causes too much disruption and discontinuity in the academic program. The current Trustee Student Life Initiative will address some of these issues. In addition, the Dean of the Arts and Sciences faculty has appointed an Ad Hoc Committee on the Intellectual Life of the College that is charged with, among other duties, reviewing the impact of the D-Plan. That committee's report is expected in late 1999.

### Off-Campus Programs

In any given year, Dartmouth has between 35 and 40 undergraduate off-campus programs located in 21 countries around the world and in the United States. These include Language Study Abroad programs in French, Italian, Spanish, Portuguese, and German. Departments that sponsor Foreign Study Programs include Biology, Earth Sciences, History, Government, Geography, English, Drama, Music, Asian and Middle Eastern Languages and Literature, Philosophy, Religion, Russian, Spanish and Portuguese, Environmental Studies, and Asian Studies. Members of the Dartmouth faculty lead these programs, and the Committee on Instruction approves all courses.

In 1995-96 Dartmouth had one of the highest percentages of students studying abroad among research and doctoral institutions. Among research institutions Boston University sent the highest number of students abroad (1,416), which made up 4.8 percent of their student body. The University of Pennsylvania sent the next highest number at 1,126 or 5.1 percent of their student body. Dartmouth sent 647 students off campus, or 12.3 percent of the student body. The institutions that sent the highest percentage of students off campus were the smaller liberal arts colleges like St. Olaf College (18 percent), Middlebury College (18.6 percent), and Bates College (17.5 percent).

Enrollments in Dartmouth's off campus programs have declined somewhat from a high of about 800 students in 1982-83 to 500 students in 1996-97. Much of the decline in enrollments came in the Language Study Abroad (LSA) programs rather than in the Foreign Study Programs, and at least some of the decline stemmed from the decision by the language departments to increase the language prerequisite needed for participation in their LSA programs. The language faculty had found that too many students went abroad without the appropriate level of language skills. Over the past two years, the Dean of the Faculty has taken a number of measures to increase enrollments, and participation in off-campus programs has climbed back to over 600 students per year. (See also the Internationalism Report.)

Undergraduate off-campus programs are sponsored by academic departments or programs, administered in coordination with the Assistant Dean of the Faculty and Exchange Coordinator,

approved or monitored by the relevant faculty committees, and run by Dartmouth's own faculty who go abroad for the term with the students. These facts ensure that the programs are consistent with Dartmouth's educational objectives, that academic standards are maintained, and that appropriate resources are provided for each program. Off-campus programs run by the professional schools are similarly integral parts of the institution.

### Advising

Faculty advisors, deans, departmental chairs, and other faculty and administrators provide academic advising at Dartmouth. The Office of First-Year Students pairs entering students with a faculty advisor who assists them with the selection of their courses. The Deans make every effort to match students with a faculty advisor who is in a student's primary field of academic interest. Nonetheless, the administration recognizes that there are some problems with the advising system, as there are at many institutions. Not all faculty attend as diligently as they might to this aspect of their responsibilities, while still other faculty and departments are overwhelmed with the number of students who turn to them for advice. The Dean of First-Year Students is working with the Dean of the Faculty to improve this system. All faculty who are "on" during the fall and winter terms are required to serve as advisors. Each fall term the Office of First-Year Students and the Registrar's Office provides orientation sessions to faculty advisors on graduation requirements and other course information that they need to advise students. Faculty advisors help first- and often second-year students with their course selections.

Upperclass students are advised by faculty in their major field of study. Students in some departments chose their own major advisor while other departments identify a particular faculty member who advises all majors.

The Dean of First-Year Students and the Dean of the College Office also assign all students to a class dean, who provides additional academic advice and who can talk to students who are having academic or personal difficulties. Students can consult their dean regarding the selection of courses, the structure of a major, graduation requirements, and other academic issues. A Dean is assigned to each class of students and follows that class from their sophomore year through their senior year.

The Academic Skills Center and the Composition Center provide additional support to students. The primary purpose of the Academic Skills Center is to encourage students to become more efficient and effective learners. It helps students with reading comprehension, time management, study habits, note taking, and exam preparation through either group or individual sessions. It also serves as the primary clearing house and support center for students with learning disabilities, working with students and the faculty to develop appropriate accommodations for students. The Composition Center is not a remedial center but rather a locus of support and advice to students at all levels of competence in preparing, organizing, composing, or revising papers.

### Undergraduate Admissions and Retention

Admission to Dartmouth is highly selective, a function of both the large number of applicants and their outstanding credentials. Each year, over 11,000 students apply for a first-year class of approximately 1,070 students. The Class of 2002 numbered 1,100 students, 561 men and 539 women – the largest class in Dartmouth history. They came from 49 different states and 17 foreign countries. Their mean SAT scores were at the highest level in history, and of those students ranked by their secondary schools, 87.6 percent were ranked in the top ten percent of their class. In recent years, twenty to twenty-six percent of each class has been students of color. Dartmouth seeks to develop a student body that, as a whole, is broadly representative of the national or international population with which its graduates will be working and living. It goes to significant effort to encourage applications of underrepresented racial minorities. In the last year,

Dartmouth met with dramatic success: the percentage of underrepresented minorities in the class of 2003 will be 30%, up from 21% the previous year. It values racial and ethnic diversity, but also socio-economic and geographic diversity, and seeks students of different backgrounds, strengths, interests, and experiences, convinced that such a rich mix among its students produces the most exciting and challenging academic and social environment in which to live and study. Through a variety of programs and means, mentors, deans, and support systems, Dartmouth endeavors to address the needs of all students both to support and to challenge them in their personal lives and academic aspirations, to ensure that their academic experiences are equally rich and rewarding.

The approach used by the Admissions Office to review applications is both thoughtful and thorough, recognizing that the mix of accomplishments, interests, and potential varies for each individual. There is no set formula or prescription for admission. Each application to Dartmouth is reviewed independently by at least two, and usually three, members of the Admissions staff and then considered by the Admissions Committee. The record of tangible academic accomplishment, represented by grades and test scores, is supplemented by essays, recommendations, and interviews. In addition, careful attention is given to qualities such as passion for ideas, dedication to learning, and sense of humor. The review of academic background is balanced by the consideration of a student's other interests and activities. Dartmouth seeks evidence of interests beyond the classroom and demonstration of sustained commitment and accomplishment. Significant extracurricular involvement, ranging from community service and debate to athletics and drama, are all considered, as are major commitments to family and work responsibilities.

Over the past ten years, the academic strength and diversity of the student body has increased steadily. Applications for the Class of 2002 reflected this trend. The Dean of Admissions and Financial Aid Karl Furstenberg reported that “the Class of 2002 presents impressive academic credentials, but more importantly, it brings to the College an unusual combination of intellectual curiosity, energy, skills, and talents that are sure to enrich our learning environment.” Of the students that Dartmouth admitted, 50.6 percent chose to come. Admissions information is readily available from the Admissions Office and on the World Wide Web (<http://www.dartmouth.edu/admin/admissions/>).

### Graduate and Professional Programs

Dartmouth has a long and distinguished history in graduate and professional education. Founded in 1871, the Thayer School is the oldest civil engineering school in the country, and the Tuck School is the oldest business school in the country (1900). Dartmouth's medical school is the fourth oldest in the country (1797). The first graduate degrees in the Arts and Sciences at Dartmouth were conferred in the early 1800's, but Dartmouth began modern-day graduate programs in the Arts and Sciences in the 1960s. Currently, Dartmouth offers the Ph.D. in all Science Division departments, the Department of Psychological and Brain Sciences in the Social Science Division, and four departments in the Medical School (Biochemistry, Physiology, Pharmacology/Toxicology, and Evaluative Clinical Sciences). Therefore, Dartmouth also operates many of the normal support facilities found at large research universities. And yet Dartmouth maintains the small size and intimate setting of a traditional New England residential liberal arts college. The hallmark of a Dartmouth education includes close student-faculty interaction at the graduate and professional levels, as well as the undergraduate level. Adequate numbers of distinguished full-time faculty (who are active research scholars and committed teachers) and other resources support these programs. The faculties of the professional schools include experienced professionals who contribute to the development of their field.

Currently, graduate programs in the Arts and Sciences at Dartmouth enroll about 600 students in eight Master's degree programs and thirteen Ph.D. programs. Graduate degree programs exist in all three divisions of the Arts and Sciences (although they are heavily concentrated in the Science Division) as well as the Thayer School of Engineering and the Medical

School. M.B.A. and M.D. students in the Tuck School (~400) and the Medical School (~300), respectively, bring the total graduate and professional student population at Dartmouth to approximately 1,300. The following summary refers only to Arts and Sciences/Medical School and Thayer School graduate programs offering the Master's and/or Ph.D. degrees.

Dartmouth Arts and Sciences graduate admissions is decentralized. Each graduate program produces its own brochures explaining the requirements and application processes unique to their individual program, collects its own applications, reviews them, and selects individuals for acceptance. Once selected by a program, each candidate's credentials must receive the approval of the Dean of Graduate Studies prior to final acceptance.

Although the data are difficult to quantify, it is nevertheless clear that, in the Science Division, the quality of faculty – as judged by research publications, grant support, and national stature – is dependent on the presence of strong graduate programs. Similarly, Dartmouth would not have the national reputation it enjoys (i. e. *U. S. News and World Report* ranking during the last decade between seventh- and eleventh-best national university) were it not for its graduate programs in the sciences.

In response to new trends in life science education and in order to remain competitive with our peer institutions, Biochemistry and Biology have combined their resources in a new graduate program: the Molecular and Cellular Biology (MCB) Program. This program links the Medical School and the College and is composed of closely related elements of the Ph.D. programs in Biochemistry and Biological Sciences. It provides a framework for the recruiting and training of students in the increasingly interdisciplinary fields of biochemistry, cell biology, genetics, developmental, and molecular biology. Now in its fourth year, the MCB Program is currently undergoing an outside review.

In the Humanities, two small yet well-respected programs – in Electroacoustic Music and in Comparative Literature – offer the Master's degree. The music program produces graduates highly desired by the music and advertising industries, while the new comparative literature program, which just concluded a very favorable outside review, is becoming established as a strong feeder program for some of the best Comparative Literature Ph.D. programs in the country. These are the only graduate programs in the Humanities; the Psychology Program and the closely allied Program in Cognitive Neuroscience are the only graduate programs in the Social Sciences.

The Thayer School of Engineering offers two Arts and Sciences based degrees, the Ph.D. and the M.S. degree. There are also two professional degrees offered, the B.E. and the M.E.M. (Master of Engineering Management). The M.E.M. program is offered in collaboration with faculty of the Tuck School of Business Administration. Enrollments have grown slightly in the Ph.D. program to between five and ten Ph.D.s awarded per year. The M.S. program generally graduates 20 - 25 students each year.

The Master of Arts in Liberal Studies (MALS) Program offers interdisciplinary graduate work, often undertaken by community members, teachers, or individuals contemplating a career change. Unlike the programs mentioned above, MALS students' enrollment patterns are frequently constrained by job and family obligations. Thus, the summer term finds the highest concentration of MALS students on campus. Finally, a program run from the Medical School offers the M.D./Ph.D. degree. Accepted students complete their four years of medical training at DMS, and complete their Ph.D. training in one of the Arts and Sciences graduate programs mentioned above.

Professional school and graduate program graduates go on to highly competitive positions in and outside academia – whether they be post-doctoral fellowships, academic positions, or

positions in business or government. Their success within their fields speaks to the quality of their professional or graduate training, both in terms of knowledge acquisition and skill development.

## Graduate Students and Undergraduates

Arts and Sciences graduate students serve as positive role models for undergraduate students, both in an academic and a social context, particularly when the graduate student serves as a laboratory teaching assistant, a discussion group leader, a writing tutor, or a language drill leader. Also, in the science departments and Psychology, undergraduate students working on independent projects (e.g., as WISP Interns, Presidential Scholars, honors thesis students, etc.) are often tutored or mentored by a graduate student.

Six graduate students serve as Graduate Associates, living as residents in undergraduate dormitories/residential clusters and serving as mentors and advisors to undergraduate students, encouraging undergraduate students to consider a variety of post-Dartmouth plans, and reinforcing the curricular and extra curricular links between the graduate and undergraduate communities.

Recently a group of graduate students initiated and developed a highly-successful graduate/undergraduate mentoring network. With the cooperation of and funding from the Undergraduate Dean's Office and the Office of Graduate Studies, graduate students are matched with undergraduate students who need advice about graduate school in specific academic areas.

To increase diversity on campus, bring Ph.D. level graduate students to the Humanities and Social Sciences, and increase the national pipeline of minority Ph.D.s, Dartmouth established in 1991 four dissertation fellowships: two Thurgood Marshall Fellows (for African American scholars), a Charles Eastman Fellow (for a Native American Scholar), and a Caesar Chavez Fellow (for a Latino Scholar). These fellowships are designed to bring scholars to Dartmouth during their last year of graduate work, when they are finalizing their theses. The fellows have time away from their home institutions, and their theses are polished and enhanced by interactions the fellows have with Dartmouth faculty, one of whom is identified as the fellow's mentor. The fellows also interact with Dartmouth undergraduates and serve as graduate role models, thus providing undergraduates with contacts to discuss graduate career options in the Humanities and Social Sciences.

## **II. Assessment and Projection**

A number of important initiatives already underway in the area of programs and instruction will continue. The review of the new curriculum will be concluded and acted upon as appropriate. Similarly, the report on intellectual life is expected shortly and will help guide the Dean of the Faculty and others in planning. A review of the College's new funding policy is anticipated within the next year or two. Finally, the Student Life Initiative, currently underway, will present recommendations to the community during the 1999-2000 academic year. Whatever its outcomes, some will clearly take a number of years to effect, and some will, directly or indirectly, affect programs and instruction.

Reputational measures, such as the National Research Council (NRC) Report on Doctoral Programs in the United States, show a strong correlation between program and faculty size; that is, the top-rated programs in each field also tend to be the largest. Thus, it is difficult, in one sense, to distinguish between true effectiveness and the appearance of effectiveness due to the program's size and visibility. Dartmouth graduate programs are comparatively small – in terms of numbers of students and numbers of faculty – and so the institution continues to wrestle with the issue of how best to strengthen these programs further, and specifically whether some or all should be expanded.

To gauge matters such as how well a graduate program is structured, how effectively faculty contribute to the teaching of graduate and undergraduate students, or how much faculty contribute to the overall educational enterprise, Dartmouth uses outside committees composed of

experts in a given field to evaluate the undergraduate and graduate programs of each department at approximately decade intervals. Such reviews have indicated that the graduate programs are doing an effective job of producing teacher/scholars whose credentials are sought after in the academic and industrial marketplaces.

In order to maintain and strengthen its commitment to teaching, Dartmouth has been invited to apply to a private foundation for funding to establish a Center for the Improvement of Teaching. If such resources are forthcoming, the central mission of the Center will be to improve the overall quality of teaching at Dartmouth by providing faculty with expert guidance and assistance in developing innovative pedagogy, helping faculty use technology to develop new teaching methods, and training doctoral students who constitute the nation's future faculty.

While Dartmouth puts a strong emphasis on the importance of excellence in teaching and has in place a department-based system of course and teaching evaluation, this is an area where there could be further improvement. Currently there is no College-wide or even division-wide system of evaluation of faculty, either tenured or untenured. Faculty discussions on this issue have foundered on questions of qualitative versus quantitative methods of evaluation, and little progress has been made in resolving this issue.

Graduate students are valuable, contributing members of the Dartmouth community, and yet, perhaps because (unlike at most research universities) undergraduates dramatically outnumber graduate students and because of Dartmouth's historical emphasis on the undergraduate program, they are sometimes overlooked in the College's official publications. Nor do they share appropriately in many of the resources Dartmouth makes available to students, specifically in areas related to student social and residential support. As a result, many graduate students do not think of themselves as members of or a part of the Dartmouth community. Although graduate students are in residence year-round, during term breaks, when undergraduates are largely gone, the gym reduces its hours of operation, cafeterias close, and performing arts programming and films largely cease. This focus on meeting undergraduate needs without a similar attention to meeting the needs of graduate students contributes to a perception on the part of graduate students that their presence here is not valued. Graduate students keenly feel the lack of a common space devoted solely for graduate students. Common space specific for the graduate student population, were it available, could provide space for the activities of the Graduate Student Council as well as the Graduate Student Activities Coordinator. Also needed is common space for commuting graduate students, particularly those in the MALS and ECS Programs (unlike all other graduate programs, these students have no 'building' in which to meet and interact between classes or leave books and belongings. These issues and their resolution are an explicit part of the Student Life Initiative currently underway.

Another important concern of graduate students is day care for children of graduate student parents. Graduate students do not qualify for spaces at the Dartmouth College Day Care Center because they do not contribute to the fringe benefit pool that funds the facility. The private day care market is limited, expensive, and inconvenient. The private housing and rental markets are also limited and expensive, and Dartmouth provides very limited dormitory housing on campus for Arts and Sciences graduate students, and thus many must live some distance from Hanover.

The *Dartmouth Alumni Magazine* is not sent to graduate alumna/ae; nor does it contain a section devoted to alumni issues relating to graduate students or graduate education at Dartmouth. However, graduate students value many of the same things about Dartmouth that undergraduates value: close student/faculty interaction, small class sizes, and its intimate setting for intellectual growth and development. In addition to interacting closely with faculty in the development of a research agenda, graduate students at Dartmouth experience the ways in which a faculty of strong researchers can have close, sustained interaction with undergraduate students. Recognizing the contributions graduate students make to the intellectual enterprise and making them feel part of the

Dartmouth community can and should occur without diminishing the resources and focus that are directed toward undergraduates.

The recent establishment of the Graduate Career Office in the Arts and Sciences will enable Dartmouth to track its graduate alumni better, and have, among other things, a better sense of what they are doing five and ten years after receipt of their degree. This information will be helpful in assessing programs and instruction.

## Standard Five: Faculty

### I. Description

#### The General Faculty

The General Faculty of Dartmouth College consists of four faculties: the Dartmouth Medical School faculty, the Amos Tuck School of Business Administration faculty, the Thayer School of Engineering faculty, and the Arts and Sciences faculty. Faculty of the Thayer School, unlike those of the other two professional schools, teach undergraduates as well as graduate students, and are members of the Arts and Sciences faculty.

Thirty-six individuals hold teaching appointments at the Tuck School, two-thirds of whom are tenured. The student body numbers approximately 370. The size of the tenure and tenure-track faculty has held relatively steady over the last decade, and it is anticipated that it will remain essentially the same size.

The Dartmouth Medical School has 236 members of its research faculty, a voting faculty of 773, and a total of 1547 faculty, including regular, adjunct, visiting, and emeritus faculty. It admits 75 students annually to its M.D. program, and enrolls about 300 medical and 150 graduate students.

Thayer School consists of about 43 faculty, including 26 tenure and tenure-track faculty, about 11 full-time research faculty, about seven FTE (about 12 different people) who are part-time research and teaching faculty, and, in addition, about 24 adjunct or visiting faculty. The size of the tenure and tenure-track faculty has grown from 19 over the last decade. It is anticipated that the faculty will remain essentially its current size. The faculty serve approximately 590 undergraduate students and approximately 130 graduate students.

The Faculty of Arts and Sciences counts 338 tenure-track faculty, nearly three-fourths of whom are tenured. Non tenure-track faculty include visiting faculty, lecturers appointed on an annual basis, and lecturers and adjunct faculty appointed on multi-year contracts. There are 4,381 undergraduates and 476 graduate students enrolled in the Arts and Sciences. The size of the tenure and tenure-track faculty has grown slightly more than ten percent over the last decade. It is anticipated that it will remain essentially the same size for the foreseeable future.

Searches, reappointments, promotions, and tenure are expected to conform to the procedural guidelines outlined in the relevant faculty handbook: (Thayer School uses the *FAS Handbook*, where relevant, as does DMS where no DMS-specific policy exists (e.g., criteria and process for promotion and tenure); Tuck has its own faculty handbook. Each school has, moreover, made significant changes in tenure and promotions procedures in recent years. DMS, for example, re-instituted tenure, changed appointment and promotion criteria, and eliminated the word “clinical” from all titles. Each school provides paid research leaves for tenure track faculty, research support, and computer acquisition support, based upon policies set forth in the relevant faculty handbook.

#### The Faculty of Arts and Sciences

##### Tenure and Tenure-track Appointments

Dartmouth College seeks to recruit and retain faculty who demonstrate excellence in teaching, scholarship, and service to the institution. The recruitment process is described in detail in the *Faculty Handbook*. Appointment of faculty to regular ranks (i.e., Assistant, Associate, Full Professor) begins with a request by the academic department or program, through the chair, to

initiate a search. This request lists the faculty members who will chair and serve on the search committee. The Dean of the Faculty and Associate Dean of the Faculty for the division must review each request and approve it in writing before a search is authorized. In a search for a senior tenured appointment, the committee will normally include at least one senior faculty from outside the department or program.

Dartmouth meets all pertinent legal requirements related to equal employment opportunity in the hiring of faculty and staff, and more, seeks to address its own goal of hiring a faculty and staff characterized by diversity of race, gender, and ethnicity. The Office of Equal Opportunity and Affirmative Action (EO/AA) monitors each search from the very beginning to the acceptance of an offer by a candidate. Once a search is authorized, the recruitment request form is forwarded to the EO/AA Office, which works with the search committee to ensure that all legal requirements are met and to address institutional goals for diversity. When a short list of candidates is identified, it is sent to the Associate Dean and the Office of Equal Opportunity and Affirmative Action for review. The EO/AA Office works to ensure that advertising for the position is widespread and appropriate; that the pool of candidates is large, strong, and diverse; that semi-finalists and finalists are appropriately representative of a diverse pool; and in general, that the search manifests the institution's commitment to diversity.

Normally, appointments are made at the rank of Assistant Professor to individuals who hold a Ph.D. or appropriate advanced degree in the creative and performing arts. It is not uncommon for a search to generate an applicant pool with several hundred candidates, many of whom will have completed several years of post-doctoral training. If a search fails to generate a strong and diverse pool of applicants, or if a short list of highly qualified candidates is not identified, the search is deferred.

At the end of the search process, the department meets to decide on the candidate to whom an offer will be made. The appropriate Associate Dean of the Faculty writes a formal appointment letter, which explicitly state the terms and conditions of employment. The initial term of employment is normally three years, after which time the department or program can recommend reappointment for a second three-year term. For senior tenured appointments, the Dean of the Faculty conducts the hiring negotiation.

Each Assistant Professor is reviewed annually by the tenured members of the department or program. The chair submits a written evaluation to the Associate Dean commenting on the faculty member's teaching effectiveness, progress in research, and overall contributions to the department. This evaluation is shared with the Assistant Professor, who then discusses the evaluation with the Associate Dean.

During the third year, the Associate Dean forwards the department's recommendation concerning reappointment, along with his or her own recommendation to the Dean of the Faculty, who then brings the case to the Committee Advisory to the President. If a decision is made to deny reappointment, the Assistant Professor is given a one-year terminal contract. If a decision is made to approve reappointment, the candidate is notified by the Dean of the Faculty, and the contract is extended for a second three-year term.

Normally, promotion of Assistant Professor to the rank of Associate Professor with tenure occurs in the sixth year in rank. Candidates are asked to submit curriculum vitae, tenure statement, publications, and other examples of professional work by December 1 of the academic year in which they are to be considered. These materials are then sent to eight to ten external reviewers who are senior professionals in the candidate's field. The Associate Dean selects an approximately equal number of evaluators from each of two lists, one submitted by the candidate and the other by the department. In addition, the Associate Dean may, at his or her discretion, contact individuals

not on either list, and the Dean of the Faculty Office writes to eighty former students of the candidate, asking them for their written evaluations of the candidate's teaching.

Initial consideration of each candidate for tenure is carried out by the tenured members of the department (or an ad hoc committee appointed by the Dean of the Faculty in cases where there are fewer than four tenured members or when additional members may be deemed necessary), who discuss the quality of the teaching, scholarship, and service to the community. They examine the materials submitted by the candidate, review the letters solicited by the deans from external reviewers, former students, and other appropriate sources, and consider other evidence (e.g., departmental teaching evaluations). They should also consider the recommendation that the department or program submitted at the time of the candidate's reappointment. They may then recommend that the person be promoted to Associate Professor with tenure, promoted without tenure (in which case the individual is reconsidered after two years), or not promoted (in which case the individual is given a one-year terminal contract). Their recommendation is sent to the Associate Dean, who also makes a recommendation, and then the case is considered by the Committee Advisory to the President, which makes a recommendation to grant or deny tenure. Final approval rests first with the President and then with the Board of Trustees.

The process for promotion to full professor is normally initiated during the sixth year in rank as Associate Professor. The policies and procedures for promotion to Full Professor have recently been revised to emphasize the expectation of sustained excellence in teaching and research.

### Compensation and Support

Because Dartmouth College is committed to recruiting, promoting, and retaining outstanding faculty, it is critical that the institution provide competitive salaries and benefits, support for research and teaching, and workloads that allow for effective instruction, advising, and productivity in research and scholarship. The Committee of the Faculty is charged with monitoring the total compensation of Arts and Sciences faculty. Relying upon data provided annually by the American Association of University Professors (AAUP), it keeps track of compensation at Dartmouth and a group of peer institutions and issues an annual report to the entire Faculty of Arts and Sciences.

In addition to being responsible for compensation for the faculty as a whole, the Dean of the Faculty, Associate Deans, and department chairs work closely during the recruitment process to ensure that initial salary offers are competitive with offers provided by other institutions. For those faculty with specialized research requirements, particularly those in laboratory-based disciplines, Dartmouth provides support to cover start-up costs. During the first six years Dartmouth awards a minimum of \$15,000 in research support for assistant professors in all disciplines. From the seventh year on, all faculty are eligible to receive an annual research stipend of \$1,500 and separate support of approximately \$1,600 for computer upgrades on a three-year cycle. Faculty granted tenure currently receive a one-time fellowship of \$2,000 to support teaching and research. Currently, there are eleven such fellowships; the Dean of the Faculty hopes to establish six more. Faculty promoted to full professor are also eligible to receive these awards based on the availability of funds. Finally, endowed chairs (currently there are 64) receive an annual research stipend of \$3,500. Several endowed chairs (e.g., Third Century) receive substantially larger research stipends.

In addition to these sources of internal support for research, faculty in the Arts and Sciences compete for outside support as well. The majority of Arts and Sciences external grant support (about 70%) is generated, as might be expected, by the Science Division. An emphasis on scholarly research supported by outside grant activity resulted in a slightly greater than two-fold increase in the amount of grant support awarded Arts and Sciences faculty between fiscal year 1990 and 1994 (\$3.7 million to \$8 million in direct costs). For the past five years up to the present, the direct costs generated by Arts and Sciences faculty has stabilized at about \$12 million.

## Sabbaticals

Faculty accrue credits toward sabbatical based upon the number of terms in residence such that for every nine residence terms completed (typically in three years), the faculty member is entitled to a term of sabbatical. In addition, each year, eight to ten junior faculty fellowships and three to four senior faculty grants are awarded on a competitive basis; these provide faculty members an additional term without formal teaching responsibilities as well as a modest research stipend.

Several years ago, the Dean of the Faculty instituted a policy that allows faculty who receive prestigious awards (e.g., Fulbright, Guggenheim, NEH) to do so without incurring any financial burden. These organizations often require a full year commitment from the faculty member but typically provide only \$25,000 - \$30,000 in compensation. The Dean of the Faculty Office makes up the difference between the amount of the award and the faculty member's annual salary and benefits. Other internal research grants are available to faculty on a competitive basis through the Rockefeller Center for the Social Sciences and the Dickey Center for International Understanding, and grants in support of teaching initiatives are available through the Computer Technology Venture Fund and the College Course Steering Committee.

## Course Load and Assignments

The typical course load is four courses per year in the humanities and social sciences and three courses per year in the physical and natural sciences. Faculty in the sciences also participate in laboratory offerings and supervise graduate student research projects. Dartmouth operates on a year-round quarter system so that faculty must be in residence during three of the four terms that make up the academic year. There is a great deal of flexibility provided to faculty within this system; they may teach two courses during one term and one course in each of the other two residence terms, or they may teach two courses during each of two terms and be free of formal teaching in the third residence term. With approval of the Associate Dean, faculty may trade terms and courses from one year to the next.

It is the responsibility of the department chair to assign specific courses to faculty. All teaching schedules must be approved by the Associate Dean. Each year, the Associate Dean, Executive Officer, Associate Executive Officer, and department chairs meet to review teaching assignments for all faculty during the current year and their plans for the following year. The College Registrar provides the relevant course enrollment data. Issues that relate to departmental operating budgets and capital expenses are also discussed. In addition, each year, the Executive Officer compiles a Data Digest that contains information such as courses offered, enrollments, student FTE, majors and minors awarded, faculty FTE, and student/faculty ratios. This information is discussed within the Dean of the Faculty Office and is used for planning purposes.

## Structure and Organization

Faculty categories are clearly defined, and each helps foster Dartmouth's mission. Approximately thirty percent of the undergraduate curriculum is staffed by non-tenure track faculty. These individuals are critical in allowing the College to fill needs based upon fluctuating enrollment pressures, or specialized fields of study where a tenure track slot is not warranted. Non-tenure track faculty are compensated on a fair and equitable basis, and benefits eligibility guidelines are clearly established. Graduate students are not employed to teach formal undergraduate courses except in the Mathematics Department, where graduate students teach approximately 10 - 12 courses per year – less than one percent of the total number of courses offered in the undergraduate curriculum.

The *Faculty Handbook* covers various operating policies and procedures, identifies available resources, and describes the overall organization of the College. The *Faculty Handbook* is readily available to all faculty members in hard copy and through Dartmouth's homepage. Newly hired tenure-track faculty receive personal copies during orientation sessions.

*The Organization of the Faculty of Arts and Sciences Dartmouth College* (OFDC, January 1999) outlines the membership and functions of the Councils of the General Faculty and the Standing Committees of the Faculty of Arts and Sciences, and briefly describes other committees and councils on which faculty members serve. The OFDC lists twelve standing faculty committees, seven councils, and three additional committees that require faculty participation. These committees and councils address issues involving admissions and financial aid, sponsored activities, promotion and tenure, benefits, off-campus activities, and many others. There are many other institutional and ad hoc committees that require faculty participation as well. One of the major responsibilities of the Committee on Organization and Policy (COP) is to nominate annually tenured and tenure-track Arts and Sciences faculty members for service on most of these committees and councils. Faculty governance depends upon the active participation of all faculty members in the committee system.

In 1991, based upon a series of recommendations made by the COP, the Faculty of Arts and Sciences voted to put into a place a revised committee system beginning in academic year 1992-93. The overall objective was to strengthen the coherence and structure of the committee system while reducing the workload of individual faculty members. The organizing principles involved eliminating redundancy, consolidating authority to enhance effectiveness, and redistributing responsibilities. Beginning in 1995-96, the COP carried out an exhaustive three-year review and proposed a number of recommendations to strengthen and refine further the committee system, which the Faculty of Arts and Sciences adopted in May, 1997.

The OFDC states, "The Trustees and Faculty of Dartmouth College agree that the principle of academic freedom and responsibility is fundamental to the life and work of the institution and of all who serve it in the responsible performance of teaching and scholarly pursuits (p. 8)." It is the Council on Academic Freedom and Responsibility (CAFR) that concerns itself specifically with fostering and protecting academic freedom for members of the faculty. The OFDC describes the procedures that must be followed if a faculty member claims that his or her academic freedom has been violated. CAFR also acknowledges the obligation to uphold standards and responsibility and may be involved in disciplinary action should there be sufficient cause for such action. A detailed description of the College's disciplinary procedures can also be found in the OFDC. In addition to these procedures, the College has adopted a number of policies to ensure that faculty employ high ethical standards in their work, including a policy on scientific misconduct, a copyright policy, and a computing code of conduct. These and other policies appear in the *Faculty Handbook*.

## **II. Assessment and Projection**

It is fair to say that Dartmouth excels in most of the faculty-related areas described above. The recruitment process is excellent, and Dartmouth consistently attracts faculty who are outstanding teachers and scholars.

The current percentage of tenured faculty in the Arts and Sciences at Dartmouth who are women is 29.2%. At the same time, the percentage of minority faculty in all ranks in the Arts and Sciences is 11.7%. In a comparison of Dartmouth's nonmedical faculty with nonmedical faculty at 16 Ivy League and other leading institutions (1997-98 Ivy Plus Survey), Dartmouth's percentage of tenured women (26%) tops the survey, where the average is 17.9%. Dartmouth's percentage of tenured minority nonmedical faculty is 6%, the lowest in the survey, which averages 10%. Among Assistant Professors in the nonmedical faculty, Dartmouth's percentage of 31.3% minority faculty ranks third in the survey and exceeds the survey average of 22.4%. Dartmouth continues

to make efforts to attract and retain a strong and diverse pool of faculty; nevertheless, there remains room for improvement. Dartmouth is keenly aware that retention of minority faculty and administrators (indeed all faculty and administrators) is as important and as serious a challenge as hiring, and efforts continue to be focused in that area. The Affirmative Action Plan not only reports on personnel transactions for the last year, but also presents appointment goals for the year ahead; that document will continue to play a key role in identifying areas of especial need and opportunity going forward.

In Dartmouth's last accreditation report, the 1987 figures cited for Arts and Sciences faculty were 19.7% women and 5.4% minorities. As of July 1, 1992, the percentages of total Arts and Sciences faculty reported in the Affirmative Action Plan for 1992-1993 are 27.6% women and 8.5% minorities, which means that Dartmouth improved significantly in each category. As of October 1, 1998, the percentages of total Arts and Sciences faculty reported in the Affirmative Action Plan for 1998-99 are 32.7% women and 11.7% minorities. By 1998, the tenured faculty in Arts and Sciences consisted of 171 non-minority men, 67 non-minority women, eight minority men, and seven minority women. The untenured faculty consisted of 36 non-minority men, 29 non-minority women, 16 minority men and nine minority women.

Data collected for the 1998-1999 year are now being verified, but further progress has been made in achieving a more diverse faculty. Tentatively the data suggest that during 1998-1999 over half of the appointments in Arts and Sciences were of minorities or women: of 23 appointments, one was a minority woman, two were minority men, and nine were non-minority women. These are very promising figures that testify to the on-going efforts of the Dean of the Faculty Office and many Arts and Sciences departments.

During the last six years, additional faculty positions have been created in selected areas across campus in anticipation of enrollment pressures resulting from implementing the new undergraduate degree requirements. Dartmouth has also added faculty in programs of study that it believes will be important in the 21<sup>st</sup> century, such as cognitive neuroscience, ethics, genetics, computer science, economics, and molecular and cellular biology. About 22% of the courses currently offered have enrollments of fewer than 10 students, 62% of the courses have enrollments of fewer than 20 students, and 79% of the courses have enrollments of fewer than 30 students. And while average course size varies dramatically from department to department (from Classics to Biology, for example), only 2.2% of the courses offered have enrollments of over 100 students; a number of these "large enrollment" courses are team-taught. Class size – and the distribution of various sized classes among departments – remains a concern that will continue to be monitored.

As noted in Standard Four, the institution employs a process for the annual review and evaluation of its faculty – although more might be done to make these processes more consistent and effective, particularly for senior faculty.

A wide variety of opportunities exists for faculty development, but the institution might do more to encourage external research support. The Provost's Office is working to create a new high-level institution-wide position to promote and further faculty research and external support, and both the Grants and Contracts Office and the Medical School are exploring new initiatives to promote greater external research support.

In recent months Dartmouth has established a Humanities Center, which will encourage faculty members to work cooperatively with colleagues in other disciplines and to engage extensively with others from across the country who are at the forefront of their disciplines. It will also facilitate the coordination of some of the highly varied College activities that take place in the humanities and related fields.

Some have asked whether six years is adequate time in which to evaluate faculty for tenure, particularly in fields where scholarly output requires a long investment of research time, or when faculty forego post-doctoral work and move directly into faculty rank. Others have asked whether three-year terms for department chairs and four-year terms for Associate Deans are long enough to facilitate long-range academic planning. Both of these questions will be considered as part of ongoing planning and evaluation.

To date, the institution has been able to offer competitive compensation to its faculty, but there is some concern that Dartmouth needs to be more proactive, particularly given its determination to retain the very best faculty and to make lateral appointments to provide leadership or build upon strength in selected areas. Toward this end, the Committee on the Faculty recently recommended, and the Board of Trustees approved, a compensation strategy that is expected to significantly improve Dartmouth's relative standing among a select group of comparison institutions. The issue of competitive compensation is an issue that requires continued vigilance.

Several years ago, Dartmouth also established a set of guidelines to ensure competitive and equitable salaries to all non-tenure-track faculty as well. These guidelines are based on salaries provided to tenure-track faculty in specific disciplines and take degree level and academic experience into account. Comparisons of salaries provided to non-tenure-track faculty carried out by the New Hampshire College and University Council show that Dartmouth provides compensation packages that are three to four times higher per course than other colleges and universities within the state. In addition, Senior Lecturers are eligible to apply on a competitive basis for an annual award of \$5,000 to help support research and professional development.

Not only recruiting, but retaining faculty is an increasingly important issue at Dartmouth, as it is at other institutions. As colleges and universities have become more aggressive about wooing faculty away from other institutions, Dartmouth and other institutions have become more aggressive in their efforts to retain those faculty. If current trends continue, Dartmouth will have to consider further its policies for creatively meeting competitive offers.

And like other institutions, Dartmouth essentially makes its faculty appointment decisions on a departmental basis. The Dean of the Faculty and the professional school deans should move aggressively and creatively not only to encourage but to facilitate interdepartmental – and even inter-faculty – appointments. As the Science Division within the Arts and Sciences comes to work more closely with the Medical School faculty, and Thayer and Tuck faculty collaborate more frequently, such inter-faculty appointments may become increasingly appropriate and beneficial for all concerned. In all areas of the curriculum, Dartmouth's modest size really requires that appointments in one department be made with an awareness of the plans, strengths, gaps, and opportunities in other academic departments, programs, and faculties.

In some areas noted above, Dartmouth needs to re-double its efforts. But it has also made substantial progress toward its stated goal of recruiting and retaining a strong and diverse faculty who demonstrate excellence in teaching, scholarship, and service to the community.

## Standard Six: Student Services

### I. Description

#### Introduction: Mission, Purpose and Priorities

Fundamental to Dartmouth's mission of intellectual excellence is the belief that education is formative, both in and outside of the classroom. The College has a rich and long tradition in liberal arts learning that recognizes that education extends beyond the four walls of the classroom. Therefore, Dartmouth provides a wealth of opportunities that complement and strengthen students' academic experience.

The Dean of the College has overall responsibility for the supervision, coordination, long-range planning, and budgeting for most of the offices concerned with "student life," including First-Year and Upperclass Deans, Residential Life, Student Life, Career Services, College Health Service, Outdoor Programs, Athletics, Women's Resource Center, Academic Skills Center, Safety and Security, the Native American Program, the International Office, the Latino Advisor and the Coordinator of Gay, Lesbian, Bisexual and Transgender Programming. Through the delegation from the Board of Trustees, the Dean serves as Chair of the Committee on Standards, which is responsible for the promulgation, revision, and enforcement of rules concerning the disciplinary and academic-action system as it relates to undergraduates. In addition, the Dean is directly responsible for the disciplinary rules and procedures pertaining to recognized undergraduate organizations. Finally, the Dean also oversees the management of three College recreational auxiliaries—the Dartmouth Skiway, the Hanover Country Club, and the equestrian facility at Morton Farm. (James Larimore began his service as Dean of the College on July 1, 1999, succeeding M. Lee Pelton, who served from September 1991 through July 1998. Edward Shanahan was dean from December 1982 through June 1991.)

Despite the diversity of programs within the Dean of the College area, all the areas share a common set of objectives:

- In partnership with the faculty, foster the academic and intellectual growth of students and support the College's central educational purpose.
- Work with students to create a safe, healthy, educational, and socially stimulating residential community.
- Articulate, affirm, and maintain standards of conduct for responsible student behavior within the College community.
- Sponsor a rich variety of co-curricular opportunities for students' intellectual, physical, social, emotional, and moral growth and development.
- Provide support for the diverse community of students and staff and develop educational opportunities for all community members to be enriched by one another.
- Encourage students to be self-aware and to make informed decisions in shaping their college years and subsequent lives.

The principal purpose, then, of these programs and services is to enhance undergraduate education. The various offices in this area work with students, administrators, and faculty to coordinate and integrate the academic and non-academic lives of the students so that their educational experience is the best that it can be. (These six objectives are the core of the Dean of the College area mission statement, a document developed through a widely collaborative process. Each of the main program areas within the Dean of the College area also has its own specific mission statement, with goals and objectives that are periodically reviewed and updated.)

Academically focused program areas such as the Upperclass and First-Year Dean's Offices, the Academic Skills Center, the Intensive Academic Support Program, the International Office, the Native American Program, the Women's Resource Center, Career Services, and various residential life activities seek to strengthen the total educational experience of undergraduates. In addition, the Dean of the College office has developed a number of programs and initiatives that seek to foster a campus culture that supports and nurtures intellectual growth. The first-year student research grants, residential life scholarships, tutoring programs, study groups coordinated with academic departments, peer academic advising programs, minority scholar programs, Graduate Student-in-Residence Program, academic affinity houses, the coordination of faculty advising for first-year students, and graduate school advising efforts are examples of such efforts.

Dartmouth's Mission Statement explicitly recognizes the importance of Dartmouth's being an "academic residential community" of learning that nurtures and supports the social, emotional, moral, and physical well-being of its members – a community that values individual talents and initiatives in a wide variety of areas outside the academic context. Although academic experiences comprise the core activities of the College, each student experiences Dartmouth as a matrix of activities – academic, social, residential, athletic and so on. Linked to the theme of academic excellence is that of excellence outside the classroom – the notion that out-of-classroom experiences are not a refuge from intellectual life but the very place where classroom lessons are tested and made real.

It is in this context that the Dean of the College area refers to Dartmouth as a community of learning and living. These two essential components of the undergraduate liberal arts experience go hand-in-hand. Students learn wherever they are – on the playing fields, in the classroom and at the dining table. The intellectual vitality and excellence of the institution depends on the strength of the relationship between the strictly academic and non-academic aspects of students' lives. And surely one of our principal responsibilities as a premier institution of liberal learning is to seek to integrate classroom and out-of-classroom experiences so that knowledge, both intellectual as well as moral, is instilled securely, however imperceptibly.

The residential nature of Dartmouth College is a significant feature of the undergraduate educational experience here. Dartmouth is not a commuter college; nor is it a large university where many students live at great distances from its academic center. Even those students who live off campus in Hanover and the surrounding environs experience Dartmouth as members of a residential college. The word "residential" does not, of course, simply refer to where students live, but to how they live as well – how they socialize and dine, how they study, how they engage one another intellectually, how they spend time with faculty, and how they choose to use their unscheduled time. These activities affect their classroom experiences as much as their classroom experiences affect these out-of-classroom activities. The same Dartmouth faculty and students, the same Dartmouth classrooms, the same curriculum, laboratories, books, and libraries in the context of a commuter campus would, no doubt, produce very different educational outcomes. The educational experience would be quite different – and considerably diminished. It is important that Dartmouth continue to develop and nurture the relationship between classroom activities and how students spend their time outside of the classroom.

The College must continue to sustain a lively intellectual community for students. Outside of the classroom this has meant searching for opportunities for students to engage the faculty and others in significant ways. Reflecting the high priority given to encouraging student/faculty relationships, the Dean's Office has introduced a special residential arrangement with Faculty Associates in residence (the East Wheelock Cluster) and provided other programmatic and administrative support in the residential clusters. For example, the First-Year Office created summer research fellowships for rising sophomores in order that they might explore academic interests developed during their first year at Dartmouth.

This is a community of both learning and living, where learning, as opposed to instruction, is recognized as integrative and organic. Thus, the Dartmouth educational experience, taken as a whole, should empower students to grow in wonder at the wide range of choices available for them. It should empower them to develop personally and emotionally so that they learn to make choices and accept responsibility for the choices they make, cope with the challenges posed for them within an academic culture, learn how to get along with and work with others, develop values of dependability, flexibility, and creativity outside as within the classroom, gain self-confidence as they increase in competence, develop the ability to behave responsibly and exercise leadership, (thus becoming effective citizens of the Dartmouth community and the larger world), appreciate and respect differences, and develop tolerance and civility. This is, in large measure, what is meant at Dartmouth by a liberal arts education.

One of the great strengths of Dartmouth College has been its commitment to this interconnectedness between learning and living. John Henry Newman's *The Idea of the University* described this interconnectedness as "an illumination, a habit, a personal possession, an inward endowment." Thus, it is, said Newman, that the University is spoken of

. . . . as a place of education, rather than a place of instruction. Education implies an action upon our mental nature in the formation of character. It is something individual and permanent. When, then, we speak of the communication of knowledge as being education, we thereby really imply that knowledge is a state or condition of mind, and cultivation of mind is surely worth seeking for its own sake, we are thus brought once more to the conclusion, which the word liberal and the word philosophy have already suggested, that there is a knowledge which is desirable, though nothing come of it, as being of itself a treasure, and a sufficient remuneration of years of labor.

It is important to recognize that the process of liberal learning co-joins intellectual discovery and personal growth almost as one activity. The neglect of one aspect of a student's education at Dartmouth affects every other aspect and diminishes a student's capacity to achieve his/her potential.

Despite continuing external pressures to increase services and the internal pressure to manage costs, the Dean of the College area has responsibly carried out a program of budget management which has required it to focus priorities and to identify core activities. Planning efforts during the past several years have focused on these priorities:

### The First-Year Experience \_\_\_\_

The transition from secondary school and home to residential college is inevitably a complex one, requiring adjustments to the freedom and responsibility of independent living. Dartmouth seeks to create an environment for first-year students that will enable them to take the fullest advantage of the rich academic resources available to them and to achieve at the highest possible levels. Orientation, non-departmental academic advising, First-Year seminars, residential life and housing must be organized in ways that contribute to students' academic success. Integrating the many aspects of the first-year experience ensures that its parts work together harmoniously rather than at cross purposes. In 1994-95 a committee, appointed by the Dean of the College, conducted a comprehensive review of the first-year experience and made a number of recommendations regarding the ways in which entering students are oriented and introduced to the College: It has considered ways of enhancing the present residential and social life structures in order to assist students in bringing the insights of the classroom to bear on contemporary social issues. It has recommended ways of enhancing the present residential life structures in order to better integrate them with the core academic activities of teaching, learning, studying, advising, and mentoring. A number of these recommendations have been implemented with the adoption of the East Wheelock cluster concept.

## Diversity

Diversity at Dartmouth means bringing together staff and students who represent a broad range of backgrounds and experiences. Facilitating interactions among individuals with such diverse backgrounds expands discourse immeasurably. The challenge to the offices within the Dean of the College area is to provide personal and academic support to students who need it, to validate diverse interests, and to celebrate unique cultural contributions, while simultaneously assisting students in the exploration of that common ground upon which they must build community.

All Dartmouth students are treated as just that – Dartmouth students, with full access to institutional resources, opportunities, and programs. First-year housing is assigned randomly (taking into account only students' musical tastes and whether they self-identify as tidy or messy and smokers or non-smokers). Of course, first-year trips and first-year orientation, courses, advising, extracurricular activities, dining, and socializing in the student center and elsewhere all bring students together in a myriad of ways. At the same time the institution is attentive to the particular interests, needs, desires, and backgrounds of both individual students and groups of students, and offers a wide variety of programs and resources that seek to address them.

Diversity within an ethnic or racial context is clearly understood to include persons from all backgrounds. In previous decades, racial diversity was construed at Dartmouth and most other American colleges and universities as a binary situation. However, in light of the nation's demographics, it now clearly incorporates all the breadth of American society and the global community.

A committee, formed in 1997, developed a Diversity Statement for the Dean of the College area. This statement has been successful in setting expectations and guiding the work of all Dean of the College area employees. Essential points of that statement include the following goals:

- Professional behavior that respects diversity and creates an environment where everyone is valued.
- Fostering an environment that is free from oppressive behaviors (e.g. sexism, racism, ageism, classism, religious oppression, heterosexism, etc.).
- Hiring, retaining, and promoting employees who have a demonstrated commitment to diversity as a core value and who can articulate why this value is important.
- Developing, implementing, and evaluating policies and procedures regarding hiring and promotion, operations and budgeting, programs and services, and communication vehicles that support and advance diversity.
- Seeking and creating opportunities to engage in personal reflection and continual education about diversity.

## Gender Equity

Dartmouth College is committed to providing equitable opportunities for all of its young men and women. In certain areas, such as athletics, federal law and regulations (Title IX) require that the interests and abilities of male and female student-athletes are satisfied. In addition, Dartmouth departments all arranged to make sure that all of its programs support the coeducational nature of the College.

These important priorities occupy much of the energy of the Dean of the College area. Nevertheless, hard issues remain. How does the College help young men and women understand and manage the personal freedom the residential college offers them? What are the limits on the capacity of a college or university to respond to the complex emotional and personal problems that students in today's society bring with increasing frequency to the college setting? How can the College balance with judiciousness and fairness the claims of an institution to establish its own

community standards of conduct, while preserving individuals' rights? And what is the proper role of intercollegiate athletics in the academic environment? The growing diversity of college communities has raised important questions about the very nature of what it means to be a community and an institution's capacity to sustain transcendent values in an age which is so enamored of the particular and the unique.

In this age of specialists and specialties, are campuses becoming so atomized that "community" is unachievable? How does Dartmouth manage to continue to do what it has done well in the past as well as avail itself of new opportunities? Or put another way, how does it establish priorities and identify the resources to realize these priorities? Is the institution's commitment to excellence outside the classroom keeping pace with its commitment to academic and scholastic excellence?

## **II. Student Life Initiative**

Institutional priorities over the last decade have focused primarily on enhancing and supporting the College's academic programs. Following the inauguration of President Wright last fall, the improvement of students' residential and social lives became a major component of the College's agenda. In February of 1999, the Trustees issued a major announcement articulating a set of goals intended to guide the development of plans for improving residential and social life at the College. "It is vital," they wrote, "that the out-of-classroom experience match and support the academic mission of the College. The residential and social life of students at Dartmouth should be an integral part of a comprehensive learning environment and contribute significantly to each student's intellectual and personal growth and well-being." Their statement, which received national attention, declared that the following principles should characterize the residential and social system at Dartmouth:

- There should be greater choice and continuity in residential living and improved residential space;
- There should be additional and improved social spaces controlled by students;
- The system should be substantially coeducational and provide opportunities for greater interaction among all Dartmouth students;
- The number of students living off-campus should be reduced; and
- The abuse and unsafe use of alcohol should be eliminated.

All College constituencies were invited to participate in community discussions about how the principles might be achieved. The Board indicated that it was prepared to commit significant resources to supporting the initiative, building additional residential facilities, providing a greater range of living options, and creating new and improved social spaces.

In the wake of the announcement, a Task Force chaired by the Acting Dean of the College was charged with coordinating communications with students, parents, and staff and with collecting proposals from those constituencies in response to the initiative. The Vice President for Development and Alumni Relations was charged with seeking alumni input, and the Provost and Dean of the Faculty were asked to coordinate faculty participation in this process. The Student Assembly supported the establishment of student working groups on each of the principles, which now hope to formulate various new approaches to residential and social life at Dartmouth for the Trustees' consideration. The results of those discussions and the various proposals submitted to the Task Force were presented to a new committee during the summer of 1999. The Committee on the Student Life Initiative, chaired by two trustees, includes representatives from all college constituencies. It was charged with receiving and evaluating feedback in response to the five principles, encouraging further discussion within the community, seeking counsel from experts in

the areas under review, and formulating various new approaches to residential and social life at Dartmouth consistent with the five principles. The Committee expects to submit its report to the Board and the community by the end of the 1999 fall term. Community review of the Committee's recommendations is expected to occur during the winter of 2000, to be followed by final action by the Board.

In order to continue to develop projects underway before the initiative and to facilitate their incorporation into the implementation of the five principles, two additional working groups were formed. With the assistance of an architectural consultant, a committee of undergraduates, graduate students, and administrators have been working to develop specific plans for the renovation of existing athletic and social spaces in the vicinities of the Alumni Gym and Thayer Dining Hall. And since the summer of 1999, a residential facilities group has been working with outside architects to assess size, configuration, amenities, and programming opportunities for residential facilities.

The Student Life Initiative reflects a long-term and on-going assessment of the most critical general needs in the area of student services. The process of gathering, assessing, and developing specific facilities and program proposals has already commanded a tremendous amount of time and energy on the part of all campus constituencies, and will continue to do so in the coming year.

### Residential Life

The mission of the Office of Residential Life is to create and maintain a residential system that supports the academic mission of the College. That mission is entirely congruent with the thrust of the Student Life Initiative, which seeks, among other things, to enhance students' residential experience, expand residential facilities and programs, and provide for more substantially coeducational social and residential systems. The office offers a variety of housing options designed to provide a range of learning opportunities that support students' academic endeavors and encourage their growth and development. For example, many of the larger residence halls have been grouped into eleven clusters with each cluster staffed by an Area Director, an Area Coordinator, and Undergraduate Advisors. Six clusters also have a Graduate Associate on staff, and several have an additional Program Assistant. Residence halls that are not part of residential clusters are served by Program Assistants. All of the residence life staff receive extensive training in the residential co-curriculum, student services resources, programming opportunities, and College policies, protocols, and procedures.

Special interest and academic theme housing options are also available. These include the Asian Studies Center, Butterfield (an alcohol and tobacco-free living environment), the East Wheelock Cluster Program (enhanced interaction between faculty and students through hall-based programming), Foley House (cooperative responsibilities and decision-making), the Francophone House, the Hillel apartment (for students who wish to incorporate Jewish culture and observance into their daily lives), the International House, La Casa (Spanish and Portuguese cultures and languages), the Native American House, the German, Spanish and Russian language apartments, and the Shabazz Center for Intellectual Inquiry (affiliated with the African and African-American Studies Program). An additional academic theme house related to the program in Latin American, Latino and Caribbean Studies is expected to be available to students for the 2000-2001 academic year.

On average, more than 400 students live in Greek social organization houses each term. There are presently 28 affiliated Greek organizations at the College – 17 fraternities, 8 sororities, and 3 coed organizations. Twenty-three of those organizations have their own physical plants, seven of which are owned by the College, with the remaining 16 owned by alumni corporations. In addition, there is one privately-owned facility for an undergraduate society and one College-owned facility for another undergraduate society. These facilities, together with the College's

residence halls and academic theme houses, provide some 3200 undergraduate beds. There are 273 beds in privately-owned CFS/undergraduate-society facilities, and 146 beds in College-owned CFS/undergraduate-society facilities. There are an additional 2,800 beds in College residence halls and special interest housing. The College has not met the demand for on-campus beds during fall terms in recent years, and for the first time ever, demand exceeded supply this spring. This “crunch” and student preferences have prompted (depending on the academic term) an additional 375-600 students to move to off-campus apartments in Hanover and the surrounding area. Expanding the number of beds, in appropriate College-owned and managed residential facilities, is a significant goal of the Student Life Initiative.

### Student Life

Many aspects of co-curricular student life at Dartmouth are organized under the Office of Student Life. The enhancement of student social life and spaces, including more social alternatives for an increasingly diverse student population, is also a main focus of the Student Life Initiative. Under the direction of the Dean of Student Life, the office develops, implements, and evaluates campus programs to enhance the educational, social, and cultural life of undergraduates. The Collis Center, the Student Activities Office, the Outdoor Programs Office, Dartmouth Broadcasting, the Forensic Union, and a variety of student organizations and programs including the Student Assembly, the Green Key honorary service society, and the Coordinator of Gay, Lesbian, Bisexual and Transgender Programming all fall within the purview of the Office of Student Life.

As Dartmouth’s student culture has evolved over the years, the Collis Center, supported by generous gifts from Ellen and Charles Collis ‘37, has risen to the challenge. In 1993, the Center was transformed into a modern student center with a \$5.5 million renovation project that provided a variety of new social spaces. Those included a billiards room, the Lone Pine Tavern, a video arcade, an expanded Café, a central atrium, and the renovated Common Ground, a large programming space. With the inauguration of President Wright in 1998, the commitment of additional financial resources led to longer building hours (the Center is now open until 3 a.m.), a new late-night coffeehouse and take-out food service, new furniture, and other enhancements.

A student activities fee (\$40/term for the 1998-99 academic year) supplements College resources to fund student organization programming, student publications, campus-wide programming, and subsidized tickets to cultural and athletic events. The allocation of the student activities fee revenue is overseen by a student Undergraduate Finance Committee (UFC), which evaluates proposals from student organizations and administrative offices responsible for programming for undergraduates, and recommends specific allocations to the Dean of Student Life.

In February 1999, the Board of Trustees approved a \$10.00 per term increase in the student activities fee which makes possible an additional annual allocation of approximately \$100,000. The increase in funding of student activities and programs responds to the persuasive case made by the Student Assembly, as well as students involved with the UFC, Council on Student Organizations (COSO), and other groups, that the extent and variety of student activities requiring reasonable funding has significantly outpaced the limits on funds available through the student activities fee.

Indeed the COSO has overseen unprecedented growth in student organizations during the past decade. The total number of student organizations within this structure has grown from 60 to over 120, with the most dramatic growth in culture specific-organizations and student publications. Any group of interested students may constitute themselves as a student organization provided that the group meets COS criteria for recognition.

The Programming Board, which coordinates, supports, and produces a wide range of social and cultural activities such as concerts, comedy shows, dances, cultural nights, and traditional weekends, has also experienced substantial growth in the last decade. Funded by the student activities fee and consisting of over 50 students each term, the Programming Board has in recent years significantly increased the number of alcohol-free events on campus.

Despite the extensive development of student organizations and Programming Board events, however, Greek organizations continue to dominate campus social life. The 28 existing coed, fraternal, and sororal organizations have a total of some 1,700 members.

Dartmouth offers to students a wide variety of leadership opportunities. Programs vary from the eight-week-long *Leadership Discovery Program (LDP)* for first-year students to a weekend retreat as part of the training to become a health education peer advisor through the *Peer Education Action Corps*. Other campus leadership programs include the *Basic Leadership Training program (BLT)*, coordinated by Outdoor Programs, and the *Leadership Summit* offered each term by the Office of Student Life. There is also an annual student-run leadership retreat, which provides an opportunity for younger students to talk to older students about the challenges in leading on the Dartmouth campus. Leadership programs that have recently been added to the roster of campus offerings include: *Leadership Matters*, designed to address some of the obstacles faced by women student leaders at the College; the *WILD Conference* and the *Civic Leadership Conference*, sponsored by the Rockefeller Center; and the *Native Community Leadership Program*, created this year by Native American staff and faculty to examine leadership through a Native American perspective. In addition, each of over 200 student organizations at Dartmouth (including culture-specific, avocational, student government and fraternal/sororal groups) provides an array of leadership opportunities and challenges in which students can learn and practice leadership skills.

Finally, two other campus organizations not within the Dean of the College area but which play significant roles in student life are the Hopkins Center for the Performing Arts and the William Jewett Tucker Foundation, which is charged with furthering the moral and spiritual development of Dartmouth students and encouraging service to others so that a religious, moral, or examined life is also a life of service. Reporting to the Provost, each of these organizations directly involves more than one-quarter of the student body in its activities, and affects many more.

The Hop's wide-ranging programming – through its Student Ensembles and Visiting Performing Artists' Series, Film presentation series, Student Workshops in Woodworking, Pottery and Jewelry, Outreach and Arts Education programs, support of Drama and Music department presentations and initiatives, and innovative interdisciplinary collaborations across the campus – are the most recognized public face of the Center. Hop programming draws together students and community members, affirming the importance of the arts in everyday life and the liberal arts.

Tucker Foundation programs are designed to nurture the ideals and character of the Dartmouth community. Through the Tucker Foundation, students can find and create ways to make a positive impact on the area through community service. The Foundation provides a forum for discussion and action related to issues of conscience. A broad range of religious activity – worship, study and discussion – is available to those exploring spirituality or acting upon their religious commitments. The Tucker Foundation also supports a wide array of community service leave-term fellowships and internships. Specific Tucker Foundation programs include:

- Dartmouth Community Services (DCS) involves students in a large variety of volunteer programs in the area.

- Tucker Fellowship Grants enables students to spend a leave term in a service learning experience in the U.S. or abroad. Projects may be self-designed, but must be supervised through a non-profit agency or organization serving the welfare, development, and fulfillment of others.
- Dartmouth Partners in Community Service (DPCS) matches first-year students, graduating seniors and certain other upperclass students with leave-term community service internships.
- The College Chaplaincy is the home for a wide variety of religious practice, study and discussion through some 23 denominational ministers/area clergy and lay advisors who work with 18 recognized student religious organizations representing various faith perspectives. The College Chaplains offer religious, personal, spiritual and vocational counsel and help develop programs which address moral, spiritual and religious social action issues.
- The Interracial Concerns Committee (ICC) a chapter of the Society Organized Against Racism (SOAR), is committed to increasing awareness and understanding within the Dartmouth community through intercultural and cross cultural communications and programming

### Governance

Under existing frameworks, students have a wide variety of opportunities to convey their concerns to faculty, administrators, senior officers, and Trustees of the College. The President holds weekly open hours in his office and frequently attends functions in student residences or activities sponsored by student organizations. Members of the Board of Trustees allocate time each weekend they return to campus to meet with students over breakfast or at other times to stay in touch with student concerns and campus issues. In recent years, the Student Assembly has submitted its own quarterly “current issues” summary to the Board to augment materials prepared by College officials.

More formally, students serve on a variety of standing Trustee, faculty, and administrative committees, including the Trustee Committees on Student Life, Finance, Investor Responsibility, and Education and Facilities; the Faculty Committees on Instruction, Off-Campus Activities, Student Life, and Standards; Faculty Councils on the Libraries and Computing; and committees under the purview of the Provost that administer Hewlett and Bildner Foundation grant funds. Students also serve on institutional committees such as the College Committee on Alcohol and Other Drugs and the Sexual Abuse Sexual Harassment Committee, on administrative search committees such as those for the Dean of the College and the Dean of Residential Life, and on ad hoc committees on issues ranging from telephone services and cable television to dining services and the locking of residence hall doors.

For some years, however, the Student Assembly has put forth a variety of proposals for increased student involvement in decision-making at the College. Students have argued for inclusion in the Trustee selection process and representation on the Board itself, most recently in the Student Assembly’s announcement this spring of “five principles” for increased inclusion and recognition of student voices in College decision-making processes. Although the Board has rejected the proposal for student suffrage and representation on the Board, the Board and senior officers are reviewing other components of the Assembly proposal. As articulated by the 1998-99 Assembly, the other four principles are as follows:

- There should be greater representation and roles for students to participate in college Committees and a student-defined selection process.

- There should be additional and improved student life funding controlled by students.
- The incorporation of student input in the tenure process should be increased.
- The “improper use and abuse of authority” without direct student involvement should be eliminated.

The announcement of the Student Life Initiative took many students by surprise. Because of their relatively brief tenure at the institution, they were unaware of various ways in which previous Trustee and College committees and studies have involved the broad Dartmouth community in an examination of student-life issues. Many students were particularly concerned about what they perceived to be potential implications of the initiative for the Greek system, and this level of concern about perceived significant change without prior student involvement added intensity and a sense of urgency to on-going discussions about student participation in College governance. A wide array of College officials, including staff from the Dean of the College area, the President’s office, the Provost’s office, the Dean of the Faculty, and the Vice President for Finance have met and continue to meet with students to define, and re-define, appropriate opportunities and limits for student participation and engagement in the management of the institution in general – for example, their role in committees (students serve on a wide variety of formal and informal committees), their role in the evaluation of faculty, and their management of an adequate (and increasing) level of funding for student activities and initiatives. The College has worked especially hard to make clear that the Trustee statement about the Student Life Initiative was the beginning of a process that includes wide student involvement, not the end of a process or the announcement of foregone conclusions.

### Student Support Services

Deans in the First-Year and Upperclass Deans Offices serve as resources for academic and personal advising, as conduits for information about the College and its procedures, as sources of support and encouragement for students pursuing various academic and career goals, as referrals to other College offices, and as administrators of academic and conduct regulations. Four deans affiliated with the First-Year Office are responsible for the social, academic, and personal adjustment of each member of the entering class. The office is responsible for summer information mailings, orientation for first-year students, the Integrated Academic Support Program for students who might encounter difficulty in adjusting initially to the academic rigors of college, and registration for the First-Year Seminar Program. In the Upperclass Deans Office, the equivalent of one full-time dean is assigned to follow each rising class of sophomores through the end of its senior year. Although each of the class deans has specific areas of academic and counseling expertise, they function as generalists in the sense that their main concern is to support students’ overall educational experience at the College.

The services provided to individual students by the class deans are supplemented by a variety of additional support resources in the Academic Skills Center, the International Office, the Native American Program, and the Women’s Resource Center. Students are also served by the Student Disabilities Coordinator, the Administrative Liaison to the African American Community, the Advisor to Latino/Hispanic Students, and the Coordinator of Gay, Lesbian, Bisexual and Transgender Programming, all of which are part-time positions. A new part-time position for a Programming Liaison for Asian Pacific American Students has not yet been filled.

Examining the characteristics and needs of the incoming first-year class has been a priority for Dartmouth for decades. Dartmouth has participated in the Higher Education Research Institute (HERI) “Freshman Survey” since the 1960s, and has excellent data on changing trends among our students. The institution can track the relative numbers of student who self-identify with learning

disabilities; those who have needed remedial work in high school in English, reading, math, social studies, science or foreign languages; and those who believe they will need remedial work in college in those same areas. Although individual students are not singled out based upon their confidential responses in the survey, the fact that the College purchases the raw data from HERI enables the institution to break out the responses by particular groups of students in order to identify if they would be more likely to benefit from assistance from the College.

Another area of this survey which has informed the college concerning the different characteristics of students has been group analyses of how students perceive their abilities as related to their peers. Both longitudinal and cross-sectional analyses of this set of self-ratings have been helpful in terms of understanding group differences and similarities at Dartmouth.

All admitted students are sent a self-identification card that invites them to report any disability-related needs, e.g., learning disabilities, attention deficit disorder, chronic illness, psychiatric disorders, and physical disabilities that require full access to classroom, residence hall, library, and all academic areas. Admitted students who present documentation of a disability are sent information about the relevant resources at Dartmouth and are encouraged to contact the Academic Skills Center or the Student Disabilities (504) Coordinator. The college makes provisions for examination accommodations, privacy, adaptive equipment, and other services that enhance learning, on a case-by-case basis. Additionally, the campus has a college-wide disabilities committee that has the charge of removing barriers, both physical and policy, that might diminish a student's ability to take full advantage of all programs. The *Student Handbook*, *First-Year Book*, and the *ORC* all have statements describing disabilities services and inviting students to meet with the Student Disabilities Coordinator.

The First-Year Dean's Office also offers the Integrated Academic Support (IAS) Program, instituted in recognition of the fact that Dartmouth admits students of varying scholastic background. It provides additional support for first-year students who may encounter some difficulty in adjusting initially to a rigorous college curriculum. Students are recommended for the IAS Program based on placement tests administered during Orientation or as a result of fall term academic standing. Although not required, participation in the Program is strongly encouraged for those invited. The Program is coordinated by a director, who is also Assistant Dean of First-Year Students, and its office is located in the First-Year Office. The major components of the Program are the following courses: Mathematics 1 (Calculus with Algebra) and Mathematics 2 (Calculus with Algebra and Trigonometry), English 2 (Composition and Research: I) and English 3 (Composition and Research: II). These courses are designed to strengthen a student's competence and confidence. Academic support is also provided in Chemistry 3 (General Chemistry) and in the Introductory Physics sequence. In addition to the extensive tutorial assistance that is an integral component of the Program, special academic advising and counseling sessions are available to students enrolled in IAS courses.

The class deans closely monitor the academic progress of students whose performance has placed them on risk, warning, or probation - an early warning system. The deans send letters advising students of their academic status and call-in letters three times each term inviting students to meet to discuss their academic progress, course selections, and strategies for improving their performance. Often students are referred to the Academic Skills Center for time management workshops, and test-taking and note-taking strategies. Midterm reports are requested from professors for students on risk, warning, or probation and for those students returning to school after having withdrawn from school. This academic information is shared with students to help them make informed decisions about their courseload if that is necessary.

The College Health Service provides a broad program of health care and health education. Through the Department of Primary Care and Preventive Medicine and through the Women's Health Program, a health care team of physicians, physician assistants, nurse practitioners,

registered nurses, licensed practical nurses, and clinic assistants provide medical exams, diagnoses, prescriptions, and treatments. A 10-bed inpatient department is available to students whose illnesses or injuries would normally be tended at home. The Health Service also provides crisis intervention, short-term individual and group therapy, and referrals for longer-term therapy through its Office of Counseling and Human Development. Counseling staff includes psychologists, psychiatrists, social workers, psychiatric residents, and psychology doctoral interns, all of whom share a deep commitment to helping students from a variety of backgrounds and lifestyles.

The Health Resources Department of the Health Service provides programs on a wide range of health problems, designed to teach prevention of injury and illness, to promote lifestyles conducive to good health, and to inform students of the available on and off-campus health resources. Health Resources staff includes a director, a full-time alcohol and other drug educator, a full-time nutritionist, and a full-time coordinator of the sexual abuse awareness program. The Department also provides training, advising, and administrative support to several groups of peer educators, including Drug and Alcohol Peer Advisors (DAPAs), Sexual Abuse Peer Advisors (SAPAs), Eating Disorder Peer Advisors (EDPAs), and the Peer Education Action Corps (PEAC) – a program for health opinion leaders empowered to work to change social norms related to important health issues.

Career Services, staffed by five career counselors, provides students with a variety of opportunities to explore general career options through both individual counseling and group programs and discussions. Interest assessment and personality inventories are also administered and interpreted. Workshops focus on identifying skills and interests, clarifying values, determining short- and long-range goals, resume writing, and developing interviewing techniques and job search strategies. More than 10,000 alumni provide additional guidance through the Alumni Career Advisory Network. The Career Resource Center houses an extensive collection of materials for students developing future career plans, seeking information on graduate study, or researching ideas for leave term internship opportunities or entry-level employment. The Office also coordinates an extensive Recruiting Services Program. Student feedback about these services is solicited annually through a survey administered to all seniors.

### Graduate Student Program

The Graduate Office, staffed by the Dean of Graduate Studies, an Assistant Dean, and the Director of Graduate Career and Alumni Affairs, serves the current population of some 600 students in the Master's Degree and Ph.D. programs. A position for a part-time Graduate Student Activities Coordinator has recently been created in response to student requests. In February of 1999, representatives of the various graduate programs and the Dean of Graduate Studies met with the Trustee Committee on Student Affairs to articulate a variety of concerns about graduate student life at Dartmouth. Although graduate students are in residence year round, many facilities on campus are closed during breaks in the undergraduate terms. Students cited the lack of any designated common space for graduate students in the Collis Center, or elsewhere, as one of their most critical needs. They also emphasized the need for affordable housing, more affordable daycare for graduate student families, and space for graduate students who commute long distances to campus.

### Athletics

Dartmouth College and its Athletic Department are committed to providing an extraordinary variety of athletic opportunities that meet the talents, interests, and needs of a broad range of individuals. The spectrum of programs and activities available for men and women includes “drop-in” recreation, physical education, intramural, and club sports, and a broad array of competitive intercollegiate athletic teams. As a member of the Ivy League, Dartmouth observes Ivy Group common practices in academic standards, eligibility requirements and the administration

of financial aid. The purpose of all Athletic Department activities is to foster and complement the overall academic and intellectual growth of Dartmouth students and provide experiences that will enable them to interact with other students, test their own personal limits, and gain from the demands and realities of athletic competition and the success and adversity that go with it.

In attempting to work with students to create a safe, healthy, socially stimulating, educational residential community, the goals of the Dean's area are to enable students to be involved wherever possible in the governance and management of their activities, and to make available, as appropriate, to all those who participate advice and information regarding the College's basic principles and expectations.

With respect to affirming and maintaining standards of conduct for responsible student behavior within the College community, our goals throughout the department are to encourage the highest level of deportment and performance, not only in athletic endeavors but in all phases of campus life, particularly because many of our participants are visible representatives of Dartmouth and, in many respect, important role models.

In attempting to do our part in sponsoring a rich variety of opportunities for students to grow intellectually, physically, socially, emotionally and morally, our goals are to make available high quality coaching, support services, scheduling, facilities and equipment; and to encourage excellence and meaningful interaction, no matter what the level of participation.

Dartmouth currently provides varsity intercollegiate competition for men and women in thirty-four varsity sports – sixteen men’s teams, sixteen women’s teams, and two coed teams. Nearly 1,000 of its 4,200 undergraduates represent the College at the varsity or junior varsity level. The College is committed to providing equitable athletic opportunities for men and women. In recent years, the annual budget for women’s athletics has been increased significantly as the College has expanded the breadth of women’s athletics opportunities – including two new funded varsity sports – to keep pace with the growing percentage of women in the Dartmouth undergraduate student body. The Athletics Department conducts an annual administrative review to ensure continued provision of equitable athletic opportunities. Dartmouth takes pride in offering to undergraduate women at the College, who generally comprise about half of the student enrollment, proportionate competitive athletic opportunities. Dartmouth has been, and aims to continue to be, a leader among its peer institutions in this regard.

During the 1995-96 academic year, the College conducted a self-study of its athletic programs in connection with the NCAA Certification process. Following a site visit by an NCAA assessment team in October of 1996, the NCAA concluded that Dartmouth was in compliance with all NCAA standards with respect to Governance, Academic Integrity, Fiscal Integrity and Commitment to Equity.

### Evaluation and Research

In 1995, the Dean of the College established the Office of Evaluation and Research with the aim of increasing understanding of student services issues. Periodically prior to 1996, and annually since 1996, the office has administered an exit survey to graduating seniors, which solicits both quantitative and qualitative assessments of specific aspects of students services (e.g. student housing, social life, etc.). In the spring of 1996, and again in 1999, a random sample of undergraduates were asked similar questions about student services through a COFHE-sponsored “Cycles” survey. Dartmouth’s membership in COFHE and HEDS (Higher Education Data Sharing Consortium) provides the College with the opportunity to compare its survey results with those of its peer institutions.

The Office of Evaluation and Research has also developed a variety of topical surveys and other methods of assessing student perceptions and needs. Each year since 1996, the office has conducted a “Current Issues” survey at winter term registration. Survey topics selected by the Dean of the College have included Social Life (1997), Diversity (1998), and Communication and Civility (1999). Alcohol and other drug behaviors, attitudes and beliefs are examined annually through the Dartmouth College Risk Behavior Survey, which also assesses sexual behavior, suicidal tendencies, and eating behavior. Surveys have also been sponsored by the Committee on Student Life and the Student Assembly (Academic Advising, 1996 spring), and the Health Service (Health Education and Women’s Health 1994 and 1995). With the assistance of Evaluation and Research, the Office of Counseling and Human Development routinely engages in self-examination through patient evaluations.

Survey results are disseminated through the Office's "Brief Reports" series, through longer written reports, and in presentations to the Trustees, area staff (through office meetings, bi-weekly deans and directors meetings, and at monthly professional development seminar sessions), College committees, faculty, and students. Data also appear in articles in the campus newspaper and on the Evaluation and Research web page.

### Staffing

Job descriptions exist for every regular position. They outline the minimum requirements, preferred education, experience and demonstrated skills, and the typical duties and assignments expected for successful performance on the job. An orientation/mentor program was implemented for the division in 1996 to help all new employees adjust in a positive fashion to working in the social life area at Dartmouth. Hiring and compensation policies are established and applied college-wide. Adjustments are made on an annual basis to assure equity, both internally and externally. Merit considerations are included in annual raises.

The deans and directors within the Dean of the College area meet biweekly throughout the year, and hold a two-day divisional planning retreat prior to the beginning of each academic year. A professional development committee for the area meets regularly to discuss and recommend policies, procedures, and programs to encourage professional development of personnel in the division and to explore ways to further the mission of service to students. In addition, a standing area-wide Diversity Committee promotes staff diversity awareness. Specific diversity goals for all area employees in the performance of their jobs were developed by the Committee during the 1996-97 academic year. Annual performance evaluations are expected to assess, among other issues, each employee's performance in the management of diversity-related issues.

### Financial Aid

Last fall Dartmouth announced a new financial aid initiative that dramatically increases the scholarship assistance provided to students. Through a series of new policies, students benefit from substantially lower loan expectations, the reduction or elimination of family assets from the financial aid calculation, and the ability to use the full amount of any outside scholarship received to reduce further loan or job expectations. The new policies increase annual scholarship expenditures by \$4.7 million and affect more than 60 percent of the financial aid students at the College.

For many, many years, Dartmouth has operated with a "need-blind" admissions policy, which ensures that all admissions decisions at the College are made without regard to the financial circumstances of applicants. Furthermore, the College has guaranteed that one hundred percent of a student's demonstrated financial need will be met for all four years of enrollment. Dartmouth remains committed to providing students with the financial support necessary to enable their attendance. The College wishes to be accessible to the broadest range of students possible such that attendance is based upon an individual's talents and accomplishments, not the ability to pay. One measure of this commitment has been the success of a recently completed capital campaign, which raised \$54.1 million additional dollars for financial aid endowments.

Forty-one percent of the undergraduate student body currently receives scholarship grant support. For the 1998-99 academic year, the College distributed approximately \$28 million in scholarships, an average scholarship of approximately \$16,000 per aid recipient. These amounts will increase significantly as the new policies are implemented, starting with the Class of 2003.

As President James Wright said in his inauguration speech,

Dartmouth must be a place of opportunity for students of all backgrounds. It is hard to imagine education taking place in an environment that is fully-like-minded and homogenous. And so Dartmouth seeks to attract a student body that reflects the richness of the world in which we live, and to offer an education that enables and empowers. To this end, we must continue to enrich our financial aid and scholarship programs to ensure that we can do this. I pledge myself to this purpose.

### **III. Assessment and Projection**

Undoubtedly, developments stemming from the Student Life Initiative will dominate new initiatives in student services during the years ahead. Many of the facilities projects and needs identified prior to the Trustee announcement have been incorporated into the comprehensive campus planning that is currently underway. The remaining projects and needs will continue to be pursued independently within the Dean of the College area. Dean's area staff will continue the process of constantly reassessing the quality and the viability of services and programs they provide, guided by feedback from students, parents, faculty, administrators, student organization recommendations, and the formal results of Evaluation and Research activities. Consultation about programs, policies, and procedures (and about individual student circumstances where appropriate and consistent with students' right to confidentiality) will continue.

In addition to issues of inclusion in College governance, students and the Student Assembly have actively voiced their perceptions that a variety of programs, policies, and services need improvement. Areas of particular interest over the last five years have included the following:

- **Academic Advising:** Anecdotal information and senior and other survey data reflect significant dissatisfaction with academic advising both prior to and following the declaration of a major. A Student Assembly Report in 1996 called for a variety of improvements in the academic advising system. The Assembly has continued to raise these concerns in its current issues reports to the Trustees, most recently during the '98-99 academic year. An examination of other institutions and recent COFHE data suggests that academic advising is an issue with which many institutions struggle. Faculty interest, knowledge, and enthusiasm for the task varies dramatically, and students frequently have contradictory expectations for an advisor: Some see the advisor as an administrative obstacle to be avoided, others want an adult friend and mentor, some want specific advice with regard to their intended major, while others are looking for more general curricular advice. The appointment of a new Dean of First Year Students in the forthcoming year, as well as the recent appointment of the new Dean of the College, may afford an opportunity to revisit this issue, which has already received considerable attention. The Committee on Student Life, for example, spent a year and a half addressing advising, and some modifications in the faculty-advising system were implemented.
- **Alcohol and Other Drug Use:** Students have participated in campus dialogues about the College alcohol policy informally, through focus groups and town meetings, through the College Committee on Alcohol and Other Drugs (CCAOD), through the Greek system, the Student Assembly, and various student groups. In the past decade, the College has shifted funding of the alcohol education/prevention position (administratively located within the health education department of the College Health Service) from "soft" money to the regular budget. As of the current fiscal year, the position has been increased from part-time to full-time, and the outreach and programming budget has expanded. Alcohol issues have been the focus of a major studies and task force reports in recent years, and addressing the abuse of alcohol is one of the five principles of the Trustee's Student Life Initiative. Administrators and students are also working together to enhance the Trustees' alcohol education efforts, especially as part of the first-year experience.

- **Curriculum Improvements:** A student-chaired committee of students, faculty, and administrators spent much of the 1997-98 academic year developing a proposal for a new Identity, Race, and Ethnicity distributive requirement. That proposal is currently under consideration as part of the Committee on Instruction's review of the new curriculum. Students are also developing a proposal to modify the three-term Physical Education graduation requirement to include a health education component.
- **Diversity and Community:** A 1997 report of the Task Force on Undergraduate Social Life, co-chaired by a student, described the campus community as "a collection of several parallel social scenes in which majority and minority students tend not to interact." The 1998 senior survey indicated that almost 40% of the undergraduates responding were in some way dissatisfied with the racial and ethnic diversity of the community. After a racial incident in November of 1998, hundreds of students came together for a week of student-initiated programs and demonstrations. Many student organizations and individual students have called for increased opportunities for dialogues and activities pertaining to diversity in the community. The College has been particularly proud of, and impressed by, the ways in which various groups and coalitions of students, often consulting closely with faculty and administrative members of the community, have worked to address issues of diversity and community, and occasional examples of intolerance, in a way that fosters community, understanding, and learning. Presidents Freedman and Wright have both been articulate advocates of the values of diversity and civility. The Interracial Concerns Committee and the Committee on Civil Discourse are both specifically focuses on these values. Dartmouth is proud of the fact that the entering class of 2003 is the most diverse class, as well as the most academically accomplished class, in Dartmouth's history.
- **Fees and Fines:** In response to a Student Assembly report in 1998 concerning the imposition of fees and fines on students by various administrative offices across the campus, the College initiated a review of the policies and procedures by which fines may be imposed, and of the efficacy and desirability of the existing fees and fines structure. Students will participate in the development of specific recommendations to the Vice President/Treasurer and the Dean of the College in response to that review prior to the end of the 1998-99 academic year.
- **Funding of Student Activities:** In a variety of ways over many years, students have called for College budgeting principles to reflect that core student life programs are a high institutional priority. Culture-specific groups, student publications, Tucker Foundation organizations, and the Dartmouth Outing Club are only a few examples of those organizations seeking additional dedicated funds. The Student Assembly and the Undergraduate Finance Committee have also developed specific proposals for increased annual funding of student activities. As noted above, the Student Activities Fee was increased last year so that the Undergraduate Finance Committee would have more resources at its disposal for student activities and organization. The budget of the Office of Student Life was also enhanced. One of the significant outcomes of the Trustee initiative is going to be more support, in a variety of ways, for student social life.
- **Social Space:** In November of 1998, the Trustee Committee on Student Life devoted its agenda to the review of a Student Assembly report on student programming and social space needs. The report set forth long-standing student concerns about the availability of large, medium and smaller social spaces on campus. Once again, the enhancement of student social space is a priority for the Trustee initiative. An investment has already been made in improvements to a recently renovated and expanded student center (Collis), and a very significant planning process is underway for addressing the needs for social space in a variety of settings on campus.

The College needs to continue to work with undergraduate, graduate, and professional students to identify issues and needs in order to improve the quality of student life on campus. As plans for residential and social space options move forward, graduate and professional students must be an integral part of the planning process. While resources for undergraduate student life are substantial, there is constant pressure to increase the level of funding for student programs and organizations. Students have expressed the need for additional funds to distribute to organizations for programming and special events. More attention needs to be paid to providing events, staff support, and programming for groups that represent diverse new additions to the groups traditionally supported by student funds. Many offices rely too heavily on revenue that comes from sources such as fees or special fund-raising projects. Alternate permanent sources of funding are needed.

The increasing demands of more than 4,000 undergraduates for support and guidance place constant pressure on existing human resources. Although a part-time Special Assistant to the Dean position has just been approved and some recent temporary staffing adjustments have been made to accommodate work related to the Trustee initiative, significant permanent increases in student support staffing are not expected in the short term. Creative and pragmatic approaches in responding to individual and collective student needs will continue to be required of all student services professional staff.

### Graduate Students

The new Director of Graduate Career and Alumni Affairs, within the Arts and Sciences, will be of great assistance to graduate students in seeking jobs outside as well as inside academia. The appointment of a Director will also make it possible to track graduates long-term and to know where they are four and ten years after graduation, for example. Discussions are underway with the undergraduate career services office about how certain functions, such as recruiter visits might be combined for their mutual benefit.

The apartments for 27 graduate students are the only residential facility not connected to Dartmouth's computing network. It is hoped that that will be remedied shortly.

## Standard Seven: Library and Information Resources

### I. Description

#### A. Library Resources

##### Description and Current Status

The Dartmouth College Library is one of the oldest research libraries in the United States. With over 2.26 million books, 175,000 maps, 2.5 million microform items, plus electronic network resources, manuscripts, audiovisual materials, and artifacts, it is the largest collection in northern New England. There is actually a system of eleven libraries at Dartmouth, including:

- Baker Memorial Library (Humanities and Social Sciences),
- Cook Mathematics Library,
- Dana Biomedical Library,
- Feldberg Business and Engineering Library,
- Kresge Physical Sciences Library,
- Matthews-Fuller Health Sciences Library,
- Paddock Music Library,
- Rauner Special Collections Library,
- Sanborn English Library,
- Sherman Art Library, and the
- Storage Library

The library functions as a center for scholarship and research on the local, regional, and national levels. Dartmouth's undergraduate and graduate programs and professional schools have created a vital need for research collections usually found only in the libraries of large universities. In parallel with the availability of extensive collections, the Dartmouth College Library has placed an equal emphasis on the provision of a high level of user services, and is noted for its strong attention to the academic community's research needs. The library staff has a tradition of providing information and reference assistance utilizing not only subject competence but the latest in bibliographic tools.

The Dartmouth College Library also has been a pioneer in the development and implementation of computer-based systems to support library services. Through electronic information systems, including its online catalog and the locally-developed Dartmouth College Information System, the library serves as a gateway to the universe of electronic information for faculty, students, and staff. As the new Berry Library opens, with computing services and the library co-located in the new facility, Dartmouth will concentrate even greater energy in these areas.

The Librarian of the College reports to the Provost. There is a Council on Libraries, which consists of the Librarian of the College, the Provost, the Dean of the College, six members elected by the Faculty of Arts and Sciences (two from each division and from different departments), one member from each of the three professional schools, two undergraduate students, and one graduate student. In addition, each academic department appoints a faculty representative to work with a subject bibliographer within the library on materials selection and services.

This is a very exciting time for Dartmouth libraries. A major addition to and renovation of Baker Library, the humanities and social sciences library, is currently underway. As a companion facility to the 70-year-old Baker Library, the Berry Library (named for John W. Berry '44 and his family) will allow Dartmouth to expand its library services and collections (now cramped for space), better link its computing services and library services, make the library more a crossroads

of campus life, and better serve its users. Designed by architects Venturi, Scott Brown and Associates in association with Shepley Bulfinch Richardson and Abbott, the Berry Library is a six-story building, encompassing 135,000 square feet of new space. Baker Library, whose neo-Georgian façade has anchored the Dartmouth Green since its completion in 1928, will also be renovated as part of the project. The completed building will unite traditional library functions and expanded book stack spaces with facilities for the latest information technology, including a unified reference and government documents center, a media center, state-of-the-art electronic teaching facilities, public computer work stations, and part of Dartmouth's Computing Services department, including Academic Computing, Media Production Services, and Technical Services. Other facilities will include new serials and newspaper reading rooms, a new map room, a variety of spaces for reading and study, a 24-hour café/study area, and significantly improved staff workspaces. Carson Hall, being designed and built as a companion facility to Berry building, will add the History Department and several high-tech classrooms to the Baker/Berry/Carson complex. Construction is expected to be complete in December 2001.

In addition, Dartmouth's Special Collections enjoy an elegant new home in the recently renovated Webster Hall, adjacent to Baker Library. The new Rauner Library, dedicated April 16, 1999, vastly increases and improves the space available for Special Collections and their users; much of the collection is now housed in a glass-enclosed stack core and an underground stack facility that connects Rauner Library and Baker Library. The 37,000 square-foot building has 24,000 linear feet of shelving, two seminar rooms, two study rooms, a Reading Room for 36 researchers, and Gallery seating for 60. Moving Special Collections out of Baker Library opened up important space in Baker Library and permitted the internal connection of Sherman Art Library with the new Baker/Berry Library.

### Planning and Assessment Studies

During the past five years, the library, together with the Computing Services department, has engaged in major planning efforts related to library renovation and expansion. In particular, the Task Force on the Library of the 21st Century of May 1995, and the Berry Library Building Committee of March 1996 broadly surveyed library users in an effort to project future library and information technology needs at Dartmouth. The reports of these two groups provided a substantive basis for the library building and program development that is currently underway.

The library also regularly convenes user focus groups of faculty, graduate students, and undergraduates to elicit feedback on the effectiveness of library services and the use of library resources. These discussions have helped to inform the development of the Berry project, provided feedback on library resources (particularly electronic resources) and praised staff for their strong service orientation. The College Student Experiences Questionnaire (CSEQ) describes library services as they relate to undergraduates.

### Collections

The collections area of the library includes the acquisition, processing, access to, and preservation of informational and scholarly research materials. Although Dartmouth is rich in library resources by northern New England standards, it has modest holdings relative to our peer academic institutions. The library depends upon an information resources budget to purchase resources needed on site, to preserve materials that are part of the permanent collection, and to make available tools that facilitate access to information resources located elsewhere. During the past decade rising prices for information resources have seriously eroded this budget. A rapidly growing need to provide access to information in electronic formats is placing additional pressure on a severely strained resource. A paper on this subject, entitled "Issues Faced by Dartmouth with Regard to Library Collections" summarizes these issues.

Over the past decade, an emphasis on preservation and conservation has increased rapidly in the hierarchy of library activities – at first in reaction to the rapid deterioration of print collections and, most recently, in relation to the increasing amount of information in digital form and the lack of methods and standards for ensuring the long-term viability of that format. In 1995, the library responded to this challenge with the creation of a preservation department, which creates and implements policies ensuring appropriate preparation of new information resources, cares for and maintains existing collections, and undertakes environmental monitoring and educational activities. The library must be able to secure increased funding for these preservation activities in the future.

### Technological Development

Dramatic changes in the information environment – and especially the globalization of information – make the tools provided by information technology and the new digital products key to the Dartmouth College Library’s ability to fulfill this mission. The library already has invested substantial resources in the identification and implementation of these tools. For example, the library has created an information management system that meets today’s needs and provides the flexibility to take advantage of new developments as they occur. Within this environment, the library provides access to a number of critical digital resources, and its digital holdings are impressive for an organization of its size. It will be essential for the library to have the resources going forward to acquire new tools and to prepare staff to both manage information and provide services in a rapidly changing technological environment.

### Staffing

The professional staff of the Library is recruited through national searches, with an emphasis on strong academic background, solid professional education and experience, and demonstrated service orientation. At a minimum, this means a masters degree in library science with an advanced academic degree, depending on the position.

All librarians at Dartmouth are placed within the Librarian Classification System upon initial appointment and are eligible for promotion according to the guidelines in the Librarian Promotion System. The only members of the professional staff that fall outside the Librarian Classification System are the programmers in the Information Systems Department; they are appointed and promoted according to policies established by Dartmouth for programmers.

Professional development is fostered with time and financial support provided for participation in advanced training programs and professional meetings.

Relative to its peer academic libraries, the Dartmouth College Library has a small staff given the size and complexity of its operations. The library staff at Dartmouth is particularly noted for its strong emphasis on service and its dedication. In order for the library to fulfill its information provider/mediator role on campus, it will need more staff with a wider variety of skills. New positions have already been created to serve the newly opened Rauner Special Collections Library, and some new staff positions will be created to support the new Berry Library through additions to the library’s budget base. In addition to these positions, however, the library has an acute need for new staff positions and additional training for existing staff to continue to strengthen the digital delivery of information.

### User Orientation and Training

The Library provides a number of contexts for teaching student, faculty, and staff how to access Library resources:

- **Bibliographic Instruction.** All reference/bibliographers provide instruction to individuals and groups. During orientation of First Year students, tours are offered in all the libraries. Special efforts are made to reach all students in First Year Seminars to teach basic library research skills. Special bibliographic instruction is offered to upper level undergraduate classes, as well as to graduate and professional students, and to special College programs. To facilitate these classes, special instruction rooms have been developed to assist in teaching both print and electronic resources.
- **Published Guides.** The resource room contains printed information guides to the libraries, including descriptions of the services that are offered and how to access them. Each Fall Term, the Library publishes a special insert in VOX, the campus newspaper.
- **World Wide Web.** The Dartmouth College Library offers extensive information and resources to its users via the World Wide Web at <http://www.dartmouth.edu/~library/>, providing a gateway to information about the Library as well as a direct link to information resources.
- **Outreach Services.** Each academic department at Dartmouth has a library liaison – usually a reference/bibliographer with the appropriate academic background. These specialized services may include alerting faculty to the table of contents of key journals and other current awareness services for faculty, consultation on collection development and management, or special research services.

### Financial Resources

The financial resources necessary to maintain a first-rate library are enormous – and increasingly difficult to sustain – because the rate of inflation for information resources continues to outpace the rate of inflation. The Library has examined the effect of reduced financial resources on print collections and other information resources and monitors that issue carefully. There are similar financial pressures as the library is retooled with new information technologies and equipment, as staff are hired with higher skills, and as Dartmouth invests in new library facilities.

### Collaboration with Other Institutions

Like its counterparts at peer institutions, the library is a member of a number of collaborative organizations, including the Association of Research Libraries (ARL), the Research Libraries Group (RLG), New England Library Network (NELINET), the Northeast Research Libraries Consortium (NERL), Coalition for Networked Information (CNI), etc. In addition, the library has participated in a number of cooperative projects that share expertise, resources, and technology. The library also has been a leader in the sharing of digital resources, and technical expertise for the management of information resources. In 1989, the library embarked on a project with Middlebury College to share the cost, technical development, and on-going maintenance for the MLA Bibliography. Given Dartmouth's location and the lack of many "natural" partners, the library has been aggressive in seeking collaborative ways to leverage its ability to obtain access to information resources. For example, the library has been an active member of the Northeast Research Libraries Consortium since its inception. Participation in this organization has enabled the library to acquire many important digital resources at substantial savings. The library continues to explore new technological means and new partnerships to increase its ability to meet user needs.

## **B. Computing Services Resources**

### Description and Current Status

Dartmouth Computing Services supports Dartmouth's academic mission by providing a high level of computing infrastructure for the campus environment. The self-study topic on the Computing and Information Environment examines in detail the strengths of computing services at Dartmouth, and articulates areas of focus for the future. In summary, Dartmouth's academic mission is the primary focus of the institution's computing services activity. While all constituencies are vitally important, the greatest attention rests with meeting the research and curricular needs of the faculty. There is a strong tradition of information technology use and acceptance at Dartmouth, driven by a long-standing credo of universal access to computing resources.

Because Dartmouth is a relatively small institution, a strong degree of centralization is appropriate in the delivery of computing services. This provides efficiency and strength when delivering a full range of production-oriented services to people across the institution, and ensures that a broad, institutional view is dominant. Dartmouth's professional schools have extensive computing staffs. Computing Services provides many of its services at no cost, as long as those services directly support the College's academic mission and they do not exceed an average level.

The specific divisions of Computing Services and related computing support operations are as follows:

- Technical Services and Information Systems provide the infrastructure projects and consulting support that are institution-wide in scale and impact.
- Academic Computing, Administrative Computing, Administrative Information Systems Support, and Instructional Services are more specific in their orientations toward specific user populations. (Consulting and User Education, a part of the Academic Computing group, provides institution-wide support.)
- Administrative and Auxiliary Services (the Business Office, Sales and Service) provide support for computing functions across the campus.
- Specialized support teams meet specific needs at the professional schools, the College of Arts and Sciences, and certain administrative departments (such as Development and Alumni Relations, the Controller's Office, Facilities Operations and Management, and others).

Dartmouth ensures student access to technology resources in a variety of ways. In 1991, the Faculty of the College of Arts and Sciences voted to require all incoming undergraduates to own a personal computer. The College also makes available a variety of computing resources for student use, including public computer laboratories equipped with a broad range of advanced equipment. The campus-wide data network, first installed in 1983-84, was upgraded in 1996-97 to the latest data networking technologies, and the system was structured in such a way as to facilitate future upgrades. *Computing at Dartmouth* fully describes the array of services available to Dartmouth students, faculty, and staff.

### Planning and Assessment Studies

Computing Services has been integrally involved in the Berry Library planning efforts described in the previous section. The next section, on facilities, also mentions these studies. These planning efforts have provided far-reaching conceptual outlines for computing and libraries for the future.

Computing Services also gathers and analyzes data in a variety of specific program areas. For example, the Classroom Critique Program is run each term by Instructional Services. Faculty who use classroom services are surveyed for feedback on four areas: scheduling support, operational ease of equipment for self-service, quality of delivered service and technical assistance, and availability and condition of facilities. Survey results are used to improve the quality of services delivered by Instructional Services. In addition, a survey of the users of Academic Computing's help desk was completed in November 1998. That survey currently is under review.

Another important mechanism for feedback is the Council on Computing, which represents a wide array of constituents at Dartmouth. The council advises the Director of Computing on questions of policy concerning the allocation and use of Dartmouth's computing resources. A second key advisory group is the Administrative Computing Policy and Advisory Committee (ACPAC). ACPAC advises the Director of Administrative Computing on the priorities for administrative systems at the College. Finally, in the spring of 1998, the Director of Computing created an alumni Computing Advisory Group "to advise key managers of Dartmouth's computing services department and senior officers of the College on strategic information technology goals and tactics to achieve those goals."

In other areas, Computing Services has initiated surveys to evaluate the adequacy of its resources. For example, in 1992 a survey of the classes of '84 through '91 was conducted to assess the impacts of computing on undergraduate alumni before and after graduation. At that time, a few strong themes emerged, including the fact that Dartmouth should maintain a leadership position in computing, and that standardization on the Macintosh was not a deficit. Alumni also reported that Dartmouth's strong networked personal computer environment was an attraction for them to attend Dartmouth, and that they felt that it served them well in their post-Dartmouth pursuits. Computing Services plans to do more such systematic evaluation in the future.

### Facilities

Computing Services is located in the Kiewit Computation Center. Instructional Services is located in North Fairbanks Hall; Administrative Computing and User Communications are located in Raven House; and the administrative information systems support team is located in Building 50.

This layout will change substantially during the next three years. The Berry Library is well underway, representing an integrated information hub, bringing together under a single roof Dartmouth's two primary information providers, the library and computing services, for the ultimate benefit of the entire community. To realize this vision, large sections of computing services will relocate into Berry beginning in June of 2000 (at which point, the Kiewit Computation Center will be demolished to make way for an academic wing adjoining Berry). Academic Computing, Technical Services, Information Systems, the media production section of Instructional Services, the Computing Services headquarters, and User Communications will move into the new Berry Library. At some point in the near future, Raven House will be demolished to make way for a new mathematics department building. Administrative Computing will then be relocated to a renovated Building 37/50, as will the sales and service repair operations, the operations section of Instructional Services, and the administrative information systems support group.

The double challenge for Computing Services, in the context of these facilities changes, is to work closely with the library to facilitate joint services in the Berry Library, and to knit together Computing Services departments located in other spaces on campus.

### Financial Resources

Dartmouth has historically funded its information technology programs adequately to assure up-to-date maintenance and to provide a high level of base services. Basic program needs in each area of computing services, and many of the outlying support areas, are for the most part being met. In addition, the College has funded a number of extensive administrative or infrastructure system upgrades designed to keep the institution current or ahead of general technology trends. These include administrative information systems, such as the Banner Student System and the Advance System now being installed for Development and Alumni Relations, and infrastructure improvements, such as the recently completed upgrade of the data, telephone, and video networks throughout the campus.

In order to deliver on its goal of leading in the application of technology to research, teaching, and scholarship, Dartmouth needs to consider making similar investments in academic support services for students and faculty. The self-study topic on the Computing and Information Environment discusses this issue in depth, discussing academic computing projects, comparable in scope to recent and on-going administrative systems projects, that would address aspects of the role of information technology in the processes of learning and discovery.

### Staffing

Computing Services currently includes approximately 125 full- and part-time employees in the divisions previously mentioned. Another three to four dozen professional computing support staff are employed in various decentralized support groups in academic departments, the professional schools, and administrative departments. While current staffing levels are adequate for providing a high level of base services, the increasing complexity of computing and information resources stretches existing resources. The College has hired the staff necessary to install and maintain its new administrative support systems, and the focus is now shifting to the academic realm. The key issue being examined in various forums at Dartmouth is: How can Dartmouth continue to be a leader in the application of technology to research, teaching, and education? The self-study topic on the Computing and Information Environment examines this issue in detail.

### Collaboration with Other Institutions

The staff of Computing Services participates in a broad variety of professional networks and organizations. Dartmouth also is a charter member of the consortium developing the next generation of high-speed, national data network. In 1997 the National Science Foundation awarded the College a two-year \$350,000 grant for the design, installation, and management of a high-speed network connection between the Dartmouth campus and the NSF-funded Very-high-speed Backbone Network Service (vBNS).

Dartmouth's Internet connection had become increasingly congested during the past year. The College's longtime ISP was not able to provide additional capacity on its network in New Hampshire at a reasonable price, leaving Dartmouth in a bind. To solve the problem, Dartmouth worked with the University of New Hampshire to choose a new ISP whose services could be shared. UNH and Dartmouth built a shared communication facility in Nashua, NH. By sharing this facility, and by utilizing newly available communications services from Bell Atlantic, Dartmouth will, in the future, be able to increase its Internet bandwidth for a relatively small incremental cost.

### **C. Other Resources**

Other significant resources at Dartmouth include the Language Resource Center and the Hood Museum of Art. These resources meet the needs of the Dartmouth community very well.

## **II. Assessment and Projection**

Several pressing concerns are being addressed and several issues remain to be resolved regarding both new space and upgrading and better utilization of existing space in each library. These facilities issues are set forth in “Issues Faced by the Dartmouth College Libraries.”

Dartmouth's library and information resources are rich and complete; there are a number of strategic areas in which the institution would like to expand (including a strong need for additional remote storage), and those have been articulated in planning studies and reports. The construction of the Berry Library will provide a unique opportunity to bring together and strengthen Dartmouth's library, computing, and information resources.

## **Standard Eight: Physical Resources**

### **I. Description**

#### **A. The Physical Campus**

Dartmouth has sufficient and appropriate physical resources to accommodate its programs and strives to make its facilities ever better. Although the College is continually updating, renovating, and replacing these resources, Dartmouth's facilities are properly built, maintained, and managed to serve institutional needs as defined by the College's mission and purposes. There are, of course, also numerous physical needs for the future that Dartmouth has identified through its academic planning process.

The College has begun a far-reaching construction program that will have a significant impact across the campus. Twenty-five years ago, Dartmouth had 298 faculty, 3,200 undergraduates and 266 graduate students in the Arts and Sciences; now Dartmouth has 344 faculty, 4,200 undergraduates, and 530 Arts and Sciences graduate students. This growth, as well as extensive new research demands, requires growth and change on the Dartmouth campus. Buildings recently completed, under construction, or in planning include the Rauner Special Collections Library in Webster Hall, the Moore psychology building, the Berry/Carson additions to Baker Library, new undergraduate and graduate (Tuck School) residence halls, academic program renovations in Silsby and Carpenter Halls, a new tennis facility, a new artificial turf field, a new ski lodge, a rugby field house, and renovations to Pike House (to convert it from Public Affairs offices to a Latino academic affinity house), and administrative offices in Buildings 37 & 50. In addition, the College will soon embark on new mathematics and life sciences buildings.

The financial impact of projects currently in planning will be dramatic, and Dartmouth's challenge for the future will be to plan these projects carefully with the College's academic priorities firmly in mind and with clear fiscal objectives guiding facility aspirations.

Dartmouth also has a long history of providing funds adequate to upgrading and maintaining its facilities in order to meet life safety, educational, regulatory, and social requirements. As a result, deferred maintenance is very low. In 1996 Dartmouth completed a Facilities Audit of the entire campus, which has been assessed as it pertains to College Academic (GPO) and Athletic facilities. As Dartmouth looks to the future, it faces significant modernization needs for the campus, even though deferred maintenance needs are modest. The challenge will be to find ways to continue (financially and operationally) to keep up with these maintenance needs in the years ahead.

#### **B. Physical Resource Planning**

##### On-going Resource Planning

Dartmouth performs careful physical resource planning, closely linked to academic, student service, and financial planning. As mentioned below in Section C on Facilities Management, this is done with a series of facilities processes and standing committees charged to maintain an integrated institution-wide plan for facilities utilization and construction, space allocation, and approval of new construction and/or renovation projects. Through this committee structure, space planning occurs on a regular basis as part of physical resource evaluation and planning. This area has become increasingly professionalized over the last 10-15 years in response to campus planning and to industry planning standards.

The College also maintains, through the Office of the Director of Financial Services, a Major Facilities Project Inventory that attempts to look ahead as far as twenty years listing all potential facilities projects that might be considered. Once a year this inventory is fully reviewed and provided to the Board of Trustees. Also, once a year the Trustees approve a Major Facilities Budget, which is a list of projects derived from the Major Facilities Project Inventory and presented as a budget by the Vice President for Finance and Treasurer for implementation over three years.

### Master Planning

Dartmouth's Master Plan, completed in draft form in the fall of 1998 by architect and planner Lo-Yi Chan, will soon be finalized. This plan, originally completed in 1983 and previously updated in 1989, has been fully discussed with the Board of Trustees and has been presented to the faculty, the Dartmouth community as a whole, and to the local Hanover community for consideration and comment. Many comments have been forthcoming, and they will be woven into the final version as scheduled for completion during 1999. The plan builds on the work of Denise Scott-Brown, who, in 1994, completed a master plan for the just-purchased hospital property and surrounding land.

The Master Plan provides the structure and framework for facilities planning at Dartmouth in the future, and spans the needs of the Arts and Sciences and the professional schools. Already the Dartmouth administration is relying on the Master Plan on a regular basis for guidance as new buildings are planned and developed on the campus.

In addition, Dartmouth recently has undertaken four planning projects that were suggested in the Master Plan. First, a campus-wide lighting master plan is underway and will be completed in the fall of 1999. With the help of consultants LAM Partners, Inc., this study will assist in developing a campus lighting standard, increasing campus safety with strategic lighting in problem areas, and addressing concerns of "over lighting," which are raised from time to time.

Second, Dartmouth recently has commissioned a campus-wide landscape master plan with Saucier & Flynn, a local landscape architectural firm that has done substantial work on the campus already. The landscape plan will trace Dartmouth's history of landscape planning, identify areas that need to be addressed, and articulate the implementation of comprehensive landscape planning. It will be completed by the spring of 2000.

Third, Dartmouth has undertaken a study of the campus's architectural history. Its purpose is to catalogue and document all of Dartmouth's buildings so that the campus can better assess, on a regular basis, its preservation views and needs. Dartmouth has rather instinctively preserved its historic campus over the years, and there now is a need to add a rigorous background of facts to campus facilities efforts.

Finally, Dartmouth is developing design parameters for the campus. This activity will take place first within the Campus Planning and Design Committee and will then be communicated to the other committees involved in facilities processes.

### Facilities Audit

In 1996 Dartmouth completed a facilities audit of the entire campus. The audit, previously mentioned in Section IA, has been used to make decisions about significant campus renovations and updates.

## **C. Management of Facilities**

### Staffing

Over the last 20 years, Dartmouth has become increasingly professionalized in the management of its facilities. Two key offices, Facilities Operations and Management (FO&M) and Facilities Planning (FPO), share this responsibility. They work closely in support of major renovations and new construction projects, meet regularly to discuss construction projects in planning and underway, and follow jointly adopted construction standards. As a result, Dartmouth provides excellent management, maintenance, and operation of its physical facilities. The staff of the two offices is of high quality and numerous enough to manage and maintain the facilities properly. With the ambitious level of construction that Dartmouth will be undertaking in the next ten years, there may need to be additional staff added to these areas.

### Facilities Processes

In 1998 Dartmouth completely revised – and had accepted by the Board of Trustees – the processes by which decisions with regard to facilities are made. These processes include those related to approvals for facilities projects, the allocation of space on campus, and several facilities committees that are both advisory and decision-making in nature.

## **D. Safety, Security, Access, and Healthful Environment**

### Building Safety and Security

Under the auspices of the Facilities Planning Office and in conjunction with the Facilities Operations and Management Department, Dartmouth's facilities projects (both new construction and renovations) are designed by licensed architectural and engineering design consultants. A major concern is and will continue to be, building safety. Larger and medium-sized projects are handled by external design consultants under contract; some smaller projects are handled by internal design consultants. These consultants are responsible for designs that conform to current town and state building and fire codes. In addition, the Town of Hanover employs a building inspector who reviews plans for code conformance prior to issuing building permits. The town uses BOCA 93, but it will soon move to BOCA 96 to conform with the State. The state and town use Life Safety Code 101 for the fire code.

Existing buildings are also continually evaluated for safety by the Office of Residential life, Facilities Operations and Management, and the College Safety and Security Office. For example, a College-wide lighting study is underway to address campus security concerns. A program to increase the number of emergency phones on campus from 14 to 36 also is underway. A study of whether Dartmouth should lock its residence halls has been completed and soon will be acted upon. Following a 1995 study by Robert Fuller and Associates, an extensive program of upgrading fire alarm systems and egress in the residence halls is well underway and will continue over a 15-year period, resulting in substantially improved safety conditions for Dartmouth students.

### Access and ADA Issues

Dartmouth has a standing internal "504/ADA Committee" charged with campus oversight pertaining to ADA (Americans with Disabilities Act) regulations and campus building projects. This Committee reviews plans for renovations and new buildings for conformance to ADA access regulations. A five-year report of this committee's work attests to its substantial activity.

Dartmouth made a great deal of progress on access issues in the 1990s. The College is committed to improving access for people with disabilities. It has also dealt with non-facility issues like public accommodations (i.e., assistive listening devices), academic accommodations (i.e., real-time captioning), and departmental operations (i.e., elevator use). The 504/ADA committee has an annual budget of \$125,000 to fund numerous minor barrier-removal projects. These projects have included enhanced access to Silsby Hall, Rollins Chapel, Alumni Gymnasium, and Memorial Field. There is still much to be done to improve access, but Dartmouth continues to make progress by moving forward in a planned and thoughtful manner.

### Environmental Resources

The “Resource Working Group” (RWG) is charged with oversight of environmental and ecological concerns related both to campus building projects and campus operations. The RWG is comprised of managers from facilities planning, facilities operations and management, purchasing, computing, residential life, and other key administrative offices. In conjunction with the Facilities Planning Office and the Facilities Operations and Management Department, the RWG sets energy use guidelines. In addition, major new projects and existing buildings are reviewed for energy improvements that are shown to be justified by financial payback analysis.

The RWG has been in operation only since 1996, and so the group is still in the early years of working to make environmentally conscious planning part of the fabric of Dartmouth's administrative priorities and functions. Challenges for the coming years center on the inevitable conflicts between Dartmouth being an environmentally conserving institution and its need to build and operate facilities and programs that are modern in every way and that push the boundaries regulating such issues as air conditioning and complex laboratory systems.

### Environmental Health and Safety

An important aspect of building design at Dartmouth is indoor air quality, as well as heating, ventilation, and air conditioning (HVAC). In recent years, Dartmouth has returned to the practice of installing operable windows, even in buildings with centrally controlled HVAC systems. Building external envelope and window designs are evaluated from multiple perspectives: HVAC energy, overall longevity, and humidification/comfort.

The Office of Environmental Health and Safety (EHS), charged with ensuring Dartmouth's compliance with the myriad of applicable environmental and occupational health and safety requirements, works closely with FO&M, FPO, and related offices to ensure that the College's facilities meet environmental health and safety requirements. Over the past several years the EHS program has been reorganized and strengthened dramatically to reflect the increasingly complex regulatory environment and the institution's priorities in ensuring a safe and healthy workplace. Significant program accomplishments have included hazardous chemical and radioactive waste minimization, improved laboratory and research safety programs, and development of programs to help ensure OSHA compliance in facility-related areas. Key priorities for the future are supervisory development in safety management and additional program development and training. These areas will require sustained effort in the years immediately ahead.

## **E. Landscape and Grounds**

Dartmouth spends a great deal of time and attention on its grounds, and the Dartmouth campus has been observed to be one of the most beautiful in America. In 1997, the College commissioned a report of landscape architects Saucier & Flynn from Lebanon, NH concerning the history, management, and care of the campus landscape. The report was written both from a historical perspective and with a sensitivity to current realities. Recommendations for care and development of the landscape were based upon the evolution of the campus since its very

beginning. The report will be built upon in the future, through a campus master plan which will be completed by the same firm (described in Section IB).

The College also has commissioned and received a unique computerized report or database of all campus trees, with the species, history, health, and suitability of each tree filed and cross-indexed. Digital photographs of every tree are included. This tool enables College personnel to maintain records of every tree, be aware of the tree's importance to the landscape and apply care in a more informed manner. Given that the essence of the campus is in part a function of its more than 1,700 trees, this tool will prove to be a tremendous asset in the future.

## **F. Campus Utility Systems**

Dartmouth generates steam to provide heat and hot water to most campus buildings. A number of major facilities are air conditioned by steam conversion systems with steam supplied by the central plant. As a by-product of steam production, the plant generates 35-40% of the total amount of electricity consumed on campus. Both the heating and electrical plants have been modernized over the years to maintain capacity and reliability required for the campus. In 1994 the College commissioned a summary report on heating and electric plant requirements for the future given the expanding Dartmouth campus and current regulatory requirements. As a result of the study's recommendations, the College invested over \$14,000,000 in a new boiler, an extension of the main steam distribution tunnel, boiler modifications and control and equipment replacements.

In 1998 the College completed construction of a central chilled water facility for the air conditioning needs in a number of existing buildings on the northern end of campus as well as the anticipated needs in this area of campus for at least the next twenty years.

Although a number of engineering studies and audits had been completed over the years, the College determined in 1998 that a comprehensive summary audit of the plant and the entire utility distribution system would be valuable in assessing future utility system requirements. The College has just received this study, which examines current and future demands from production and distribution perspectives, and recommends that the College invest over the next ten years approximately \$16,000,000 in various distribution system replacements and production equipment upgrades. The Department of Facilities Operations and Management currently is developing expenditure forecasts to meet these needs. Dartmouth is prepared to continue to make the necessary investments in the utility plant and its associated distribution systems to meet standards for safety, reliability, capacity, and regulatory compliance.

## **II. Assessment and Projection**

Because the new processes by which facilities decisions are made were instituted only in the fall of 1998, their effectiveness has not yet been assessed. However, it is already clear that there have been improvements in communication between facilities committees, in our architect selection process, and in design review of recent projects. Dartmouth's campus master planner has become more involved in facilities processes, which also has been extremely helpful.

There is a continued need for the College administration to gain more involvement from the Board of Trustees on facilities issues, through the new Trustee Committee on Facilities. Expenditures for new and renovated facilities is a very significant part of Dartmouth's overall budget, and the Trustees have a strong desire to participate more fully in this planning and budgetary process. Already there have been advances in this area as well. In addition, although the procedures and committees that exist to deal with physical resources are institution-wide, their focus is on the undergraduate college and as a result, physical resource planning for the professional graduate schools is not always foremost in these efforts. Although the professional schools are represented on College facilities committees, there needs to be greater assurance that professional school facilities needs are monitored, prioritized, planned, and completed with the same review and oversight that takes place in the College of Arts and Sciences. The review and

committee structure in place allows this to happen, and the task for the future is to ensure that this step is fully realized.

One of the issues that will continue to be addressed is that of air conditioning. Until recently, Dartmouth's policy has been not to air condition its buildings. That assumption has changed in several recently built facilities for a variety of reasons; some facilities, such as laboratories and libraries, require climate control and air conditioning. It is also clear that cultural expectations – if not climate – have changed over the last 50 years, and sustained use of facilities through the summer months have also increased demand for air conditioning. Several facility working groups are addressing this issue.

Dartmouth is in the midst of an exciting and ambitious period of construction, renovation, and improvement of its physical resources – a period of improvement that will continue for the next 10-15 years. As this period of growth is managed for the institution, it will be done with the campus Master Plan firmly in mind, with the College's fiscal constraints and academic priorities guiding its facilities investments, and with the assistance of numerous planning studies. Dartmouth also faces the future with the solid basis of a campus that has been carefully stewarded. The institution will assess, build upon, and modify its facilities plans as the renewal and maintenance needs of Dartmouth's physical plant are articulated in the future.

## Standard Nine: Financial Resources

### I. Description

Dartmouth's financial condition has never been stronger. The College has rarely faced a more daunting array of financial challenges. Two statements, both true, which may still appear to be contradictory. As to the first:

- Balanced budgets are required by the trustees and operating surpluses versus budget have been reported in every recent year.
- The endowment has grown to in excess of \$1.5 billion and de-capitalization for operating, plant or other needs is rare.
- Fund-raising targets are established aggressively and often exceeded.
- Plant additions and improvements continue at an aggressive pace funded fully from operations, debt and fund raising.
- Moodys and Fitch both give Dartmouth their highest credit ratings.
- Dartmouth's FY 98 A-133 audit reported no material weaknesses.
- Student demand and quality at all levels continues to be excellent.
- Grant and contract volume growth has been maintained as more faculty become active and competitive.

Four operating budget processes – one for each of the professional schools and one for the remainder of the College's operations – and one major facilities (or capital) budget process provide the foundation of order and discipline that helps focus resources on the things most needed to make all of this possible. The Board receives regular reports on the progress being made through each cycle on both processes.

Based on the output of work described in Standard Two, Planning and Evaluation, three to five-year operating projections incorporate immediate needs and objectives and identify shortfalls. These gaps are analyzed and closed by either cutting back on aspirations, identifying additional resources or defining opportunities for reallocation. Budget planning is continuous, but is re-energized each fall, with Trustees adopting the ensuing year's rate increases in February and receiving final budget requests for approval in June. A committee chaired by the Provost that also includes the President, the Dean of the Faculty (A&S), the Dean of the College, the Vice President of Development and Alumni Relations, the Vice President and Treasurer, and several staff support personnel manage development of the so-called "College-only" budget, deciding where resources should be focused and how the burden of closing gaps should be assigned. Each participating officer is responsible for consultation and deliberation about priorities in his or her own area and for helping weigh the merits of competing priorities with the rest of the Committee.

The major facilities (capital planning) process starts with an inventory of potential projects and culminates in the annual submission to the Board of a three-year Major Facilities Budget, only to begin again with an inventory update as a new annual cycle begins. A well developed facilities planning process provides for input from the many offices having a stake in consideration of evolving project plans and in the evaluation of budgets and budget changes. Depending upon the

size of a project, funding strategies may be either a departmental responsibility or rely almost solely on input from the Vice President and Treasurer's Office.

Investment management is conducted in accordance with Trustee approved allocation targets and clear criteria for manager selection and review. Annual utilization conforms strictly to a trustee approved endowment spending policy. This total return formula provides for distributions increasing at a year-over-year rate (5% recently) approved annually along with the budget. The distribution is constrained to a minimum of 4.25% of a rolling 12-quarter average of market values and a maximum of 6.5% of that average. In FY 99 the distribution was adjusted up significantly to 5.25% of the 12-quarter average. Regular meetings are held with the Trustee Investment Committee to review results, probable market developments, and possible adjustments to asset allocation percentages.

Monthly reports are distributed to departments on actual versus budget operating results to date. Most of these reports and many others can also be generated by departments on demand using the College's management information systems. Transaction-level detail can be retrieved as well in this fashion for account verification or research. Annual audits of the College's financial statements and controls are conducted by PriceWaterhouseCoopers ("PWC"). The auditors' management comments – there have been none of materiality in recent years – are reviewed by PWC with Management and the Trustee Audit Subcommittee. This Committee also discusses the status of major systems development projects, insurance coverage, and internal audit plans.

As operating systems have become more automated, the College has put a great deal of time into process analysis, policy development and dissemination (often using the Dartmouth College Information System and the Web), and skills training. Options for more effective administration of institutional functions and resources are continually being evaluated. Major systems are Y2K compliant, although examination of possible upgrades is on-going, most particularly for the general ledger and human resources software.

While Standard Eight expands upon facilities issues, it is important to emphasize that plant maintenance obligations are significant but manageable. A facilities audit has been completed and funds are earmarked to provide for many of the most pressing needs. In some cases (math, life sciences and certain enhancements for student social and residential life), entirely new facilities will be required. Needs assessments and planning are at various stages of completion and fund raising will be the likely source of financing. The College has approximately \$250 million of facilities debt outstanding (not all of which has been spent), and plans to issue no more in the near future.

Fund-raising efforts must conform strictly with College-approved goals. Donor restrictions are carefully documented, and in the case of endowments, are summarized by fund on line. The gift recording system (managed by the Development Office) feeds all gifts and pledge receipts to the general ledger, an interface that facilitates tracking the flow of funds and the reconciliation of these records. Stewardship reports depend on the nature of the gift and the expectations of the donor. In many cases there is regular communication with donors including arranging for them to have contact with students and faculty in areas of their interest.

## **II. Assessment and Projection**

All of this having been said, Dartmouth faces significant challenges. The pressure for new or reallocated resources seems greater than ever, almost certainly because the pace at which aspirations are expected to be met is increasing. There has never been more building underway at the College and there is pressure for more. Desire for new programs and added support for our many constituencies surface regularly. Dartmouth has been very disciplined in its financial management, but the rate at which new initiatives are accumulating could jeopardize this discipline if the College is not careful. This requires more than seasoned budget and capital planning

processes; it requires a flexible and accessible resource allocation framework that combines aspects of both but is less encumbered by detail than they have to be. It must enable the testing of options, the assessment of limits and the choice of priorities. In the current environment of unremitting demand for resources, Dartmouth needs a more rigorous process and analytical tool to better connect the work examined by Standards Two and Nine. By the time of the Reaccreditation visit significant progress should have been made in achieving this objective.

Attachments: Operating Budget Sources & Uses  
Endowment History Table  
Fund-raising Summary









## Standard Ten: Public Disclosure

### I. Description

Dartmouth College is committed to providing to all interested constituencies – present and prospective students, other members of the Dartmouth community, and the general public -- information about Dartmouth and its programs that is complete, accurate, and clear.

Comprehensive information concerning Dartmouth's academic programs – including degree requirements, course offerings, and names, rank, and departmental affiliation of faculty – is contained in a series of catalogs (known at Dartmouth as Bulletins). Dartmouth's Bulletin series includes catalogs covering undergraduate programs in the Arts and Sciences (*Organizations, Regulations and Courses*), graduate study in the Arts and Sciences, and graduate studies in each of Dartmouth's three professional schools. These and related materials are revised at least annually to identify those courses and services not available during a given academic year, to indicate what term courses will next be taught, to remove courses not taught for two consecutive years, and to identify the members of the Board of Trustees and the names and titles of members of the faculties and administration.

In addition to the comprehensive Bulletin series, Dartmouth provides, through a wide variety of means, substantial information about Dartmouth and its programs, facilities, and location. For example, the College's undergraduate admissions office annually distributes to more than 60,000 secondary school students and counselors a set of carefully-prepared materials that includes the information that prospective students need to know to make an informed decision regarding attending Dartmouth. In addition, supplementary materials covering many particular academic programs, extra-curricular activities, and other aspects of Dartmouth are available to those wanting more detailed information.

Students attending Dartmouth are provided with handbooks and other materials containing policies, procedures, program descriptions, rules governing student conduct, and descriptions of the student body, the campus, institutional resources, and both co-curricular and extracurricular opportunities. Information concerning Dartmouth is also made available to faculty, staff, students, parents, alumni, other members of the community, and the general public through several other publications and upon request. A calendar of events, announcements, and other information is provided to the community in a timely manner in the biweekly College publication, *Vox*. In addition, the College distributes its news publication, *Dartmouth Life*, six times a year throughout the campus and to over 50,000 College alumni and the parents of current undergraduate students. *The Dartmouth Alumni Magazine*, which includes feature stories as well as news of the College and individual alumni, is also distributed to alumni nine times each year. Similar publications are also issued by Dartmouth's three professional schools.

Dartmouth College publishes an annual report that includes its most recent audited financial statements. Copies of such reports are provided to persons and organizations interested in the financial circumstances of the College and to others upon request. Dartmouth also publishes annual directories that contain information -- including campus phone numbers and addresses -- concerning faculty, administrators, students, academic departments, administrative offices, and student activities.

Much of the information about Dartmouth found in its many publications is now also available on the Internet at Dartmouth's web site, [www.dartmouth.edu](http://www.dartmouth.edu).

## II. Assessment and Projection

During the past several years Dartmouth has taken several significant steps to improve the quality and efficiency of its communications with its several Dartmouth constituencies and the general public.

The first of these steps was to establish an Office of Public Affairs (in which was incorporated the former Dartmouth News Service) and to give its Director responsibility for overseeing, advising, and coordinating Dartmouth's publications and other communications. The new position of Director of Publications within the Office of Public Affairs has already become a valuable resource for departments and programs involved in generating publications, which, in turn, has improved many Dartmouth publications as well as promised budgetary savings through more prudent management of writing, design, printing and distribution. More significantly, the involvement of a central publications office in the preparation of an increasing number of College publications has resulted in greater accuracy of information and consistency of presentation in the public disclosure of information about Dartmouth.

Dartmouth's experience to date with its new Publications Office confirms both the wisdom of establishing such a resource and the considerable continuing need to make further progress in managing Dartmouth's many publications. Departments that to date issue infrequent limited-purpose publications – often at significant cost – continue to be encouraged to avail themselves of the valuable assistance and other resources readily available to them from the Publications Office.

In the past two years, members of the College's administration have worked closely with alumni leaders in a comprehensive review of the charter of the *Dartmouth Alumni Magazine*. This process recently resulted in an agreed-upon revision of the Magazine's charter that should result in a material improvement in that already-strong publication. (A joint College-alumni search has recently concluded, and a new editor started in September.)

A major source of pressure to control the amount of institutional resources invested in communicating about Dartmouth in print is the rapidly growing need to provide electronically public information more effectively about Dartmouth and its programs. Although Dartmouth was one of the first academic institutions to make significant information available on the Internet, the creation and maintenance of the many sites that make up much of what can be found at and through Dartmouth's Internet address (*www.dartmouth.edu*) are – as has been the case with Dartmouth's publications - largely the creation of the individual departments, programs, and persons that are the respective subjects of the sites. As with publications, this relative lack of institutional involvement in the creation and maintenance of much of what is Dartmouth's presence on the Web often results in some inconsistency in both substance and form.

In response to this situation, Dartmouth's Provost directed the Director of Computing Services and the Director of Public Affairs to lead an effort to address the subject of Dartmouth's presence on the Internet and to recommend the policies, programs, and resource allocations needed to assure that all relevant information concerning Dartmouth is accurately, completely, fairly, and effectively presented and readily accessible on the Internet. The College should and will be dedicating more attention and resources to inform an increasingly "wired" world about Dartmouth.

In September 1999 the President announced the creation of a new vice presidency for public affairs and external affairs. This new vice presidency will assist with communications with the media and Dartmouth's various constituencies, will coordinate government relations at the local, state, and national levels, and will maintain Dartmouth's website. This reorganization and new high-level position should bring greater coordination to this area.

## Standard Eleven: Integrity

### I. Description

It is the goal of Dartmouth College to adhere to the highest possible ethical standards in all that it does, and it expects those who are part of the College community – faculty, administrators, and students – to adhere to such standards in their dealings with each other and with those beyond the College community.

These ethical standards are rooted in several established principles at Dartmouth that were adopted and exist independent of any requirement of law and are widely disseminated to all members of the Dartmouth community.

#### Academic Freedom

The Trustees and the Faculty of Dartmouth College have had a long-standing agreement "that the principle of academic freedom is fundamental to the life and work of the institution and of all who serve it in the responsible performance of teaching and scholarly pursuits." (January 15, 1971 Agreement Concerning Academic Freedom, Tenure and Responsibility of Faculty) Faculty are actively encouraged to engage in the free pursuit and dissemination of knowledge. Practices – including tenure – and procedures are in place to help assure that the academic freedom of the faculty is not threatened or compromised because of their ideas or areas of study or for reasons unrelated to their performance as teacher or scholar.

#### Academic Honor

An essential complement to academic freedom at Dartmouth is the principle of academic honor. Students and faculty understand that honesty and integrity in the performance of scholarship is fundamental, and that to commit plagiarism or other acts of academic dishonesty is to jeopardize the opportunity to continue at Dartmouth. Clear disciplinary procedures exist to deal with allegations of dishonesty by students and faculty. (See also, Integrity in Research, below.)

A considerable effort is made to communicate to faculty and students the principle of academic honor and the importance of that principle. The subject is an integral part of the orientation of new graduate students. All new undergraduates receive a copy of *Sources, Their Use and Their Acknowledgement*, which is revised on a regular basis. Furthermore, every Arts and Sciences faculty member receives a letter at the beginning of each term that confirms the importance of the principle to the life of the College, informs the faculty member of his or her responsibilities under the applicable rules and procedures, and encourages the faculty member to inform all students at the beginning of each term of the principle and the consequences of any violation.

#### Freedom of Expression and Dissent

Dartmouth's Principle of Freedom of Expression and Dissent provides that the College "prizes and defends the right of free speech and the freedom of the individual to make his or her own disclosures, while at the same time recognizing that such freedom exists in the context of the law and of responsibility for one's actions." Such principle assures that the rights of individuals to express dissent will be fostered and protected, provided only that force or the threat of force is not used and that the orderly processes of the College are not deliberately obstructed.

While recognizing that individual hurt can often be caused by offensive speech, Dartmouth has steadfastly resisted subjecting offensive expression to any form of discipline, but rather has

urged students and others in the community to respond to offensive speech with more speech. The result, facilitated through a free and accessible campus press and other available fora, is a community characterized by the open and unfettered expression and debate of ideas.

### Community

In 1980, the Dartmouth Board of Trustees endorsed the following Principle of Community, which provides a basis for interaction between and among members of the College community:

The life and work of a Dartmouth student should be based on integrity, responsibility and consideration. In all activities each student is expected to be sensitive to and respectful of the rights and interests of others and to be personally honest. He or she should be appreciative of the diversity of the community as providing an opportunity for learning and moral growth. This statement provides a basis for interaction between and among all members of the College, and each of us is expected to be mindful of it in pursuing our own interests as members of this community.

Students are urged to be mindful of this statement in pursuing their own interests in the Dartmouth community. The value of this guideline is not as a source of strict restraint (it cannot be a basis of disciplinary action) but rather as an initial reference point in considering one's actions or the actions of others in the life of the Dartmouth community.

### Equal Opportunity

Central to the life of Dartmouth College for more than three decades is its principle of equal opportunity:

Dartmouth College is committed to the principle of equal opportunity for all its students, faculty, employees, and applicants for admission and employment. For that reason Dartmouth does not discriminate on the basis of race, color, religion, sex, age, sexual orientation, national origin, disability, or status as a disabled or Vietnam era veteran in its programs, organizations, and conditions of employment and admission. Sexual harassment is deemed by Dartmouth to be a form of sex discrimination and constitutes a violation of the institution's equal opportunity policy. Additionally, students with documented learning disabilities have the same legal entitlements as students with physical disabilities and are entitled to reasonable accommodations as appropriate.

In addition to assuring that such discrimination does not occur in any of its programs involving students, faculty and employees, President James Wright and the College's other Trustees deem it to be a matter of the highest institutional priority to take such steps as are necessary to maintain and increase the diversity of the Dartmouth community. Significant resources are invested in Dartmouth's admissions programs to identify and attract minority students to Dartmouth. Similarly, the hiring of faculty and administrators involves national searches by committees under procedures that require outreach to underrepresented groups and oversight of the overall search process. (See Affirmative Action Plan 1998-1999.) In addition, the College's Office of Equal Opportunity and Affirmative Action conducts extensive training programs and other activities to help assure that Dartmouth will continue to make progress in achieving substantial diversity among its students, faculty, and administrators.

### Integrity in Research

Dartmouth has a strong institutional commitment to the highest level of adherence to ethical standards applicable to the conduct of research. Policies and procedures administered primarily by the College's Office of Grants and Contracts help assure that all who are involved in research are fully aware of applicable standards. The scientific misconduct policy was recently reviewed and revised. In addition to requirements generally applicable to sponsored research, Dartmouth has specific policies covering such areas as conflict of interest, use of human subjects, use of animal subjects, and the use and disposition of radioactive and other hazardous substances.

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Beyond these fundamental principles that are so central to the life of the academy, Dartmouth acts in many other ways to assure the integrity of its dealings with students, faculty, other employees, and other constituencies.

Under its 1769 Charter, Dartmouth has full legal authority to conduct its programs and to grant degrees in its several disciplines. Furthermore, it has received the accreditation of the Commission on Institutions of Higher Education and other cognizant agencies with respect to such programs and has consistently complied with all the standards, policies, and requests of the Commission and other bodies with respect to integrity and other matters.

Dartmouth provides its students, faculty, and other employees with ready access to policies and procedures applicable to their respective circumstances. In addition to handbooks and other written communication of such matters, Dartmouth has also made available substantially all of such information on-line in a manner that makes it readily available to all students, faculty, and other employees over its own computing system. Included in such information are appropriate procedures by which grievances involving members of the community can be addressed in a manner that protects the fundamental rights of the individual to due process. Also provided to faculty and other employees is Dartmouth's conflict of interest policy, which requires an individual with a personal interest in any transaction involving the institution to disclose such interest and to withdraw from participation in the College's consideration of the matter.

Dartmouth, like its peer institutions, is required to comply with an increasing number of laws and regulations applicable to its programs and activities. These cover such matters as the conduct of sponsored research, use of hazardous materials, confidentiality of student records, and disclosure and reporting of crime statistics. Appropriate administrators have responsibility for assuring on-going compliance with laws and regulations covering their respective areas.

The integrity of Dartmouth's financial operations and dealings with others is essential. Dartmouth maintains an extensive system of internal financial controls. In addition, reviews of identified programs are conducted by a separate internal audit staff, and an annual audit of Dartmouth's financial condition is carried out by a major independent audit firm. These audits often include confirming that Dartmouth is in full compliance with applicable law and regulations.

## **II. Assessment and Projection**

In recent years, Dartmouth has conducted a number of reviews to assure compliance with a number of institutional standards, many of which are derived from requirements and other expectations of external governmental or other bodies. These have included a review and revision of Dartmouth's conflict of interest policy and its copyright policy, a major revision of policies and procedures to protect against scientific misconduct, a review to assure compliance with laws barring gender discrimination (Title IX), and an audit covering eligibility and other standards of the National Collegiate Athletic Association.

Particular efforts continue to be made to inform and otherwise assist faculty and others involved in sponsored research concerning governmental and institutional procedures and other requirements. These efforts have recently included making such information more accessible through a new handbook issued to faculty and others by Dartmouth's Office of Grants and Contracts (*The Principal Investigator's Quick Guide for Sponsored Activities*) and the establishment by that Office of an Internet web site containing not only institutional rules, procedures, and forms with respect to sponsored activities but also the text of applicable laws and regulations.

Dartmouth periodically assesses the effectiveness of its ethical policies and procedures in light of national developments and changing needs and circumstances, and revises its policies or procedures accordingly.