

**Report of the Evaluation Team Representing the
Commission on Institutions of Higher Education of
the New England Association of Schools and Colleges**

Dartmouth College

**Prepared after study of the institution's self-evaluation report
and campus site visit October 24 - 27, 1999**

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NOTE: This report represents the views of the evaluation team as interpreted by the chair. It goes directly to the institution before being considered by the Commission. It is a confidential document prepared for the benefit of the institution.

Preface

Under the guidelines of the Northeastern Association of Schools and Colleges, Dartmouth College completed a Self-Study in preparation for its decennial reaffirmation of accreditation. The study consisted of two parts: a report on compliance with NEASC's eleven Standards of Accreditation and a report on topics (Areas of Emphasis) that comprise the strategic or focused portion of the Self-Study. Dartmouth selected the following areas of emphasis: Computing, Internationalism, and Undergraduate Involvement in Research. The evaluation team used this structure to shape the following report and its contents. Appendix I details the particular areas of responsibility of members of the Evaluation Team. Appendix II provides the itinerary of members of the Evaluation Team and the names of the individuals with whom they met. Appendix III is Dartmouth's mission statement.

Members of the committee wish to acknowledge the extraordinarily good work of Peter Gilbert in preparing for this visit and the expert assistance of Patti Moffitt. Every request for a meeting or information was met promptly and completely. Faculty, staff, and students were forthright and helpful in discussions, and the accommodations for work on campus were comfortable and convenient. We extend thanks to all of those individuals and groups who made the visit so productive.

Finally, we want to express our great appreciation to President James Wright and Provost Susan Prager. From the outset their desire to make this process as useful as possible to Dartmouth was evident. They were candid in their judgment of the opportunities and challenges that face their great institution and their hopes for what the College will be able to accomplish over the next several years. It is an honor to serve Dartmouth, and the members of our team felt privileged to play a role in the reaccreditation process.

The Starting Point

It is a pleasure to affirm, as did our predecessors in 1988, Dartmouth's role as an academic institution of the first rank. Indeed, the starting point of the 1988 report bears repeating.

The quality of Dartmouth is shaped by an excellent and caring faculty applauded for its commitment and attention to teaching, its scholarly accomplishment, and its service to the community. Dartmouth provides very good conditions, notably reasonable teaching loads and excellent facilities for research. It has a fine library. The volume of research support has steadily increased.

The quality of college students is similarly impressive. They are, from our observation, diverse, intellectually interested and interesting, articulate, [and] willing to take risks and to do interesting things. They emphatically do not conform to any one stereotype; our meetings with students introduced us to a wide range of people and of views. The students communicated strong satisfaction with the education they are receiving, with the opportunities for growth and flexibility Dartmouth's program provides, and with the faculty's concern and accessibility.

Dartmouth is in a very strong financial position. It enjoys exceptional support from generous and loyal alumni. Its physical plant is in very good shape and is well maintained, the range of facilities unusual, the resources for computing justly renowned. The location of the College, despite some special issues that arise from it (the same, of course, could be said of urban locations), is primarily a source of strength and affords some distinctive characteristics of community and available activity.

Dartmouth also benefits from a devoted and able Board of Trustees that is powerfully supportive of the leadership of its President. There is a clear sense of shared purpose, as well as the conviction that the primary mandate for the time ahead should be to enhance the academic excellence of the institution and the quality of its life as a community and that the criterion of quality should guide all choices and programs.

Very few academic institutions in this country earn such praise. Dartmouth's unique mission, combined with its high aspirations, has made it a leader in higher education. In order to strengthen this leadership position, Dartmouth must identify the major challenges and opportunities and address them. We have observed that there is much agreement among members of the community about the goals of the institution, and there is an ongoing, productive dialogue concerning how these goals might best be realized. The members of the reaccreditation visiting team view this report as a modest contribution to that dialogue.

Section One: Compliance with the Standards of Accreditation

NEASC asks visiting teams to assess strengths and concerns, as well as to offer appropriate suggestions or advice that may relate directly or indirectly to the standards of accreditation. This section of the report reflects the findings of a summary compliance audit. This audit required that members of the team read the self-study carefully, sample documents relevant to statements made in the self-study, observe conditions on campus, and pose questions to officers of the College, Trustees, and members of the faculty, staff, and student body. The report is intended to commend exemplary practices and, where necessary, suggest strategies for improvement.

Standard One: Mission and Purposes

The mission statement of Dartmouth College is admirable (see Appendix III). Although recently revised, it does not differ substantially from the mission statement of October 1990. The key idea is that Dartmouth works to combine the best features of a liberal arts college with those of a research university. This is an important and difficult undertaking, one that requires an outstanding faculty, highly gifted and motivated students, and very substantial resources. Few colleges or universities in this country can or should aspire to such a mission. Nonetheless, based on our review of the documents and on information obtained by interview, Dartmouth College is achieving the aspirations of its mission statement.

In his inaugural address, President Wright explained how the aspirations of Dartmouth's mission statement have a significant impact on various members of the Dartmouth community:

What does it mean for us as faculty members that Dartmouth is both a college and a university? It means that we share institutional obligations, even as we remain active participants in the worldwide community of scholars within our disciplines. It means that our small size can be an advantage, because of the flexibility it affords. Cooperative endeavors and shared ambitions often bear more and better fruit than can result from individuals working alone. Cross-disciplinary collaborations in many fields not only enhance the teaching and research enterprises, but they also contribute to personal and professional satisfactions. Being a faculty member at Dartmouth provides the opportunity to teach and to work closely with some of the finest undergraduate students in the country, in a residential community that encourages and supports research.

What does it mean for you as undergraduate students that Dartmouth is both a college and a university? It means a size and scale and aspiration sufficient to afford a rich curriculum, but within a community that one can stroll across in 10 minutes and meet friends along the way. It means an unsurpassed range of off-campus opportunities and arts programs that are incredibly rich and accessible. It means the opportunity to study with faculty who are committed both to teaching

and to scholarship. Perhaps most important, being a student at Dartmouth means being encouraged to take one's self seriously as a young scholar -- a person of promise who has a rare and valuable opportunity to learn and grow. It means that here students are not merely passive recipients of information, but are active participants in their own learning process. It means also that the out-of-classroom experience complements and supports the central mission of the College. Whether it is in athletic competition or recreational sports or artistic pursuits, or in conversations at the residence halls or dining tables, we recognize that learning here has never been -- nor should it be -- limited to the classroom.

What does this synthesis mean for you as graduate or professional school students? It means that your professors are as committed to teaching and to the quality of your academic experience as those who teach only undergraduates. It means that you, too, benefit from studying within a community large enough to be intellectually vital while it remains one of a human scale -- where you have an opportunity to know not only your classmates and colleagues, but also the faculty with whom you work.

What does this synthesis mean for you as a Dartmouth graduate? You too can take pride that the undergraduate program that will remain at the heart of this College is envied by many and is second to none. It means that you can take pride in the fact that your alma mater is enriched and enhanced by the presence of three of the oldest professional schools in their respective disciplines. It means that the whole institution benefits from the presence of select doctoral programs within the sciences -- small programs, excellent in their own right, that enrich and enhance the entire institution. It means that you have a justifiable pride in the scholarly accomplishments of this faculty. As alumni and alumnae, your loyalty to Dartmouth -- your support, your enthusiasm -- have always been, and will continue to be, integral to the College's success.

Creating the kind of environment described in Dartmouth's mission statement, and expounded upon in President Wright's speech, is no easy or simple task. Indeed creating this environment is a constant test of Dartmouth's legendary sense of community. Nonetheless, we are confident that Dartmouth can continue to combine the best traditions of a liberal arts college with the best research traditions of a major research university.

Standard Two: Planning and Evaluation

Dartmouth's capacity for strategic planning is evident in the self-conscious and fundamental shift in educational emphasis it has undertaken in recent decades. Without forsaking its commitment to providing an excellent undergraduate education, Dartmouth has increasingly directed resources toward becoming a research university of the character of its sister Ivy League institutions. Dartmouth's success in managing such a costly shift testifies to its capacity to direct large financial investments towards

institutional goals. It has done so effectively, maintaining both financial equilibrium and a collectively held sense of educational purpose. This success is the clearest, most persuasive evidence of the success of its commitment to strategic planning. Thus we are confident that Dartmouth meets all six criteria of NEASC's standard for planning and evaluation.

Dartmouth's planning process has been, until very recently, decentralized and collegial. It is decentralized in the sense that the institution primarily devolves responsibility downward to the operational offices responsible for administration and implementation, e.g., academic planning, budgeting, and student life. The academic deans of Arts and Sciences and the professional schools also appear to retain individual planning responsibilities. These planning and budget processes are integrated through the President's Executive Council and the smaller Budget Group.

Dartmouth has also demonstrated its ability to bring these various planning efforts together to create strategic plans. Its Planning Steering Report of 1990, updated in 1992, continues to be the effective translation of its mission statement into institutional priorities. Also in the early 1990s, Dartmouth created five priorities that continue to inform budget decision-making today. These include the protection of core academic functions and programs, tenure-track faculty positions, need-moot admissions, competitive compensation, and improvement of academic facilities. The Campus Master Plan has also been periodically updated, most recently in 1999.

Strategic emphasis now focuses on student life issues. The single institution-wide process addressing these issues, the Student Life Initiative, is aimed at ameliorating what seems an institutional paradox. Dartmouth's graduating seniors express great satisfaction with their sense of campus community. Yet, they also characterize the academic culture as less intellectual, less vigorously creative than it could be. It is to Dartmouth's credit that administrators, faculty, and students alike are all committed to understanding and redressing this paradox.

Dartmouth has recently made excellent appointments to the critical positions of Provost and Director of Institutional Research. Overall planning is increasingly becoming the responsibility of the Provost's office. We believe that this shift is a good one, and we would encourage continued movement in this direction. We also approve Dartmouth's engagement of the respected consulting firm, Cambridge Associates, to help improve its financial planning models. These initiatives will help address four major planning challenges:

- ensuring that strategic planning and budget goals drive policy choices, large and small;
- projecting and assessing cost pressures and financial equilibrium for at least a decade forward;
- bringing better comparative institutional data to bear on the institution's

assessment of its academic and financial priorities; and

- preparing a new and comprehensive strategic plan for Dartmouth's next major campaign.

Standard Three: Organization and Governance

The administrative structure, the lines of report between faculty and senior institutional leaders, and the opportunities for participation in governance are clearly delineated in a variety of public documents. All indications are that the senior administration, supported by a strong and effective Board, deserves and enjoys the respect of faculty, students and staff. In addition, Dartmouth has maintained, and in some ways enhanced, its longstanding adherence to the principle of inclusiveness in matters of government.

The decade since the last accreditation has been a period of incremental change with respect to organization and governance at Dartmouth. In 1998, the Board of Trustees undertook a review of its own governance, establishing a new committee structure that delegates the study of particular issues to Board members while also assuring greater involvement on the parts of Board emeriti, faculty, and students in Board decisions. In all matters of consequence, however, the Board acts as a committee of the whole. Board members have a good working relationship and an important bond of trust with senior administrators.

The President's role as Chief Executive Officer of the College takes a traditional form, with evidence of great effectiveness. The Office of the Provost has seen frequent turnover in the past decade, with the most recently appointed Provost taking office in February 1999. In order to strengthen the role of the Provost, the Provost will be given increasingly greater responsibility. We believe that this is a positive change.

The Organization of the Faculty of Arts and Sciences of Dartmouth College (OFDC) provides for a wide participation of faculty in the governance of the College. The OFDC is made up of a set of Councils that provide forums for the deliberation of policies affecting the entire institution. *Divisional Councils* represent, through their chairs and directors, the four divisions of the faculty of Arts and Sciences. *Standing Committees* oversee matters pertaining to the central scholarly and pedagogical life of the College. Three of these committees are of particular importance: (1) *The Committee on Organization and Policy (COP)*, (2) *The Committee of Chairs*, and (3) *The Committee Advisory to the President (CAP)*.

The Committee on Organization and Policy (COP) is charged with appointing faculty to standing committees, creating *ad hoc* committees as needed, recommending changes in the OFDC, and receiving reports from standing and *ad hoc* committees that may be brought before the full faculty for discussion and action. In 1992 COP proposed, and the faculty approved, a reorganization of the committee structure, with the goal of

reinforcing the priority of faculty scholarship and teaching without compromising the effectiveness of the committee system or devaluing committee service as a means by which faculty may contribute to the governance of the institution.” The new committee structure has eliminated redundancy and ensured more efficient faculty participation in key decisions about the educational life of the College. This change is all the more significant in that it has come at a time when professional demands upon faculty time have diminished the spirit of service that marked many college and university faculties, Dartmouth among them, in a former generation.

The Committee of Chairs, itself chaired by the President, is charged with deliberation about policy and ongoing review of the College budget with respect to institutional plans and priorities.

The Committee Advisory to the President (CAP) acts on personnel matters of reappointment, tenure, and promotion, and thus is worthy of special comment. CAP includes six-elected faculty representing the three divisions, and it affords the faculty its most direct participation in critical issues of membership and advancement in the tenured faculty. The role of CAP highlights how Dartmouth’s reviews for reappointment, tenure, and promotion have several unusual aspects. First, the Dean of the Faculty sits as one voting member among others on CAP, but otherwise plays no separable role in reviewing and recommending candidates for advancement. In addition, the Provost has no independent role in the personnel review and sits on CAP without a vote. In contrast, the associate deans of the College have significant authority as intermediaries between the department and CAP, and act without the protection of a committee. Thus the associate dean of each division bears a significant burden in the personnel decision, particularly if he or she chooses to oppose an advancement recommended by a department or supports an advancement opposed by the department. Given the sense among faculty that the standards of achievement for tenure and promotion have been raised in recent years, these personnel procedures may bear reexamination.

The College’s continued attention to the quality of student life has encouraged students to want increased involvement in the governance and decision-making process at the College. Students appear on a number of committees at all levels, including the committees of the Board of Trustees, several standing committees of OFDC, and regularly on *ad hoc* committees devoted to issues of student life. It is notable, for example, that a student chairs the committee currently studying an “Identity, Race, and Ethnicity” requirement. Another co-chairs the Task Force on Undergraduate Social Life. Four students, two elected by the Student Assembly and two appointed by the President, sit on the Trustees Committee on Student Life. The response of students to the Student Life Initiative highlights their keen interest in direct involvement in governance of the College. To the extent that the President and faculty put issues of student life at the top of the institution’s agenda, we expect that students will continue to seek additional ways to participate in governance.

In short, Dartmouth College devotes a significant amount of attention to ensuring that the educational mission and intellectual life of the College are regularly reviewed,

with participation from a range of constituents and with continued reflection on standards, policies, and administrative structures.

Standard Four: Programs and Instruction

Dartmouth College offers a rich variety of undergraduate degree programs and a small set of graduate and professional degree programs that together fulfill its dual mission. Dartmouth has a strong system of faculty and administrative review for its degree programs. Over the past decade, every department has had an external review. Internal academic review processes are also well developed. Both undergraduate and graduate programs are characterized by their attention to the highest quality of curriculum and instruction, by their distinguished history, and by the close faculty-student interaction.

General Education Curriculum

Since the last accreditation review, Dartmouth College made substantial changes in its undergraduate general education curriculum, with a comprehensive reform of the degree requirements for the A.B. These requirements, which took effect with the class of 1998, meet the accreditation standards for General Education.

The new curriculum has recently been reviewed by an *ad hoc* committee for the Committee on Instruction. The review surveyed a wide range of faculty and students. In the review report and in our conversations with students, faculty, and administrators, we found that two areas of the new requirement present issues for further consideration: the Multidisciplinary or Interdisciplinary Course Requirement and the Culminating Experience.

Concerns about the interdisciplinary requirement are well documented in the review report, and center on both practical and theoretical dimensions. Too few courses are certified to meet the requirement, in part because the definition of “interdisciplinary” places severe constraints on the possible courses that could count. The two-year limit on teaching an approved team-taught course also limits the number of available courses. We urge the Committee on Instruction and the Dean of the Faculty to consider broadening the definition of interdisciplinary to include existing courses in the curriculum and to increase the number of times that a new team-taught course may be offered.

In reviewing publications such as the Dartmouth *Bulletins*, the accreditation committee noted the existence of a wide variety of options for culminating experiences. The review report also describes a “hierarchy between the different options, some more desirable than others.” In conversations with students and faculty, we learned that some options for satisfying the requirement are perceived to fall short of goals. Faculty, especially department chairs, tended to cite a lack of resources -- both human and financial -- as an obstacle to creating consistently excellent culminating experiences. We recommend that the committees charged with evaluating the general education

requirements examine this issue. We also recommend that the Dean of the Faculty assess the level of resources allocated to this requirement to ensure they are sufficient.

Grading Policy and Transcripts

Faculty commitment to improving communication to students about their academic achievement is clear from two recent developments. Since the last accreditation visit, revised statements of the meaning of letter grades as indicators of performance have been made available in publications and by the teachers of individual courses. Transcripts now provide the median grade for each course, in addition to the student's own grade.

Off Campus Study

Off campus study quarters are a strong component of Dartmouth's undergraduate education; students participate in the overseas off campus programs in considerable numbers. Faculty support is strong, as evidenced by the practice of regular teaching assignments abroad and by the close association of the off campus curriculum with home departments. Many undergraduates profit from this opportunity for intellectual and personal growth, as do faculty whose research is based on fieldwork or other remote resources.

The Year-Round Schedule

The practical reasons for the Dartmouth Plan continue to be relevant -- there are not enough spaces on campus to house the entire undergraduate student body without a year-round schedule or a reduction in the number of students. The plan permeates all aspects of the Dartmouth experience -- the curriculum, undergraduate research, housing, and student life. Its impact on the undergraduate experience is both positive and negative. On the positive side, the flexibility of the plan allows students and faculty considerable leeway in developing their schedules. For example, students can arrange for internships outside of the summer months, when competition is most fierce. Faculty can create teaching schedules that give them six months to devote to research -- without tapping sabbatical accruals. The Dartmouth plan also helps to build class identity through the Sophomore Summer quarter.

Yet the plan also poses considerable challenges to social and academic life. It disrupts social relationships, as students must continually readjust to campus life. Because most Dartmouth juniors are absent one or two quarters in their junior year, curricular preparation for advanced study may be interrupted. In the junior year, students are expected to move beyond survey courses to use the specific tools of their discipline. Students may -- if they are not careful -- miss the opportunity to take important foundation courses. To help ensure that this does not happen, departments offer foundation courses on a repeated basis. Yet this duplication reduces the available faculty teaching resources that might be applied to more advanced courses or to the supervision of research projects. The plan may thus interfere with the development of personal

mentoring relationships. We recommend that the continuing conversations about the Dartmouth plan consider its impact on mentoring and research opportunities in the junior year.

Advising

A perennial problem area for all undergraduate institutions, advising is particularly difficult at Dartmouth, according to a wide consensus of student, faculty and staff. The need for careful academic planning is acute because students must submit their D-plan -- their intentions to be resident or not for all terms through their senior year -- by the end of their first year. The first-year students are expected to understand how their plan might affect future academic decisions such as study abroad, the major, or honors.

We recommend that the Dean of the College coordinate with the Dean of the Faculty to rethink the ways that both professional staff and faculty can work together more effectively. As experts in academic regulations, the registrar's office should be a third partner in this enterprise. Using technology to support first-year advising should also be explored. Finally, we encourage Dartmouth to expand the participation of upper-class peer advisors in academic advising.

Sophomore advising also needs significant strengthening. At this time, 1100 students share one professional advisor in the class dean's office. Moreover, faculty advisors do not always work as closely with students in the second year as they do in the first. Because sophomores are often away from campus in winter or spring quarter, it is difficult to provide continuity in advising. However, the sophomore summer presents a unique opportunity to concentrate advising services or workshops, and we recommend this as a possible next step.

Quality of Instruction and Student Body

Attention to the quality of instruction is a prominent value at Dartmouth, and teaching excellence has long been a hallmark of education at the College. The accreditation committee agreed with the self-study that Dartmouth needs to develop more reliable and consistent measures of teaching performance.

The past decade has seen a steady increase in the quality and diversity of the undergraduates at Dartmouth as a result of deliberate admissions and recruitment policies. We are confident that Dartmouth College students have the skills, preparation, and intellectual vitality that will enable them to be creative contributors to the academic community.

Graduate Education

Dartmouth's long and distinguished tradition of professional education in business, medicine, and engineering has remained an important part of the institution. Each of these degree programs -- at the Tuck School, the Medical School, and Thayer

School -- has a clear sense of its mission and its place in the larger Dartmouth community.

Over the past decade, the expansion of graduate education in the sciences has been dramatic, while faculty in the humanities have been less interested in mounting full graduate programs. The result has been an uneven distribution of resources for graduate education across the divisions. The challenge is to manage these resources effectively; for example, the committee learned that faculty in some departments teach graduate courses as an overload in order to cover the full curriculum for both graduate and undergraduate degree programs. We encourage the Dean of the Faculty to work with the associate deans and department chairs to assess the extent of this practice and its desirability.

Undergraduate and graduate/medical students have opportunities to become partners in scholarship when they work together in research labs under faculty supervision. Some graduate students have positions associated with College residences, and interact with undergraduate students in out-of-class settings. We encourage the Dean of the College to explore opportunities for additional ways in which graduate students can become part of the residential community.

Standard Five: Faculty

The Dartmouth faculty is sufficient in quality, numbers, and performance to accomplish the institution's mission and purpose. The Dartmouth faculty enjoys a national reputation for excellence in teaching and an international reputation for the quality of its publishing faculty. Since its last evaluation, Dartmouth has made demonstrable progress in hiring minority and women faculty. Although 75% of the Dartmouth faculty are tenured, the University seems able to grow new intellectual areas by selective faculty replacements enabled by normal attrition. Most faculty maintain the normal teaching load of four courses per year and offer a variety of services tailored to students' individual needs.

Decisions concerning the area in which to hire begin in the Department with a Department vote. These recommendations are handed over to the appropriate Associate Dean who is responsible for advocating new positions to the Dean of Faculty. Much the same procedure holds true for contract renewals, annual reviews, and tenure and promotion decisions. Judging by the trust that seems to characterize relationships between faculty and deans, this process seems to have worked with remarkable lack of conflict between the various levels of decision-making. Procedures for evaluating faculty for salary increase observe this same pattern. However, we note that in order to ensure that merit determines a greater percentage of the salary increases, the Dean of Faculty is taking a more active role in that process.

Each faculty member receives a reasonable amount of money for travel and research. Dartmouth's sabbatical leave policy matches that of comparable colleges and

universities, and the university seems particularly generous in supplementing outside grants so that faculty who have earned modest research grants are free to extend a one-semester sabbatical to a full year. In addition, there are various sources for grants within Dartmouth itself. Most recently, the University has been deliberating the question of how to deal with faculty who have reached the age of retirement, or what role if any should emeriti play in the Dartmouth community.

Faculty recruitment and retention was a common source of concern. There have indeed been some losses of outstanding faculty to justify this concern, but Dartmouth has frequently been able to avert raids on its faculty by major research universities. Concern seems to be aimed at the cost of retention as well as at the loss of key faculty. At other universities, energetic retention has been known to sap funding from other projects and create inequities among the faculty that would not arise from the normal system of rewards. We applaud the Dean of Faculty's preemptive efforts to create an intellectual environment at Dartmouth that even the best faculty will be reluctant to leave. It strikes us as especially important, in this regard, for the administration to follow through with energetic support of the proposed Humanities Center.

The evaluation team's visit to campus brought to our attention the following concerns:

- 1) While the Dartmouth faculty and administration agree that an increasing emphasis on research is necessary to keep Dartmouth competitive with comparable colleges and universities, there is some concern that this increased emphasis puts too much pressure on junior faculty, who must also mature as teachers and serve on committees. The question is whether a six-year probationary period is sufficient time for junior faculty to carry out enough research to provide a sound basis for a tenure decision while fulfilling the responsibilities of a college teacher. There was considerable reservation about the option of extending the tenure decision 2-3 more years beyond the normal probationary period in cases where the faculty member's research was not yet ready to be judged. Junior faculty felt that receiving such an extension could stigmatize them.
- 2) To accommodate its increased emphasis on research, Dartmouth has been gradually toughening the standards for tenure and promotion. We found the junior faculty anxious about exactly what this means for their respective departments. To allay some of this anxiety, we suggest an orientation program for new faculty that 1) does not overlap with their teaching schedules and 2) describes the expectations for tenure and the tenure process itself with as little ambiguity as possible. Women enjoy an admirably effective mentoring network on the Dartmouth campus. Although nothing short of hiring a few senior minority faculty will provide a similar network for junior minority faculty, Dartmouth could be more energetic in providing support for them.
- 3) The faculty seems rather content with a system by which proposals for new hires and such projects as the Humanities Center make their way up from a faculty constituency, most often a department, through the Associate Chair, to the Dean of

Faculty. The Dean of Faculty made a compelling case for this process when he described the process of consultation and negotiation that occurs at every step in this process before any proposal is funded. However, if Dartmouth wants to move beyond its present practice of encouraging creativity and research on an individual level, it will, we believe, have to provide additional means within its present system for new ideas to emerge through groups of faculty or faculty together with students.

In conclusion, we want to stress the excellence of the Dartmouth faculty, and our suggestions should be understood in that context.

Standard Six: Student Services

Dartmouth has long been known as an institution that recognizes the complementary nature of education inside and outside the classroom. The Dean of the College, and the areas reporting to him, have a clear vision of the relationship between the academic mission of the College and the wide range of residential and co-curricular options that supplement and enhance the education that students receive in the classroom. In addition, Dartmouth recognizes the need to provide services that help students make the best possible use of the educational opportunities they are offered. The First-Year and Upperclass Deans Offices, the Academic Skills Center, and several other offices that provide academic support are seen by students as resources that play an important role in their development, both as students and individuals. Dartmouth is fortunate to have a staff that enjoys the widespread respect of students and faculty alike.

The appointment of a new Dean of the College this summer has also been greeted with a great deal of optimism and hope within the wider community. There is a shared sense that this appointment, in conjunction with the release of the Student Life Initiative, will help to provide a fresh vision for strengthening an already strong student affairs program. In the visiting committee's brief meetings with student leaders, it was apparent that there is a wide range of opinion among students on major issues, such as the merits and demerits of the fraternity system and the best way of organizing social and residential life at Dartmouth. The anticipated release of the Student Life Initiative has inspired productive self-examination and discussion among students -- discussion that can only have productive outcomes for them in the long run. We presume that such dialogue will continue in the future and encourage continued engagement.

In the meantime, the student services staff has begun thinking in productive ways about smaller measures that can help to strengthen Dartmouth's residential and social arrangements. The recent increase in the Student Activities Fee is a modest example of such measures. It is worth noting that further increases in the funding of non-fraternity social, extracurricular and residential arrangements would be welcomed by all students, no matter what their opinions on the issue of fraternities and sororities and their place at the College. The fees Dartmouth collects from and redistributes to students in these areas seem somewhat modest when compared to other colleges, and there is widespread desire on the part of students for additional resources.

In any event, it is clear that this is a particularly interesting and exciting time for the student services at Dartmouth, and the visiting committee was both heartened and impressed by the thoughtfulness and effort that have already gone into improving this area in recent years. The release of the Student Life Initiative this winter will help to assure that these efforts and improvements will continue for the foreseeable future.

Standard Seven: Library and Information Resources

Dartmouth has long assigned a high priority to library and information resources. Its system of eleven libraries with a combined collection of 2.25 million books, 2.5 million microform items, and extensive digital resources is being substantially augmented by the \$55 million Baker-Berry Library project at the center of the campus. Extensive electronic information systems, including the pioneering Dartmouth College Information System (DCIS) are supported by a state-of-the-art campus network with access to the Internet and Internet 2.

Dartmouth has also pioneered universal access to computing resources, initially in the time sharing era and later via networked personal computers. The first college or university to network its dormitory rooms, it was also one of the first to require all undergraduates to own a personal computer. (Students in the Tuck School also have such a requirement, and the School of Medicine is considering it.) Leveraging the pervasive computing environment, the College has also been a leader in infusing computing into teaching and learning, providing technical and staff support to faculty interested in such pedagogical innovation.

Collaboration between the Library and Computing Services, already long standing and effective, will be accelerated by the Baker-Berry Library complex, which will house a media center, electronic teaching facilities, public computer stations, as well as Academic Computing and other units. Strikingly symbolic is the planned demolition of the renowned Kiewit Computation Center to make way for the collaborative Library-Computing facilities.

Inter-institutional collaboration is also a tradition at Dartmouth. The Library and Computing Services have been active in regional and national cooperative and resource sharing projects. The growing importance of digital resources as well as the expansion of the Internet and Internet 2 suggests that such collaboration will be increasingly important in the future.

Both the Library and Computing Services report to the Provost and engage with advisory committees, including the Council on Libraries, Council on Computing, Administrative Computing Policy and Advisory Committee, and an alumni Computing Advisory Group. Additional user input is solicited via focus groups and extensive surveys. Our interviews supported survey reports of widespread satisfaction with the facilities and services of the Library and Computing Services.

The capital investment, operating budget support, and staff expertise for Library and Computing services are exemplary as compared to leading liberal arts colleges, yet substantially more modest compared to leading research universities. As the College plans for a Capital Campaign, it will be important to assess the long-term capital and operating needs of these increasingly important, inter-dependent, and labor-intensive services.

Standard Eight: Facilities

At Dartmouth the physical facilities and the overall campus environment contribute very significantly -- and very positively -- to the educational mission of the College. It is a beautiful campus in one of the world's great settings. The care that has been given to both the buildings and the overall appearance of the campus is a tribute to the careful stewardship of generations of Dartmouth men and women, and their gift to today's students and faculty.

There has been a very significant amount of planning and construction in recent years, and much more is likely in the next decade or more. Like every other college or university, Dartmouth's appetite for academic space is very substantial, and the need for more and better space is an important concern. The good news about the way that Dartmouth is going about the process of growing is very good, indeed. Dartmouth has developed a master plan with the help of architect Lo-Yi Chan that establishes standards and expectations for campus development, including a landscaping plan. Dartmouth places a healthy emphasis on rehabilitating and reusing existing facilities, rather than proposing new buildings to meet every new need.* Finally, the Trustees have formed a new committee to oversee all of this activity.

The process for setting priorities for major construction and rehabilitation projects and integrating this space planning into the College's long term financial planning is a great challenge. It is important for the administration to consult broadly, explain decisions fully, and to state clearly what the financial constraints are and how they were determined.

As we indicated earlier, the condition of most campus buildings appears to be excellent, and that obviously is a high priority for the College. As the 1998 external audit of facilities conditions reported, Dartmouth's problem is less one of "deferred maintenance" than deferred modernization, a problem that is shared by all colleges and universities in this ever changing -- and ever more challenging -- academic world. We are encouraged that the College is addressing the issues associated with the maintenance needs of the campus.

* The land swap with the hospital in the 1980s presented the College with wonderful

opportunities of this kind; this was a wonderful gift from the Trustees and others who made that courageous decision.

Dartmouth is also wrestling with how the maintenance needs of campus buildings should be accounted for in the College's financial plans and planning processes. For example: Is there an adequate level of maintenance funding built into long-term College budgets? Is there enough money for preventive maintenance and for periodic rehabilitation as part of the operating budget, and not just as special capital projects that are dependent on external fundraising? Are there sufficient resources for the normal short-term fixes? Is adequate provision made in the budget for the operations and maintenance costs of new buildings *before* the decision to build is made? It is absolutely essential that physical planning and financial planning be integrated into an overall facilities plan for the College and that operational budgets and capital budgets be consistent and mutually reinforcing.

These are the questions and issues facing all colleges and universities in regard to their facilities. Dartmouth, more than its peers, is positioned to address them all with a high degree of success.

Standard Nine: Financial Resources

Dartmouth's overall financial condition is exceptionally strong, the result of many years of generous support and careful stewardship. It has an AAA credit rating, which is indicative of its overall strength financially and operationally. Dartmouth has a very manageable level of debt and a record of effective endowment management and prudent decision-making about the mix of current spending and reinvestment for the future. It also has an extremely impressive fundraising record and a budget that is honestly and sensibly balanced. These facts speak well of Dartmouth's overall management over many years, and they demonstrate that the College is positioned extremely well for the future.

Dartmouth's most important financial challenge is identified by the College in its self-study, which reads: "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" (Self-Study, page 72). This situation is somewhat different from the situation Dartmouth has faced in recent years, and much more challenging. It requires careful and formal planning, including the establishment of priorities and the careful identification and analysis of options.

We are pleased that the Administration is working with a consultant to develop better and more formal planning tools. However, Dartmouth also needs to develop

decision-making processes that allow the College to relate its short-term resource allocation decisions to its long-term educational and scholarly mission. This means that Dartmouth must intensify its already considerable efforts to solicit input from faculty members and students, and to explain the outcomes and results to the community (see Standard Two: Planning). Expanding Dartmouth's planning process will require an increased investment of time on everyone's part, including staff to support the process. It is quite possible that there will be offsetting gains in terms of improved decision making and stronger support for the decisions that are made. We encourage all members of the Dartmouth community to talk about these possibilities.

Standard Ten: Public Disclosure

Dartmouth has an extensive program of public information in traditional print formats as well as a complementary web site, HYPERLINK "<http://www.dartmouth.edu>" www.dartmouth.edu.

The College's commitment to providing complete, accurate, and clear information is evident from inspection of catalogs, brochures, directories, newsletters, calendars, press releases, *et al.* The web site contains much of the same information together with searchable directories, on-line forms, real-time video views of the campus, and the like.

While content responsibility for many publications and components of the web site rests with academic and administrative departments, the Office of Public Affairs has recently expanded the size and expertise of central staff resources available to design, edit, produce, and distribute publications. It is recognized that a similar complement of central resources would be of benefit to departments in designing, producing, and maintaining high quality web sites.

It is also recognized that the Web is a rapidly evolving medium, which offers intriguing possibilities for disseminating information about Dartmouth around the world and for two-way communication with current and prospective members of the community -- to say nothing of its use in administrative service delivery and teaching and learning. Exploiting such a mercurial and pervasive medium in a "leading edge" fashion that reflects well on Dartmouth's reputation for leadership in information technology will, however, require commitment of technical expertise and development of a sophisticated, high-level policymaking process.

Standard Eleven: Integrity

From its self-study, its written documentation in publications such as *The Student Handbook*, and from conversations with students, faculty, and administrators, it is evident that intellectual and personal integrity is at the core of the values Dartmouth seeks to promote within its community. Ethical standards for all constituencies within the College are well established and well publicized and have gained widespread adherence across

the various groups. The principles of freedom of expression, community, and equal opportunity are models of the clear and forceful expression of a moral vision that can

help to knit together the disparate elements of the Dartmouth community. The College is to be commended for its careful and scrupulous attention to these matters.

Section Two: Assessing Emphases

Emphasis One: Computing and Information Environment

Since the pioneering work of John Kemeny and colleagues in the 1960s, Dartmouth has a distinguished history of leadership in computing. Key aspects of "the Kemeny model" were development of a user-friendly campus-wide computing environment, accessibility without charge for faculty and students, and vigorous encouragement of faculty to develop innovative ways to use computing in instruction. In the 1980s, Dartmouth again assumed a leadership role by reinvigorating the Kemeny model, replacing time sharing with the first campus-wide data network and replacing terminals with personal computers for faculty and students ("strongly recommended" initially and, by 1991, required). Dartmouth again encouraged faculty to leverage the new computing environment to enhance instruction by making grants and technical support available. More recently, development of the Dartmouth College Information System has continued the tradition of pioneering campus-wide, easily accessible computing utilities.

Student surveys indicate widespread satisfaction with the Dartmouth computing environment, and faculty report similar satisfaction with the computing environment and instructional support. The Self-Study Report on the Computing and Information Environment makes telling note of this, stating that "Dartmouth's reputation as a leader in computing has been a significant factor in admissions, faculty and staff recruitment, and alumni relations."

The Self-Study Report calls for a bold strategy that builds on Dartmouth's unique strengths in order to retain a leadership position in information technology. The strategy recommends substantial investment in two areas: (1) increasing faculty billets in Computer Science and elsewhere to create a Center for Computational Science, and (2) upgrading the academic computing environment with the goal of substantially increasing the use of technology in teaching and learning. While it is suggested that these two initiatives are related, the points of synergy are not clear to us, and we suggest that each might best be assessed on its own merits.

The Computational Science component builds upon increased student interest in Computer Science, growing dependence on advanced computing approaches for research in numerous other fields, and the College's successful track record in interdisciplinary programs, including collaborations among Arts and Sciences, Business, Engineering, and

Medicine. We encountered substantial faculty enthusiasm for a Computational Science initiative, although some faculty expressed concern that in the recent past they have been left to their own devices and grant writing success as regards support for research computing. We endorse the recommendation to develop a plan for this initiative, with the suggestion that special attention be paid to the initial and steady-state technical support costs as well as the opportunities for leveraging the services and technical expertise available in Computing Services. The costs of such an effort are likely to be considerable, however, and the College should not go forward unless it is prepared to follow through with appropriate faculty positions and other resources.

As regards the academic computing environment, seven recommendations are made to upgrade faculty support, four to enhance support for undergraduates, one for graduate students, one to upgrade the network, and one to develop an IT financial plan. While each of the recommendations seems reasonable, collectively they would appear to be quite costly in terms of space, capital equipment, and staffing resources. Moreover, the recommendations appear "additive," with no clear indication of how Dartmouth developed infrastructure or campus-wide access -- two hallmarks of previous initiatives -- will be leveraged. One suggestion in this regard is to assign a higher priority to the network upgrade, with particular emphasis on ubiquitous wireless access via mobile devices. This has the potential to create a bold "next generation" environment that will catalyze excitement and energy pending the success of the longer gestation and more difficult to assess curricular projects.

Emphasis Two: Internationalism

In keeping with its mission as a research university as well as an undergraduate college, Dartmouth displays an admirable desire to ensure that its reputation becomes as strong internationally as it has always been within the United States. To that end, the self-study report proposes a number of measures that would enhance the international visibility of the College as well as the international climate on campus. It is not clear, however, how widespread acceptance of this vision is within the wider College community, nor is it clear how much willingness there is to devote additional resources to such an effort.

The strengths of Dartmouth's own study abroad programs are readily apparent to the members of the visiting committee. Any efforts to support and enhance these already strong programs can only have productive outcomes. On the other hand, a move to increase the recruitment and admission of international students, proposed within the self-study, would need considerably more thought and discussion within the community. In particular, the effects of such a move on Dartmouth's financial aid budget, as well as the additional pressures it would place on the admissions process, need to be given careful attention and discussed widely to ensure that the implicit tradeoffs are understood and accepted by the whole community.

Dartmouth has sought with some success to internationalize its faculty, and many

faculty members with degrees from U.S. universities have achieved international reputations on the basis of their publishing. A number of faculty members spend time in other countries either directing one of Dartmouth's many Foreign Study Programs or doing research. We suggest that those committed to the internationalism initiative should consider the development of this aspect of intellectual and social life at Dartmouth in light of the following questions: How might the various kinds of internationalism elaborated in your self-study be integrated into a coherent project? What would such a project do for Dartmouth students and faculty? How would the faculty and courses in the area studies programs (mentioned under internationalism in your self-study) contribute to this project? How will your project build on students' FSP and LSP experiences when they return to Dartmouth? By exploring such questions, Dartmouth will ensure that the internationalism initiative has the most meaningful impact possible.

Emphasis Three: Undergraduate Research

The College's proposal to increase research opportunities for undergraduates builds upon two traditional strengths of a Dartmouth education the commitment of excellent faculty to undergraduate instruction and the flexibility of the calendar and curriculum. As Dartmouth balances its obligation to preserve a liberal arts teaching environment and its desire to augment the faculty's research profile, while recognizing the modest role played by graduate instruction, a greater focus on undergraduate research is appropriate. Many excellent practices and means of support are detailed in the College's self-study. If meaningful undergraduate research experience is to be more fully integrated into the curriculum, however, several challenges will need to be met.

Because "research" means many things in the many different disciplines of the College, students must be able to carry out projects in numerous venues. In one case, the research experience may entail work in a laboratory, while in another it may be an artistic performance, and still another the quantitative analysis of a data set. Both students and faculty need to recognize the broad range of independent, mentored inquiry that can enliven students' education. In addition to traditional departments and programs, research centers and professional school faculty should be used to the greatest extent possible. In those cases where faculty teaching obligations, the structure of the major, or other institutional impediments exist, the administration will want to consider innovative incentives, especially in those departments where faculty participation to date has been minimal.

The committee has noted that while the "culminating experience" provides a valuable capstone research experience for many students, it has proven less satisfactory for others. It may be appropriate to put more emphasis on sustained research opportunities throughout the student's career at Dartmouth and less on a single concluding experience. The Dartmouth Plan provides unique flexibility, but the irregular pattern of enrollment creates discontinuity that can disrupt the formation of mentoring relationships that are central to directed research (see Standard Four). Strengthened advising about the coursework and skills that are prerequisite to sophisticated research, as

well as a more focused use of the Sophomore Summer, would enable students to better plan their on-campus and off-campus schedules in preparation for advanced research.

Although existing resources are considerable, they fall somewhat short of providing the rich array of supportful terms of independent research; travel to archives or fieldwork sites; laboratory materials and other equipment; and so on needed to support a larger number of students. New investments in support of students and faculty alike will need to be considered. We applaud this initiative, and we encourage the administration, faculty, and students to undertake a wide-ranging conversation about how best to achieve what has been envisioned in the self-study. If approached creatively, new support for undergraduate research will help to address an issue of concern for the entire Dartmouth community the cultivation of a pervasive climate of intellectual inquiry and a passion for learning.

Concluding Comments

Although our evaluation was directed towards a special set of topics, a number of issues of continuing importance to the Dartmouth community were brought to our attention. These included the Student Life Initiative, the Intellectual Environment, and Diversity.

The latter two topics were given special consideration in the 1988 evaluation, and much has been accomplished since that time. Indeed, we were impressed by how durable the course that was then charted proved to be. For example, the 1988 report on intellectual environment strongly suggested that increasing the research component of the College would translate naturally into an enhanced intellectual climate. Eleven years later, research opportunities have improved and are being improved, and this trend continues to have a positive impact on the intellectual climate of campus. Likewise, Dartmouth has made serious efforts to address questions of diversity. In 1988, the report on diversity stated that:

Dartmouth's difficulties have their own particular texture and reflect the College's history: two centuries without a discernible component of minorities, international students or women. To solve these problems will take action and time. Dartmouth College must replace the concept of the Dartmouth family with the concept of the Dartmouth community. It is clearly insufficient simply to bring women and minorities to campus and provide support systems; a transformation in attitude and the complete integration of all individuals is essential. The continuation of conditions, practices and organizations that actually foster unacceptable attitudes should not be sanctioned.

While Dartmouth has done much good work to bring women, minorities, and international students into the community fabric, the College is not -- and should not -- be content with those successes. The challenge of the 1988 report rings as true today as it did over ten years ago. In order to address these issues, members of the Dartmouth

community will need to continue their efforts to make Dartmouth more welcoming to those who have not traditionally been a part of its community.

Finally, we know that the Student Life Initiative has touched upon these issues, as well as other issues of student life, at great length in its report. In regard to the Student Life Initiative, the committee wishes to make two observations. The first is that the discussions surrounding the initiative -- and the very issues that prompted the initiative in the first place -- can and ought to be seen in a national context. The need to curb alcohol abuse among students and the desire to create community within an increasingly diverse and pluralistic student body -- these are issues that all colleges face today, in one way or another. Dartmouth is to be commended for facing these problems head on, through community-wide discussion and debate.

The second observation is that this community-wide discussion -- and the whole initiative itself -- needs to be situated within the context of the intellectual life of the Dartmouth community. The Committee on the Student Life Initiative should continue to make explicit the connections between its recommendations and the academic lives of Dartmouth's undergraduates. Failure to do so will only reinforce the sense of separation that students perceive between their intellectual and social lives. Transforming the Dartmouth family into the Dartmouth community, combining the best features of a liberal arts college with those of a research university, and creating an enhanced intellectual climate -- all of these require that Dartmouth continually remind itself that learning and discovery are at the center of its teaching and research mission.

Individuals with Whom the Visiting Team Met:

James Wright, President
Sheila Culbert, Senior Assistant to the President
Susan Prager, Provost
Peter Gilbert, Associate Provost
Karl Furstenberg, Dean of Admissions & Financial Aid and Associate Provost for Planning
Laurel Stavis, Director of Public Affairs
Margaret Otto, Librarian of the College
Sean Gorman, Acting College Counsel
Win Johnson, Vice President for Finance and Treasurer
Jonathan King, Director of Investments
Lise Carter, Controller
Edward Berger, Dean of the Faculty
Barry Scherr, Associate Dean of the Faculty for Humanities
Jamshed Bharucha, Associate Dean of the Faculty for Social Sciences
Mary Lou Guerinot, Associate Dean of the Faculty for Sciences
Roger Sloboda, Dean, Graduate Studies
Chris Strenta, Executive Officer, Faculty of Arts & Sciences
John Baldwin, M.D., Dean, Dartmouth Medical School

Paul Danos, Dean, Tuck School of Business Administration
Lewis Duncan, Dean, Thayer School of Engineering
Jim Larimore, Dean of the College
Dan Nelson, Senior Associate Dean of the College
Holly Sateia, Dean of Student Life
Sylvia Langford, Acting Dean of Upperclass Students
Gail Zimmerman, Acting Dean of First-Year Students
Carl Thum, Director of the Academic Skills Center
Skip Sturman, Director of Career Services
Mary Liscinsky, Special Assistant to the Dean of the College
Martin Redman, Dean of Residential Life
Jack Turco, M.D., Director of Health Services
Don Pease, Professor of English and Chair of the Committee on Intellectual Life
Larry Litten, Director of Institutional Research
Ozzie Harris, Director of the Office of Equal Opportunity and Affirmative Action
Polly Griffin, Registrar
Marcia Calloway, Associate Registrar
Larry Levine, Director of Computing
Malcolm Brown, Director of Academic Computing
Margaret Dyer Chamberlain, Associate Provost
Stan Colla, VP, Development and Alumni Relations
Carrie Pelzel, Director of Development

Board of Trustee Representatives:

Peter Fahey, Nancy Kepes Jeton, Dick Page, Jonathan Newcomb, Kate Stith-Cabranes
Three Special Focus Committees:

The Computing and Information Environment

Patricia M. Anderson, Associate Professor of Economics
Jamshed J. Bharucha, Associate Dean of the Faculty for the Social Sciences (Chair)
George Cybenko, Dorothy and Walter Gramm Professor of Engineering Sciences
Bruce R. Donald, Associate Professor of Computer Science
Keala J. Jewell, Associate Professor, French & Italian
David F. Kotz, Associate Professor of Computer Science
Christopher J. Langmead, Computer Science Graduate Student
Thomas Leatherbee '01
Lawrence M. Levine, Director of Computing
Margaret A. Otto, Librarian of the College

Internationalism

Sarah Allan, The Burlington North Foundation Professor of Chinese Studies, Asian and
Middle Eastern Languages and Literature
Adrian J. Bailey, Associate Professor and Chair of Geography
C. Page Chamberlain, Professor of Earth Sciences and Pat, John Rosenwald Research
Professor
Bruce Duncan, Professor of German

Joseph A. Massey, Professor of International Business and Director, Center for Asia & the Emerging Economics
Michael Mastanduno, Director, Dickey Center and Professor of Government
Amy N. Myers, Mathematics Graduate Student
Daniel M. Nelson, Sr. Associate Dean of College (former Acting Dean of the College)
Barry P. Scherr, Associate Dean of the Faculty for the Humanities (Chair)
Stephen M. Silver, Associate Director of Admissions
Jon Sussman '02
Guilan Wang, Director, International Office

Undergraduate Involvement in Research

Katherine P. Burke, former Acting Sr. Associate Dean of the College and former Acting Dean of Upperclass Students
John L. Campbell, Professor and Chair of Sociology
Mary Jean Green, Edward Tuck Professor of French
Mary Lou Guerinot, Associate Dean of the Faculty for the Sciences (Chair)
Joshua W. Hamilton, Associate Professor of Pharmacology & Toxicology and Adjunct Associate Professor of Chemistry
Lauren Melissa Kennedy '02
George M. Langford, Professor of Biological Sciences
Jane E. G. Lipson, Associate Professor of Chemistry
J. Bruce Nelson, Professor of History
Kankshita Swaminathan, Biochemistry Graduate Student

Faculty Committee on Organization & Policy:

Susan Ackerman, Religion
Graziella Parati, French & Italian
Lindsay Whaley, Classics
Ursula Gibson, Engineering Sciences
Jame Lipson, Chemistry
Victor Ambros, Biology
Joshua Aizenman, Economics
Deborah Nichols, Anthropology
John Scott, Economics
Edward Berger, Dean of the Faculty

Four Divisional Councils:

Social Sciences

Jamshed Bharucha, Associate Dean of the Faculty (Chair)
Dale Eickelman, Anthropology
David Blanchflower, Economics
Andrew Garrod, Education
Richard Wright, Geography
Richard Winters, Government
Michael Ermarth, History

Howard Hughes, Psychological and Brain Sciences
John Campbell, Sociology

Science

Mary Lou Guerinot, Associate Dean of the Faculty (Chair)
Mark McPeck, Biology
Joe BelBruno, Chemistry
Scot Drysdale, Computer Science
Leslie Sonder, Earth Sciences.
Ross Virginia, Environmental Studies
Dana Williams, Mathematics
Mary Hudson, Physics and Astronomy
Ian Baker, Engineering Sciences

Humanities

Barry Scherr, Associate Dean of the Faculty (Chair)
Jim Jordan, Art History
Roger Ulrich, Classics
Hua-Yuan Mowry, DAMELL
Mara Sabinson, Drama
William Cook, English
Amy Lawrence, Film and Television Studies
John Rassias, French & Italian
Susanne Zantop, German
Larry Polansky, Music
Bernard Gert, Philosophy
Robert Henricks, Religion
Richard Sheldon, Russian
Lia Schwartz, Spanish & Portuguese
Louise Hamlin, Studio Art

Interdisciplinary

Roger Sloboda, Associate Dean of the Faculty and Dean of Graduate Studies (Chair)
Deborah King, African & Afro-American Studies
Pam Crossley, Asian & Middle Eastern Studies
Marianne Hirsch, Comparative Literature
Ross Virginia, Environmental Studies
Susannah Heschel, Jewish Studies
Marysa Navarro, Latin American, Latino & Caribbean Studies
Lenore Grenoble, Linguistics & Cognitive Science
Colin Calloway, Native American Studies
Silvia Spitta, Women's Studies

Student Leaders Meeting

Elizabeth Agosto '01
Jorge Miranda '01

Margaret Kuecker '01
Alice Kessler '00
Aly Rahim '02
Collin O'Mara '01
Teresa Knoedler '00

Paleopitus

Benjamin Berk '00
Olivia Carpenter '00
Christen M. Einsiedler '00
Jacob Elberg '00
Michael Evans '00
Kirk Klausmeyer '00
Janelle Ruley '00
James Simermeyer '00
Brian Sleet '00
Meghan Sullivan '00

Graduate Students Meeting

Andy Mengshol, Biochemistry
Niranjan Bose, Biochemistry
Seth Podolsky, CECS
Jesse Fecker, Chemistry
Keith DiPetrillo, Pharmacology/Toxicology

Junior Faculty Meeting

Lynn Vavreck, Government
Irene Kacandes, German
Sam Levey, Philosophy
Barbara Will, English
Vernon Takeshita, History
Alan Durell, Economics
Christina Gomez, Sociology
Max Zhao, Earth Sciences
Sharon Bickel, Biology
Elizabeth Smith, Biology
Dave Kang, Government
Suzanne Friedberg, Geography
Angelia Means, Government