Report to the
Faculty, Administration, Trustees, and Students
of
DARTMOUTH COLLEGE
Hanover, New Hampshire
by
An Evaluation Team representing the
New England Commission of Higher Education
Prepared after study of the institution’s
self-evaluation report and a site visit on
October 27-30, 2019

The Members of the team:

Chairperson: Dr. Vincent E. Price, President, Duke University, Durham, NC

Dr. M. Brian Blake, Executive Vice President and Provost, Drexel University, Philadelphia, PA

Dr. Clyde Leonard Briant, Professor of Engineering, Brown University, Providence, RI

Dr. Jessica A. Greene, Associate Vice Provost, Assessment and Accreditation, Boston College, Chestnut Hill, MA

Dr. Stephanie Kalfayan, Vice Provost, Academic Affairs, Stanford University, Stanford, CA

Ms. Marilyn McCoy, Vice President for Administration and Planning, Northwestern University, Evanston, IL

Dr. Richard Myers, Deputy Provost for Resource Planning, Princeton University, Princeton, NJ

Ms. Margaret E. Newell, Deputy Provost, Harvard University, Cambridge, MA

Ms. Julianne D. Ohotnicky, Associate Dean of the College/Dean of Students, Smith College, Northampton, MA

Staff: Mr. Lawrence Kluttz, Senior Communications Strategist, Duke University, Durham, NC
New England Commission of Higher Education
Preface Page to the Team Report

Please complete during the team visit and include with the report prepared by the visiting team.

Name of Institution: Dartmouth College

Date form completed: 11/8/2019

1. History: Year chartered or authorized __December 13, 1769__ Year first degrees awarded __1771__

2. Type of control:
   - [ ] State
   - [x] City
   - [ ] Religious Group; specify: ___________
   - [x] Private, not-for-profit
   - [ ] Other; specify: ___________
   - [ ] Proprietary

3. Degree level:
   - [ ] Associate
   - [x] Baccalaureate
   - [x] Masters
   - [x] Professional
   - [x] Doctorate

4. Enrollment in Degree Programs: (Use figures from fall semester of most recent year):

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<th>Part-time</th>
<th>FTE</th>
<th>Retention</th>
<th>Graduation</th>
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(a) full-time 1st to 2nd year (Fall 2018 to 2016)  (b) 8-year graduation rate (Cohort: Fall 2013/ Class of 2017)  (c) number of degrees awarded most recent year (Degrees awarded between JUL-01-2018 and JUN-30-2019)

5. Student debt:

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<th>Most Recent Year</th>
<th>One Year Prior</th>
<th>Two Years Prior</th>
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<td>Three-year Loan Repayment Rate</td>
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<td>87.3%</td>
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*Most Recent Year: FY 2017

<table>
<thead>
<tr>
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<th>Associate</th>
<th>Baccalaureate*</th>
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<tr>
<td>Average amount of debt for graduates</td>
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*Most Recent Year: FY 2019

6. Number of current faculty:

   - Full-time: 751
   - Part-time: 192
   - FTE: 814

7. Current fund data for most recently completed fiscal year: (Specify year: 2019)
   (Double click in any cell to enter spreadsheet. Enter dollars in millions, e.g., $1,456,200 = $1.456)

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<tr>
<td>Auxiliary Enterprises</td>
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<td>Other</td>
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<td>Total</td>
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<table>
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<tr>
<td>Total</td>
<td>$927.39</td>
<td>Total</td>
<td>$894.78</td>
</tr>
</tbody>
</table>

8. Number of off-campus locations: N/A
   - In-state: ______
   - Other U.S.: ______
   - International: ______
   - Total: ______

9. Number of degrees and certificates offered electronically:
   - Programs offered entirely on-line ___
   - Programs offered 50-99% on-line ___
   - *Online/On-campus hybrid programs: Master's in Healthcare Delivery Science (MHDS) and Master's in Public Health (MPH)

10. Is instruction offered through a contractual relationship?
   - [x] No
   - [ ] Yes
   - Specify program(s): _______________________________
Introduction

By any measure, Dartmouth College ranks among the nation’s preeminent institutions of higher learning. In its 250th year, Dartmouth is seizing the opportunity, not only to reflect on a distinguished history of excellence, but also to look forward at the ways it must act in the years ahead to build upon and extend its success. As communicated by its ongoing $3 billion fundraising campaign, The Call to Lead, the College aspires to elevate its ambitions by “doubling down on all that’s best about Dartmouth to broaden and magnify [its] global impact.”

These elevated ambitions require continued, vigorous work to transform the institution in significant ways while retaining the core values and historical strengths that have long characterized the College and shaped its identity. Its impressively strong leadership team, guided by President Hanlon, is working very thoughtfully and assiduously to devise strategies that leverage Dartmouth’s impressive points of excellence while meeting the challenges and realizing the opportunities associated with its somewhat unique organizational configuration, intimate size, highly attractive but aging physical plant, and its regional setting in New Hampshire’s Upper Valley. One of Dartmouth’s greatest institutional strengths is that the President, the trustees, and senior administrative team—and indeed, the wider community of Dartmouth faculty, students, and staff—share a broad vision, seeking to establish Dartmouth as both an unparalleled leader in liberal arts education and as a leader in select areas of research by making “big, strategic bets on discovery” that can register global impact. Among its institutional challenges will be determining the necessary long-term adaptations in structure, operations, culture, and financial footing to realize these highly ambitious twin goals.

This report, which draws on the Institutional Self-Study Report and accompanying materials submitted by Dartmouth College in August 2019, reflects the thorough review and assessment of the nine members of NECHE’s evaluation team who visited campus during October 27-30, 2019. It is organized around the New England Commission of Higher Education’s nine criteria for accreditation and seeks to make evaluative judgments based on both quantitative and qualitative evidence. This comprehensive evaluation follows Dartmouth College’s interim report, which NECHE accepted in 2015.

Dartmouth’s leadership was fully transparent and extraordinarily helpful in coordinating the team’s review, organizing its visit and supporting it throughout the assessment process. Led by co-chairs F. Jon Kull, Rodgers Professor of Chemistry and Dean of the School of Graduate and Advanced Studies, and Alicia Betsinger, Associate Provost for Institutional Research, the accreditation steering committee developed a comprehensive Self-Study report with extensive data on all nine of the standards. The co-chairs also organized a full schedule of over 30 individual and group meetings, engaging a wide range of campus constituencies. The NECHE review team met with the President; all members of his senior administration; trustees including board chair Laurel Richie and members of the finance, governance, student affairs and academic affairs committees; and staff, students, and
faculty in three open forums. The schedule placed particular emphasis on Dartmouth’s four institutional priorities: campus culture initiatives such as Moving Dartmouth Forward, Inclusive Excellence, and Campus Climate and Culture; academic initiatives, especially those advanced through interdisciplinary centers and institutes; campus design and renewal; and experiential learning. The team also explored the challenges and opportunities presented by the 2016 creation of the Guarini School of Graduate and Advanced Studies, which supports the core of Dartmouth’s doctoral, masters, and postdoctoral programs. Dartmouth was elected to the Association of American Universities (AAU) on November 6, 2019, several days after our visit.

1. Mission and Purposes

Founded in 1769, Dartmouth College is among the oldest institutions of higher education in the United States. For two and a half centuries, the College has rooted its undergraduate model in the liberal arts, with a focus on exceptional teaching. Dartmouth’s mission, which the Board of Trustees adopted in 2007, reflects this history—stating that the College seeks “to educate the most promising students and prepare them for a lifetime of learning and of responsible leadership, through a faculty dedicated to teaching and the creation of knowledge.”

The institution also comprises graduate and professional schools dating back over two centuries. Each of the five dedicated schools has its own mission statement, all of which seek to both reflect and support Dartmouth’s overarching commitment to empowering teachers who will educate future leaders in service to the world. The Self-Study notes that these principles have also been integrated into strategic planning and the current capital campaign.

The mission of Dartmouth has, moreover, been fully animated over the past decade by institution-wide discussions around priorities, strategic planning, and evolving institutional character. The founding three years ago of the Guarini School offered a particularly visible opportunity for self-reflection and community engagement as it relates to the College’s mission. Informed by the 2010 mission statement for graduate education, President Hanlon and senior administrators consulted constituencies on campus to develop a vision for a dedicated graduate school that would “foster postgraduate academic programs of the highest quality, catalyze intellectual discovery, and prepare a diverse community of scholars for global leadership.” The particular emphasis on diversity reflects a new focus on inclusion—as demonstrated by the Inclusive Excellence initiative, and to a lesser degree, Moving Dartmouth Forward (MDF) and the Campus Climate and Culture initiative (C3I)—which now permeates Dartmouth but which has not yet been formally incorporated into the College’s institutional mission.

Perhaps most impressive is the manner in which Dartmouth leadership has worked quite successfully to create a shared understanding and acceptance of the College’s mission, purpose, and distinctive character. In 2017 and 2018, in advance of the College’s 250th anniversary, President Hanlon directed
senior leadership and the Board of Trustees to undertake a comprehensive communications review that would define a mission and narrative for Dartmouth’s coming decades. This process, which reflected the second area of emphasis identified in NECHE’s 2015 Interim Response Letter, elevated five themes intended to capture both the historic values of the College and the potential for future innovation. These included:

- Liberal Arts at the Core
- Scholars Who Love to Teach
- Profound Sense of Place
- Basecamp to the World
- Adventuresome Spirit

These themes have since served as the foundation for an institution-wide communications strategy, *Telling Our Story*, which includes messaging and multimedia designed for a broad range of audiences. The evaluation team found clear evidence, from the goals of the capital campaign, to printed materials, to web pages, to conversations with constituencies across campus, that this work has helped to consolidate a widely shared understanding of Dartmouth’s mission, purpose, and core identity. A particular emphasis is placed on supporting the teacher/scholar model, as described in the sections below.

Dartmouth has been quite intentionally invested in refining, communicating, and activating its mission and purpose, and the results are laudable and impressive. It is clear to the review team that these efforts will continue. The Self-Study states that Dartmouth will revisit its institutional mission statement within the next five years; and this revision will likely reflect the new emphasis on inclusion, the challenges presented by articulating values that encompass an increasingly complex institution, and communications initiatives fostered by the ongoing capital campaign.

2. Planning and Evaluation

Planning

The commitment to both short- and long-term planning at Dartmouth was reflected in the Self-Study and in our meetings with administrators. Although there is no formal planning document—we learned during our visit that there had previously been an extensive planning process, resulting in a document that assembled but failed to prioritize wide-ranging campus desires—President Hanlon and Provost Helble lead Dartmouth through regular team and individual strategy meetings with the executive leadership of the institution. Additionally, through formal committees and task forces, the leadership creates active community involvement with trustees, executive leadership, faculty, students and staff in key initiatives at Dartmouth.

President Hanlon has sought to infuse more dynamism and openness to change in the culture of the institution. He has worked hard to build transparency into the dialogue—as evidenced by
community-wide engagement efforts related to the campus culture initiatives. He notes, however, that such change is hard and takes time for the entire community to embrace. His whole-hearted commitment to academic excellence and his prudent fiscal approach provide a “true North” for the campus as they move forward in articulating and funding their priorities.

This guiding vision has proven invaluable as the College has navigated major strategic challenges and initiatives. In addition to the creation of the Guarini School, the College has built a rich ecosystem of endowed centers and institutes on campus, including the Entrepreneurship and Technology Transfer Center, the Irving Institute for Energy and Society, the Dickey Center for International Understanding, and the Ethics Center.

Research is a major strategic area of focus for the institution, and Dartmouth has also established a number of clusters to catalyze hiring and collaboration across units to support the research enterprise. These include groups focused on Arctic Engineering in a Period of Climate Change, Breaking the Neural Code, the Challenges and Opportunities of Globalization, Digital Humanities and Social Engagement, Global Poverty Alleviation and Human Development, and the Byrne Cluster in Mathematics and Decision Science. The institution is also focused on enhancing their externally funded research program, an important indicator of academic excellence. In FY2018, Dartmouth received awards totaling about $198 million, with roughly two-thirds of research funding going to the Geisel School of Medicine. This is a decline compared to the $224.5 million received in FY2015, largely due to the transfer of financial oversight of some faculty grants and contracts to a partner hospital. In FY2019, awards increased to $222 million.

The administration has also launched three initiatives to address campus behaviors, promote diversity and inclusion, and improve campus climate. The first of these efforts, Moving Dartmouth Forward (MDF), was created in 2015 to address harmful behaviors on campus related to sexual assault and misconduct among students. In 2016, Inclusive Excellence was launched to promote diversity among the faculty and staff. And in 2019, the Campus, Climate, and Culture Initiative (C3I) was launched to address issues related to sexual harassment at the institutional level.

All three initiatives were accompanied by implementation and follow-up efforts as well as external input on design; MDF produced major changes in student life, including a sexual violence prevention initiative, a ban on hard liquor on campus, and the creation of the House Communities, which will be described in greater detail in Standard 5. The head of student affairs reported that student wellness initiatives have shown demonstrable progress and have been widely publicized leading to still further changes. While the outcomes of the Inclusive Excellence initiative are less concrete—staff members responsible described ongoing efforts to address the discrepancy between diversity among students and diversity among faculty and staff and to train all senior staff and hiring managers on implicit bias—a culture shift does appear to be underway. C3I is still in its early stages. Yet even here there is now mandatory training for faculty on Title IX and graduate student mentor training.

Higher education is highly competitive, so it is critical for Dartmouth to fully engage its assets to sustain and enhance its position, particularly as it relates to the research enterprise and defining the campus culture. Given its smaller size and geographic location, this will be a challenging task, though the leadership’s clear vision is a major asset, and the institution seems to be moving in the direction of a
longer-term strategic vision. The Board of Trustees has engaged a consultant to help them rethink their foci and work to make it more strategic and aligned with institutional priorities; and the Chair of the Board in particular noted four major planning milestones over the course of President Hanlon’s tenure: resource allocation and the financial model (see Standard 7, Institutional Resources), the three campus culture initiatives, the Telling Our Story branding strategy, and the Call to Lead capital campaign.

As we discussed these initiatives with the institution’s leaders, it is clear they are working to promote deep cultural change and to grapple with the challenges of a long history of excellent undergraduate education at the same time they are attempting to expand on their research base. They have repeatedly noted that they hope to identify and support several “big bets” where they can distinguish the institution—a goal that is reflected in the priorities of the capital campaign. A key challenge facing the institution is whether they have the necessary resources to compete with institutions with far larger endowments and much larger scale in research.

**Academic and Instructional**

The institution has built an appropriate structure of standing faculty committees to guide the various academic units in their planning activities. Faculty committees meet at least once per quarter in each Arts and Sciences academic cluster (Sciences, Social Sciences, Arts and Humanities, International and Interdisciplinary, each of which are overseen by an Associate Dean) to discuss academic and instructional issues, course evaluations, and curricular changes. In the Thayer School of Engineering, there are separate faculty committees for undergraduate and graduate programs. Similar groups function in Tuck School of Business and Geisel School of Medicine for oversight of the academic and in the case of the medical school, the clinical enterprises. The professional schools have also engaged in proactive planning and these efforts are disclosed and discussed in the accreditation reports.

Faculty planning is a collaborative effort with the Provost, Dean of the Faculty, and the deans of the schools—buttressed by a formal program review process, spanning a ten-year cycle (see Standard 4, The Academic Program, for more detail). Within each school, the deanery follows formal recruitment and promotion processes and procedures. To increase faculty diversity, Dartmouth launched an Action Plan focused on both recruitment and retention through the Inclusive Excellence Initiative. This effort is complemented by the Society of Fellows program, which supports an interdisciplinary group of faculty and postdocs with exceptional promise in research.

Importantly, Dartmouth has undertaken new tactics to enhance expertise in teaching while simultaneously deepening faculty scholarship and building the global footprint. These are:

- Emphasize experiential learning
- Lead in the use of learning technologies
- Grow the faculty in interdisciplinary clusters focused on important societal issues
- Increase the flow of young scholars
- Add mechanisms to stimulate greater productivity and risk-taking.

These initiatives will be described in greater detail in Section 6, Teaching, Learning and Scholarship.
**Administrative**

The institution also has robust processes to ensure that strategies are developed in the administrative operations of the College—including financial, personnel, IT, infrastructure and capital. In addition to standing committees, such as Dartmouth’s Budget Committee, the central and school staffs regularly meet to explore needs and priorities. There is a Campus Service Committee that leads the annual capital budgeting planning process, addressing new construction, deferred maintenance and sustainability efforts. The administration is realistic that the deferred maintenance problem developed over many years and will take some time to address—but they are committed to doing so and have been increasing the annual allocation to this end by $1.5 million annually and cumulatively. A major master planning effort for space, capital, infrastructure and deferred maintenance is now underway, a 12-15 month process that seeks both to develop a framework to imagine the campus in the next 25-30 years as well as develop plans for the near and medium term. These efforts are very well supported by the data systems, which are comprehensive and versatile, and the provost and campus services head are working in close collaboration.

There has also been a multi–year priority and budget reallocation process to free funds to support the academic needs of the institution, including enhancing faculty salaries. Administrative units also engage in program review and the use of external consultants to advise them.

**Evaluation**

The Office of Institutional Research (OIR) works to support these efforts through data collection and analyses, using both quantitative and qualitative metrics. For example, as the campus has allocated additional support to faculty salaries, OIR has attempted to benchmark the progress in comparison to peers. The value of the survey work OIR does was noted repeatedly in the Self-Study. But we also heard from the IT leadership that the campus is still working to establish a comprehensive data governance process that can integrate the many data silos. This is critical to furthering the effectiveness of OIR in supporting the campus leadership with appropriate information and analyses.

As described in other sections, Dartmouth uses both external program reviews (on a ten-year cycle) to evaluate academic and administrative unit effectiveness. Sample reviews were provided as part of the background materials for biological sciences, history and mathematics as well as admissions, IT and financial planning and management reporting. The information provided illustrated how the units and associate deans were taking action to implement the findings of these reviews. Similarly the professional schools—medicine, engineering and business—all undergo regular accreditation reviews and are held accountable to implement recommended changes. These reviews are assisted by surveys of alumni, peers and employers to gauge relative performance and change over time.

The campus continues to participate in the national surveys on sexual assault to gauge how they are experiencing such activities and also in comparison to peers. The results show that the perception among the campus students is that the institution will proactively address these incidents and is in most cases above the peer group, reflecting positive campus climate change.
Most importantly, we heard repeatedly that the institution is deeply immersed in efforts to realize its ambitions for improvement and is regularly checking indicators and surveys to assess progress and improve its efforts to effect change. The administration is also now engaged in a deep conversation for future priorities for the next phase of the campaign, within the administration and with the Board of Trustees.

3. Organization and Governance

Dartmouth College has an organizational structure that facilitates clear communication and coordination between the board, the administration, faculty, and staff. Dartmouth College’s 1769 Charter established the Board of Trustees (The Board), originally consisting of 12 members, including the President of the College. The Board meets four times a year with a charge to “develop and advance Dartmouth’s mission and goals” and “ensure the institution is well managed, provide for adequate resources, and maintain good relations with all constituencies, on campus and across the globe. It appoints and evaluates the President, approves and monitors the implementation of institutional strategy and policies, provides accountability and preserves the autonomy of the institution.”

President Hanlon is the Chief Executive Officer and reports to the Board of Trustees. President Hanlon’s direct reports oversee academic affairs, administration and finance, advancement, and public affairs. The Dean of the Faculty of Arts and Sciences reports jointly to the President and to the Provost, a model that predates President Hanlon’s tenure and which he has maintained. This is a fairly unique arrangement, as was recognized at the Board of Trustees, senior administration, and staff levels during the visit. The organizational structure and commitment of the stakeholders demonstrate that decision-making is clear and consistent and supports the mission of the institution.

Governing Board

The Board of Trustees has adopted Charters for each Standing Committee (excluding the Executive Committee). The Standing Committees are Academic Affairs, Advancement, Audit, Finance, Governance/Nominating, Investment, Master Planning and Facilities, and Student Affairs. Recent task forces have focused on the Geisel School of Medicine, marketing and communications, and information technology.

In 2007, the Board, through the work of its Governance Committee, strengthened the Board members’ performance as stewards of the College by developing the “Statement on Governance and Trustee Responsibilities.” This statement clarifies Dartmouth governance and trustee responsibilities by setting expectations of Board members, providing guidance concerning Trustee conduct, and serving as a basis for self-evaluation and evaluation of Trustees in the course of Board service. There are currently 16 Charter Trustees and 8 “Alumni” Trustees (nominated by alumni and elected by the Board), which is a healthy size that supports the agility of the Board. The Board continually works to ensure a diversity of perspectives by making a concerted effort to elect members who do not hold a
Dartmouth degree or those with Dartmouth graduate or professional school degrees; however, membership currently includes only one non-alum. In 2013, the Board also adopted its first set of bylaws which clarify further Board authority and responsibilities, officer positions, committees, and indemnification.

The Board continually develops, ensures, and enhances its own effectiveness. Among the Trustees’ roles and responsibilities is to “Act in the best overall interest of Dartmouth” and “Advance the mission of Dartmouth.” Trustees are required by their Trustee responsibilities to “participate in self-evaluations and evaluations of Trustee performance,” and each Trustee is called upon to “assign a high priority to a stewardship role with a commitment to the strengths, traditions and values of the institution.” As noted in Section 2, Planning and Evaluation, the Board is also working with an external consultant to hone strategic planning.

To ensure that the Board fosters communication throughout the institution, the Board members serve on college-level advisory boards such as Dartmouth Alumni Magazine, Athletics Advisory Board, Hood Museum of Art, Hopkins Center for the Arts and the Rockefeller Center for Public Policy. In the Open Forum Meeting with Staff, several participants commended the Board for historically conducting one-on-one sessions that facilitated two-way information exchange; however, the extent of the Board’s regular interactions with faculty and students remains unclear.

**Internal Governance**

The senior administration of the institution also fully embrace the mission and purpose of the institution. As Chief Executive Officer, President Hanlon reports to the Board of Trustees. The President’s direct reports include the Provost, Executive Vice President, Senior Vice President for Advancement, and the Vice President for Communications. Dartmouth has four Faculties: Arts and Sciences, Tuck School of Business, Thayer School of Engineering, and the Geisel School of Medicine. The Dartmouth-Hitchcock Medical Center is a part of a 501(c)(3) with independent operations. Medical education is conducted at the hospital. Faculties are granted responsibility for education, degree requirements, and overall quality of the academic program.

There has been significant recent turnover at the institution with the transition of Provost Carolyn Dever in 2017 and the subsequent appointment of Provost Joseph Helble, an internal candidate and previous Dean of the Thayer School of Engineering, on October 29, 2018. Each of the faculties have Deans that were appointed within the past 4 years.

The Organization of the Faculty of Dartmouth College (OFDC) describes functions and membership of the Councils of the General Faculty and the Standing Committees of the Faculty of the Arts and Sciences. The institution places the primary responsibility of content, quality, and effectiveness of the curriculum on the faculty, which vote on changes in open faculty meetings. Notably, the faculty lacks a representational governance structure, such as a senate or assembly. The administration has an active and open channel with students through a number of student governing organizations including the
undergraduate Student Assembly, the Graduate Student Council, the Geisel Student Government, the Thayer Council, and the Tuck MBA Council.

Overall, the President, Board, and Senior Leadership seem to share a consistent vision and are committed to effective delivery of the institution’s mission. However, the somewhat atypical institutional organization structure and the lack of a central representative faculty governing body may present challenges with regards to major institutional action, such as curricular reform or phasing out academic programs.

4. The Academic Program

Dartmouth College has been offering degrees for 250 years. It began to offer graduate degrees in 1885. The liberal arts are at the core of its degree programs, particularly its undergraduate programs. In addition Dartmouth offers 18 graduate degrees. All of their programs meet the institution’s high standards of quality.

Assuring Academic Quality

The Charter of the General Faculty of Dartmouth College defines the membership of the faculty, dictates a protocol for and schedule of meetings, and establishes Councils to provide a forum for deliberation on matters of policy affecting the entire institution. Councils serve in a continuing advisory capacity to the president, provost and Board of Trustees, and report annually to the General Faculty. As noted in the previous standard, the faculty lacks a representative governing body.

Undergraduate programs fall under the Faculty of Arts and Sciences. The Charter defines the function of the Faculty of Arts and Sciences as “formulates educational policies and programs, supervises teaching resources and procedures, advises on matters of appointment and promotion of Faculty members and on other matters relating to Faculty personnel, administers the curriculum, certifies that students under its jurisdiction have fulfilled the requirements of the curriculum, exercises general supervision over various aspects of student life, organizes its own activities and internal affairs and takes such other actions as may be appropriate to further the educational objectives of Dartmouth College.”

The Council on Graduate Studies is charged to “recommend to the Dean of Graduate and Advanced Studies, the Provost and the Trustees principles and policies governing all aspects of graduate education, to review and approve proposals for graduate degree programs, to certify that candidates have met all requirements for degree granting, and to report each year to the General Faculty. The Faculties of the Thayer School of Engineering, the Tuck School of Management, and the Geisel School of Medicine, all accredited by appropriate professional school accrediting bodies, oversee their respective curricula."
All FAS departments and programs are subject to external review at ten-year intervals. Dartmouth provided the team with examples of these reviews which are quite thorough and comprehensive. These reviews are spearheaded by the associate deans of the Faculty of Arts and Sciences. New departments and degree-granting programs must be reviewed and approved by the Provost’s Academic Planning Council. Approval of new degrees, graduate and undergraduate, requires a vote of Dartmouth’s Board of Trustees.

During the 2012-2013 academic year, the Curriculum Review Committee undertook a comprehensive examination of the undergraduate curriculum and brought forward recommendations for new distributive requirements, which were approved by a Faculty vote. However, concerns about the number of faculty members present at the vote and other considerations prompted the Dean of the Faculty to request a special meeting of the Committee of Chairs, who voted unanimously to put implementation on hold. In February 2019, at a formal meeting of the Faculty, a vote rescinded the change. Rather than pursue another wholesale change, the Dean of the Faculty indicated that they have a number of incremental changes planned, such as discussion of a quantitative requirement, revisions of the writing program, and an assessment of its off-campus programs (e.g., study away). The Committee on Off-Campus Activities is exploring how to assess those programs and identify learning outcomes.

Review for approval of new academic initiatives includes an assessment of whether the program would address student demand and fit into current offerings, and whether sufficient faculty expertise and resources exist to support it. The Registrar has created a spreadsheet to assist people in determining the approval path for proposed changes. In terms of less popular programs, faculty described one successful division of a degree-granting program into two separate programs, which revitalized study and increased the numbers of students majoring in these fields. When asked, administrators reported that they had never discontinued a program with enrolled students but if that were to happen they would make appropriate arrangements for students.

On the undergraduate level, collegiate level skills in English are developed through General Education requirements, which includes one required course in writing, as well as through work in both general education and major course requirements. At the graduate level, a Professional Development module for PhD graduate students encourages all graduate students to develop a core set of writing, presentation, and communication skills.

According to the Self-Study, graduate and professional degree programs are normally proposed by faculty members and developed in collaboration with school deans. They must be reviewed and approved by the Council on Graduate Studies, the Provost’s Academic Planning Council and the Board of Trustees. This process is intended to ensure that the requirements of such degrees provide advanced mastery of material and adequate assessment, that courses offered cover material significantly
deeper than any existing undergraduate program, and that the new degree does not overlap with current offerings. Graduate and professional courses are almost exclusively taught by tenured and tenure-track professors who are leading experts in their field of research, and who are expected to bring this expertise to their classes. The pace and depth of Dartmouth’s graduate and professional courses exceeds that of undergraduate course offerings. While some graduate courses are cross-listed, these are usually taken only by seniors as part of a major’s culminating experience. Cross listing must be approved by the faculty Committee on Instruction.

The Dartmouth website has a page for each academic department. Each of those pages describes the undergraduate, and where appropriate, graduate, degree requirements. Appropriateness for the subject matter and degree level is determined by department faculty who are expert in the field of study. A review of a sample of these pages indicates that department faculty give considerable thought to the level of study appropriate to each degree, major, minor, and concentration.

**Undergraduate Degree Programs**

Dartmouth College offers the Bachelor of Arts (AB) degree. The liberal arts mission is advanced through a hierarchy of experiences: shared first year, general education, special projects including time spent away from campus studying abroad, and then in-depth study of one or more majors. Courses are offered in 41 different departments and interdisciplinary programs in arts, humanities, sciences, social sciences, and interdisciplinary programs.

In addition to major requirements, each undergraduate student must complete a set of general education requirements, which include:

- a residency requirement
- a course count (35 courses)
- one term of writing
- a first year seminar
- foreign language (or equivalent proficiency)
- a physical education requirement (3 terms and a swimming test)
- general education courses as follows: one course in each of Western Culture, Non-Western Culture, Culture and Identity as well as ten courses distributed in these areas: Arts, Literature, Systems and Traditions of Thought, Meaning and Value, International or Comparative Study, Social Analysis (2), Quantitative and Deductive Sciences, Natural Sciences (2), Technology or Applied Science and a laboratory course.

Dartmouth prides itself on the fact that 51 percent of its undergraduates pursue off campus study, generally abroad. They have a rich set of foreign study programs (30) which are either field-based or university-based. These programs cover the globe from Europe to Africa, Asia and India. The faculty has developed courses that are intentionally connected to the off-campus location, and Dartmouth is working to develop a set of assessment measures to determine the cultural competency that students
develop after a period of time abroad. Dartmouth also has domestic study programs in four areas (Los Angeles, California, Washington, D.C., Tampa, Florida and Santa Fe, New Mexico) which provide opportunities for undergraduates to study while gaining an immersive experience in the United States.

The Major/Concentration

While general education requirements are designed to provide breadth to students’ studies, the major is an opportunity to ensure depth. There are more than 60 majors offered at Dartmouth College. Students must take a minimum of eight courses in their major. Majors are under the supervision of departments and programs who oversee the courses. Students must complete a culminating requirement during their last year. These vary by department and program. There are opportunities for individually designed majors, or modified majors.

In addition to a major, students may also pursue a minor field of study. Minors are taken by about half the student body and include 6 courses.

Graduate Degree Programs

Dartmouth enrolls more than 2,100 graduate and professional students. There are 11 Master’s level programs including an MBA and MPH, 16 PhD degree programs and 6 joint degrees from 4 different schools: The Guarini School of Graduate and Advanced Studies, the Thayer School of Engineering, the Geisel School of Medicine, and the Tuck School of Business. Graduate students may also pursue programs offered jointly by these schools (e.g, a Master of Public Health). In addition to graduate and professional programs some undergraduates pursue 4+1 programs where they can spend an additional year to receive a Master’s degree in one of several programs. There are no exclusively online degrees or certificates, though there is some use of online education.

As would be expected, the depth of study in these graduate programs meet the expectation for a graduate degree. A brief overview of the graduate and professional schools is below.

The Guarini School of Graduate and Advanced Studies

Guarini is the newest of Dartmouth’s schools and awards MA, MS and PhD degrees, with enrollment of 886 students. Graduate degree requirements are set forth by individual departments or programs. These requirements include, in addition to classroom based learning, a depth requirement such as a thesis or dissertation. Graduate students are provided the opportunity to develop specialized skills (ranging from writing, communication, project management and so forth) which gives them a specialized notation of having completed “Professional Development and Leadership Training.”

The Geisel School of Medicine

Geisel offers the MD, MD-PhD and MPH degrees. Its total enrollment is 524 students with nearly 400 students pursuing the MD and the majority of others in the MPH program. Dartmouth offered its
first educational programs in Medicine in 1797. Today Geisel has 17 departments and 22 Institutes and Centers.

*The Thayer School of Engineering*

Thayer awards a bachelor of engineering degree, as well as two master’s degrees. Its BE program is Accreditation Board for Engineering and Technology (ABET) accredited and enrolls about 65 undergraduate students. Thayer offers a joint degree with the Tuck School of Business. It also has a successful PhD program in Innovation. Total student enrollment is about 285.

*The Tuck School of Business*

Tuck offers the MBA degree and enrolls about 575 students in its two year program. Its students focus in several areas leading to the degree—Statistics and Decision Science; Corporate Finance and Capital Markets, Managerial and Global Economics, Marketing, Organizational Behavior and Personal Leadership, Strategy, Communications, and Operations.

**Integrity in the Award of Academic Credit**

According to the Self-Study, all Dartmouth Master’s degrees require a minimum of 30 credit hours of coursework. Undergraduate courses are each worth 3.5 credit hours, with laboratory classes counted as 4.5 credit hours. The minimum credit requirement for an undergraduate degree is 123.5 credit hours, with many majors significantly exceeding the minimum. A review of the University website confirms that these are the stated requirements.

A review of undergraduate syllabi indicates that courses are typically scheduled to meet for 65 minutes three times per week for ten weeks and then provided with an additional 50 minute block per week, referred to as an “x-hour”, for additional meeting time. Undergraduate courses also may be scheduled to meet for two 110 minute blocks, and also given an “x-hour” block. Conversations with faculty and administrators as well as a review of syllabi indicates that most courses use some or even all of these x-hours. Courses that meet for two 110 minute blocks as well as those meeting for three 65 minute blocks that use the x-hours would meet or exceed the 210 hour federal requirements to award 3.5 credits.

According to the deans and registrars of the Guarini and Thayer Schools, graduate courses use a “unit” basis that is equivalent to the 3.5 credit undergraduate value. Most courses are one unit, though the graduate school has more flexibility in assigning fractional credit values to experiences that require fewer hours. Most of the syllabi provided as samples did not list class meeting times.

Required and elective courses are offered with sufficient availability to graduate on time. Neither students nor administrators indicated that there had been any problem in this area.
A review of a sample of syllabi suggested that the majority of courses state learning objectives and the basis upon which performance will be measured. A course catalog on the Dartmouth website and departmental pages describe academic content for courses for which credit is given.

Authority over and academic oversight of undergraduate degree requirements is the responsibility of the Committee on Instruction, whose members include the Dean of the Faculty, the Registrar, six faculty members from Arts and Sciences (two from each division and no two from the same department), the Director of the First-Year Seminar Program, and two ex-officio students. Graduate level requirements are overseen by the Council on Graduate Education.

The institution's website includes detailed description of transfer credit policies, both pre- and post-matriculation. In all cases, college-level coursework is required. Beginning in 2014, no credit for AP/IB exams counts toward graduation, though it may qualify a student to take a more advanced course.

The Office of the Registrar, following policies from the Committee on Off-Campus Activities, administers approval of transfer credit for post-matriculation work done elsewhere. Departmental approval is also required for individual courses being transferred.

Academic department pages list transfer credit policies for graduate programs. A sample of these pages suggests that a graduate student may transfer no more than 3 courses toward a Master’s degree and no more than 6 courses toward a Ph.D. Requests for credit transfer are reviewed by the department. A review of the Dartmouth website confirms that the University publishes detailed requirements for remaining in good academic standing for each program. Graduation requirements are clearly stated on the website.

Other Considerations

The Dartmouth Academic Honor Principle was adopted unanimously by the Dartmouth College faculty in 1962 and updated by faculty vote in 1999. All entering students sign a statement affirming that they have read and understood the policy, which forbids any instance of academic dishonesty. Course syllabi address the ways in which the Academic Honor Principle applies to specific course expectations. Any student who submits work that is not that individual’s own, or commits other acts of academic dishonesty, violates the purposes of the College and is subject to disciplinary action, up to and including suspension or dismissal. Faculty expressed that this is a hallmark of the Dartmouth education.

Students reported easy access to faculty, for advising as well as advice from non-advisors; this is reflected in the syllabi the team reviewed, which indicate office hours as well as the option to schedule other times. Students remarked at how easy it was to write an email to a faculty member and meet just a few minutes later. The vision for the faculty as Teacher-Scholar permeates the institution and appears to be a success from the student perspective.
5. Students

The mission of Dartmouth College is to educate the most promising students and prepare them for a lifetime of learning and of responsible leadership, through a faculty dedicated to teaching and the creation of knowledge. Through its core values Dartmouth expects academic excellence; embraces diversity; recruits and admits outstanding students from all backgrounds, regardless of their financial means; and encourages a culture of integrity, self-reliance, and collegiality in an effort to build a community based on mutual respect.

The Dartmouth education boasts a six-year graduation rate of 95 percent for undergraduate students with 86 percent indicating a post-graduation plan at graduation in the 2018 Cap and Gown Survey. The graduate and professional schools individually manage their own admissions and financial aid processes, and student support services. Each school notes on its website the information pertinent to the individual school with links for admissions, financial aid, rights and responsibilities, conduct and grievance procedures, student support services and co-curricular activities.

Admissions

Dartmouth’s 22,033 undergraduate applications in FY2019 was the highest total ever, an increase of 2,000 applicants over the previous year. The undergraduate acceptance rate fell from 10.4 percent to 8.7 percent, and yield increased to a record high of 60.7 percent.

The application review process is supported by a robust staff, increased in 2015 by 6 FTE, a Vice Provost for Enrollment and a Dean of Admissions and Financial Aid, who evaluate each applicant based on academic performance, performance on standardized exams, intellectual qualities, extracurricular engagement, personal qualities and fit with Dartmouth’s offerings and enrollment priorities. Moving forward, Admissions and Financial Aid intends to increase global access and ultimately increase the undergraduate international student population from 8 percent to 12 percent. It will need to be understood and addressed how this increase will impact the overall size of the class, as well as the residential and student support needs of this increased international student population.

Dartmouth’s undergraduate recruitment materials and admissions information aligns with the mission and core values of the institution on their website and printed materials. While honoring the rich traditions of the institution, these materials also reflect its strategic work on diversity and global impact: highlighting the Tucker Center, Living and Learning Communities and the Native American Program (NAP) among other efforts to embrace diversity and build community.

Financial need is assessed following the completion of the FASFA and CSS profile. Dartmouth practices need-blind admissions for all applicants who are U.S. citizens, permanent residents, eligible
non-citizens, or undocumented students in the U.S. Applicants have access to information prior to borrowing on cost, debt and repayment. These applicants are admitted to the College without regard to financial circumstances.

For international students, financial need is taken into consideration as one of many factors at the time of admission. An external review of Undergraduate Admissions and Financial Aid in 2014 made recommendations on staffing, organizational structure, brand identity and communications, and the appropriate stewarding of resources. Follow-up actions to date have included a staffing restructuring, role review and adjustment, an increase of staffing, and a shift in policy for both need-aware and “no-loan and reduced earnings expectations.” The work ahead remains mission-driven towards increased recruitment and financial support of international, low-income and Pell-eligible, and middle-income students with new partnerships and use of scholarship funds to support these efforts.

Among the graduate and professional schools (Guarini, Geisel, Thayer, and Tuck) the applicant pool and yield has shown some variability. Each of the graduate and professional schools boasts of diversity, community and innovation. The Council on Graduate Studies, in recognition of this variability and understanding of the barriers to a robust intellectual and diverse community, has committed to the elimination of Dartmouth-wide GRE requirement for Ph.D., MS and MA programs. Dartmouth’s recognition of their applicant pool variability and their commitment to review their application requirements, specifically the requirement of GRE scores for the admission process, should be noted. This change may prove to better support the institutional mission for recruiting and admitting outstanding students from all backgrounds, and Dartmouth’s goal to increase the percentage of students from traditionally underrepresented backgrounds. The team’s onsite conversations recognized the work ahead in educating the graduate and professional school staff (as appropriate) on the value of being GRE-optional while maintaining their focus on admitting the strongest, most diverse scholars to the institution.

**Student Services and Co-Curricular Experiences**

Dartmouth’s vision, as articulated in Moving Dartmouth Forward (MDF), supports a more inclusive environment “where faculty and graduate students play more influential roles in the lives of undergraduates, where students learn and grow outside of the classroom, and where we have more options for social life and community interaction.” The House Communities (with Faculty House professors), review of Title IX procedures and policies, and the Office of Pluralism and Leadership (OPAL) programs are comprehensive examples of the work Dartmouth has done to support and enhance student’s curricular and co-curricular experiences. The MDF plan is intended to provide a link between educational aspirations and the broader quality of the students’ living and learning environment.

The Dean of the College team reported their goals of continuity, academic connections and stronger communities have been realized with growing buy-in of the House Communities each year. The
program has offered Dartmouth undergraduate students a strong and supportive community for their emerging scholarship. In the first three years, the team reported that their reviews have allowed for adjustments to the program and ensure equity across the House Communities, that led to increasing satisfaction. As a fuller assessment plan is developed it will be important to continue their review of faculty engagement, training and support. In addition, the commitment by the institution to ensure equity across the living and learning spaces will be an important part of master planning. In the team’s open forum with undergraduate students, participants seemed pleased with their experience at Dartmouth.

Under the Dean of the College, Student Affairs supports undergraduate student services in academic advising, faith and cultural identity, health and wellness, personal and professional development, residential life, student activities, student organizations and support of student governance. Its professional staff is kept abreast of best practices in their services and support through engagement in professional development on-line, through conferences and through engagement with peer institutions.

Dartmouth’s comprehensive undergraduate support structure engages with students from matriculation throughout their years enrolled, by providing a comprehensive orientation program, dedicated first-year deans, the First-Year Student Enrichment Program (FYSEP), OPAL, NAP, case management, residential life and other initiatives. The website offers clear and informative information about the services provided and students note transparency and availability of the information and services. “Redundant overlapping safety nets” are provided through the intentional collaborative, committed work of the faculty, staff and administration, as was noted in the team’s Advising, Undergraduate Deans, Houses and Student Life meeting.

The policies of the College and undergraduate student rights and responsibilities are noted in the Student Handbook. “The Trustees have delegated to the Dean of the College and the Committee on Standards (COS) authority for promulgation, revision, and enforcement of rules concerning the disciplinary system as it relates to undergraduates, and to the Dean of the College and the Organizational Adjudication Committee (OAC) as it relates to recognized undergraduate organizations.” Intellectual honesty and integrity and standards of conduct are the pillars of this work and are coordinated through the Office of Judicial Affairs. Undergraduate student conduct records are maintained by the Undergraduate Dean’s office. The departments and interdisciplinary programs of the Faculty of Arts & Sciences, as well as Guarini, Geisel, Thayer, and Tuck Schools, also maintain educational records. All are in accordance with the Family Educational Rights and Privacy Act (FERPA).

Each of the graduate and professional schools provides comparable key functions of service and operations, as appropriate, related to student support, well-being, and engagement. As noted on each website the Schools have in place policies and procedures, a practice for holding accountable their
programs and students, and they maintain and make accessible appropriate information to that end. The institution may wish to consider the value and financial impact of its current duplicative support services model, particularly as undergraduate demand for student support increases.

Dartmouth Athletics offers a NCAA Division 1 experience with 35 varsity sports (16 for men, 18 for women and a co-ed sailing team). It also offers 25 club sports, 24 intramural sports and a wide variety of physical education classes. While reporting to the President, Athletics actively partners with Student Affairs to support athletes comprehensive curricular and co-curricular experience.

Moving forward, Dartmouth intends to enhance the institution’s global access and strengthen enrollment across socio-economic and underrepresented backgrounds. It also expects to assess the impact of changes made to the House system and its sexual violence and high-risk drinking prevention efforts. Within the graduate schools, Dartmouth intends to increase its education efforts in ethics, integrity and communication for global engagement. The Dartmouth experience is strong and the Call to Lead Campaign will offer opportunities for further growth in the student experience as it is connected to leadership, the residential system, orientation, inclusion and career development.

6. Teaching, Learning, and Scholarship

Teaching, Learning and Scholarship are held in high regard at Dartmouth and they play a central role in the mission to improve the already high academic standards that exist at this institution. As noted in other sections, Dartmouth seeks to have faculty who aspire to the Teacher/Scholar ideal—faculty who are outstanding research scholars in their own fields but who also are devoted to teaching of the highest caliber at the undergraduate level. The trustees, administration, and faculty share this common goal of academic excellence and clearly work and support each other to achieve it.

The faculty at Dartmouth College consists of four groups: Arts & Sciences, the Geisel School of Medicine, the Thayer School of Engineering, and the Tuck School of Business. In 2018-2019 there were 639 faculty in Arts & Sciences, of which 316 were tenured, 104 were tenure-track and 291 were non-tenure-track. For the Geisel School of Medicine, there were 165 faculty receiving a salary payment by Dartmouth College, and 63 percent were tenure track, which is typical of a medical school with a large number of non-tenure-track clinical researchers. In the Thayer School of Engineering there were 59 faculty, of which 27 were tenured, 10 were tenure-track, and 22 were non-tenure track. The Tuck School employed 72 faculty, of which 72 percent were tenure-track. Most of the information in the Standard 6 section of the Self-Study concerned Arts & Sciences. The Thayer School of Engineering generally follows the practices of Arts & Sciences, while the Tuck School and Geisel School have their own protocols. Thus much of this evaluation for Standard 6 applies primarily to Arts & Sciences and the Thayer School.
Policy Overview

The Handbook of the Faculty of Arts and Sciences has detailed guidelines for appointments, tenure, and other major faculty matters. Both Arts & Sciences and the Thayer School of Engineering use these procedures. The Committee on Faculty reports annually about faculty compensation in Arts & Sciences and compares this information to peer institutions. Furthermore, the Handbook explicitly covers matters related to professional conduct and academic freedom. With regard to the former, particular attention has been given in recent years to sexual misconduct, and the Board of Trustees voted to adopt a new, unified sexual and gender-based misconduct policy for faculty, students, and staff.

The Faculty in Arts & Sciences has increased since the last Self-Study in 2010. The largest growth was at the instructor level, with an increase of 35 percent since the last Self-Study. Arts & Sciences currently employs approximately 220 non-tenure-track faculty who are hired to respond to fluctuating demands. The Thayer School has increased its number of faculty by 13 percent since the last Self-Study, and with the opening of its new building it is expected that the faculty will increase significantly after the building is occupied. The new faculty will be both tenure-track and also instructional. In 2015 a new position, the Assistant Provost for Faculty Recruitment, was created, and Dartmouth has made a concerted effort to enhance the diversity of their faculty through various recruitment activities. The reported results show that Dartmouth has had success with this effort. In particular, since the last Self-Study in 2010, the number of minority faculty in Arts & Sciences has increased from 17 percent to 21 percent, the number of women in the Thayer School has increased from 7 percent to 14 percent, the number of minorities in Thayer has increased from 14 percent to 24 percent, and in the Geisel School the number of minorities has increased from 8 percent to 16 percent.

Recruitment and Compensation

Dartmouth is seeking to increase the number of faculty hired at the senior level who already have achieved visibility in their fields, which the institution recognizes will be necessary to raise its research profile. Some of these hires are taking place in clusters, which reflect areas where Dartmouth has decided to invest and increase its scholarly activity. It is anticipated that there will be three hires for each cluster, with at least the first one in each at the senior level. Also of importance for these hires and somewhat connected with the chosen cluster areas are a number of centers and institutes that cover a range of topics; examples include the Irving Institute for Energy and Society, the Ethics Institute, the Dickey Center for International Understanding, and the Magnuson Center for Entrepreneurship. While these centers are co-curricular in that they have no faculty lines associated with them and offer no courses for credit, they do provide a focus for students and faculty who are interested in these topics and have played an important role in attracting some faculty to Dartmouth. Finally, with regard to recruitment of faculty, it is worth noting that competitive start-up packages can be extremely important in the recruitment of faculty, especially in the sciences where research requires the building out of a laboratory.
The recruitment, appointment, tenure, and promotion processes appear to be fair and well-administered. Upon appointment the new faculty have an orientation with the Dean of the Faculty and Associate Deans. Dartmouth has also recently developed *Guidelines for Faculty Mentoring and Development*. This commendable document gives a very practical list of expectations and suggestions that should help new appointments understand the expectations of them as they grow at Dartmouth.

**Tenure**

All faculty who are appointed as an Assistant Professor have a critical review at the end of three years. The decision on tenure is in the sixth year. Dartmouth recently undertook a comparison of their tenure processes with those of other peer universities. While they found variation among the practices used at other universities, this study did lead to some amendments of the Dartmouth process. These were incorporated into the “Guidelines for Appointments, Reappointments, Promotion, and Tenure” in November 2017 and were generally small procedural changes or clarifications. The overall procedure is that the case is voted on by the Department, a separate opinion is rendered by an Associate Dean, and then the case is voted on by the Committee Advisory to the President (CAP) before going to the President.

In the discussion of the tenure process, several other important points came to light. For instance, the tenure clock can be extended if a situation arises that is out of the faculty member’s control and has delayed them in their research. An example of this extension would be when there are delays in getting a laboratory space ready. The solicitation of eighty letters of endorsement from undergraduates is unusual, although discussions with faculty showed that they were very supportive of this practice. Finally, when faculty submit their list of proposed reviewers they can also ask that a reviewer not be used; the same is applied to the list of students who are to be contacted. Having this information, even if the reviewer is eventually contacted, can be quite useful in evaluating the content and tone of a given letter.

The award of tenure is usually made with the promotion from assistant to associate professor. After approximately six more years, a faculty member may be considered for promotion to full Professor. The requirements for this promotion appear to be reasonable and standard for most universities. Overall, Arts & Sciences has had nearly 300 faculty promotions since the last Self-Study, and over 100 faculty have received tenure.

One area of concern expressed in team meetings is the salaries of Dartmouth Faculty. At least for Arts & Sciences, Dartmouth has significantly lagged behind its peer institutions. President Hanlon and the Board of Trustees put in place a plan to close this gap by increasing the salary pool by $1.4 million annually for four years; Dartmouth is currently in the third year of this increase.
Dartmouth has a number of programs to support research and to encourage its model of the Teacher/Scholar. Junior faculty in Arts & Sciences receive $30,000 to fund research in their first six years; tenured faculty also receive an annual fund of $3,000 that can be used for research. There are also several types of faculty fellowships available, and there is internal support from various centers. Sabbatical leave is accrued through terms in residence. By combining the accrued leave with a Junior or Senior Faculty Fellowship, it is currently possible for a faculty member to have nine months off. While Dartmouth has established a Grant Proposal Support Initiative, there appears to be limited seed funding available for pilot projects that is primarily available in the medical school and centers.

**Other Considerations**

Dartmouth has examined what it will take to enhance STEM research through a Provost Working Group formed in 2015. The implementation of the work proposed by the committee is getting underway. Also several of the identified clusters for hiring faculty are in STEM areas, and the Provost plans to establish a long term science strategy group.

Dartmouth is on the quarter system and expects its faculty to be in residence three of the four quarters each year. The teaching load in Arts & Sciences is four courses per year, except in the sciences where it is three courses per year. Flexibility is allowed in the arrangement of these courses, and it is possible to increase the load in one quarter and to have a reduced load in another. The Thayer School also has a requirement of three courses per year plus each faculty is expected to supervise one to three student project design teams. The Thayer School also explicitly states that their faculty are expected to maintain a funded sponsored research program and serve as advisers to MS and PhD students. The Tuck School requires teaching three courses per year and again faculty are expected to be actively engaged in research. The Geisel School has a somewhat different set of teaching requirements as is typical of medical schools.

The library appears to be making significant strides to address the teaching and research demands of the faculty and the visiting team heard positive responses from faculty. As described in other sections, there are also groups—including the Dartmouth Center for the Advancement of Learning and the Instructional Designers and Academic Technologies Consultants—to help guide faculty in the preparation of new courses and to improve their teaching skills. While faculty speak highly of these resources, additional support may be needed to hire and train qualified technicians to run laboratories or to help with arts studios.

Three areas that Dartmouth wants to enhance, all of which relate to its undergraduate students, are pre-major advising, undergraduate research, and experiential learning. For pre-major advising, Dartmouth conducted a three-year pilot of a team-based first-year and sophomore advising program involving a select group of faculty and undergraduate deans. Elements of that model informed
development in the pre-major faculty advising program overseen by the assistant dean of the faculty, including the creation of faculty/advisee cohorts who are members of the same House Community. With regard to undergraduate research, the Dean of the Faculty’s Office of Undergraduate Advising and Research has expanded the Sophomore Science Scholar Program to be the Sophomore and Junior Research Scholar Program; funds have been allocated to help undergraduates travel to national conferences and present their research. Finally, Dartmouth already has some excellent programs in experiential learning, particularly its off-campus programs, and the College is currently moving forward with an initiative to expand these.

Dartmouth aspires to increase its research profile while maintaining its reputation as a strong undergraduate teaching institution. The institution may therefore want to consider whether a greater emphasis on graduate education and research will be needed moving forward, particularly to support and retain its post-docs. It is clear that the institution has recognized that faculty salaries need to be increased, as demonstrated by its plans for the campaign to include funds to support faculty research in various ways. It will be important for Dartmouth to continue to think carefully about best to reward faculty who excel in research and to identify impediments to achieving excellence in teaching and research.

7. Institutional Resources

Human Resources

Dartmouth employed 3,318 non-instructional staff as of FY2019, 90 percent of whom were full-time. The ratios of staff to both faculty and students, as well as the distribution of staff by occupational category, suggest Dartmouth is providing robust support for administrative functions, student support, technical expertise, and service operations. Dartmouth’s staffing ratios are slightly higher than its peer group (3.4 staff per faculty versus 2.7 for peers; 2.0 students per staff versus 2.8 at peers). This may reflect, in part, its relative smaller size which limits opportunities for economies of scale for certain functions.

The College engages in cyclical benchmarking of its staffing level and allocation, primarily through the COFHE Non-Faculty Study. While not prescriptive, the COFHE study provides insights into how Dartmouth’s levels and trends differ from peer norms. Dartmouth has been increasing fundraising and student services staff in recent years to support the Campaign and student life initiatives.

In 2016, Dartmouth restructured the relationship between the Geisel School of Medicine and its clinical partner, the Dartmouth-Hitchcock Medical Center, as part of an effort to address financial challenges in the Geisel School. The reorganization transferred the Department of Psychiatry and research programs associated with clinical departments to the Medical Center, and also consolidated three academic departments into a new Department of Molecular and Systems Biology. As a result of
these moves, the College eliminated 355 positions, including the transfer of 289 clinical staff to the Medical Center. The restructuring explains the overall decline in staffing levels at Dartmouth during the past five years.

The approach of the Office of Human Resources toward maintaining and distributing employment policies is exemplary. A comprehensive and well-indexed catalog of policies and processes, including those pertaining to Equal Opportunity and grievances, is available on the website. Hard copies of union contracts are distributed to relevant staff. The Audit Committee of the trustees has established a “cadence calendar” by which key policies are reviewed and updated regularly to address gaps or identify areas for improvement. To ensure awareness of both the policies and any changes, relevant employees receive an automated email to review and acknowledge any policy changes.

Dartmouth has amplified its focus on training and development opportunities for staff in recent years, providing a diverse series of skills development workshops and other offerings throughout the year, in addition to its comprehensive orientation program for new staff. The College launched a nine-month leadership program for managers in 2016. More than 300 managers have completed the program, which includes both classroom and online work. Human Resources is also piloting focused 360-degree assessments of leaders in specific administrative areas, such as Finance & Administration. Staff at an open forum expressed concern that funding for taking courses at other institutions had not kept pace with charges, limiting opportunities.

Human Resources administers an annual performance review cycle tied to a merit raise pool. Reviews were completed for approximately 85 percent of the staff. While the College has standardized the process and forms used for the reviews, managers are still afforded flexibility to tailor these to their needs. Reviews are not required for a merit increase, raising questions about the fairness of the process.

Per Human Resources, the average turnover rate of regular ongoing staff positions is approximately 15 percent. Dartmouth ensures the competitiveness of its staff salaries by partnering with a consultant to mine data from 19 salary surveys that map the employee markets relevant to the College’s positions. The College targets the median of the salary range for most positions. Surveys conducted by Human Resources team suggest that salary is not a major factor in attrition, rarely ranking in the top five reasons for departure. Staff, though, have raised concerns to Human Resources that increases to the employee share of benefits costs (e.g., health insurance) have outpaced salary increases in recent years.

The College appears to lack a robust position management structure with staff positions governed largely by the availability of funds in the units. While Human Resources is involved in decisions to terminate or restructure, there are no centralized targets for or limits on position growth. Given space constraints and other indirect costs of an expanding workforce, the College may consider the advantages of a more structured comprehensive position management review process using additional criteria beyond budget availability.
Financial Resources

By any measure, Dartmouth’s financial resources are substantial, well-managed, and provide a margin of excellence in sustaining and extending the impact of the College’s mission in teaching and research. The cost of educating an average student at Dartmouth now exceeds $107,000, far surpassing the sticker price for tuition. Evidence of the adequacy of Dartmouth’s resources can be found in the following:

- Endowment of $5.5 billion (as of 6/30/2018), which translates into more than $800,000 per student, positioning Dartmouth among the wealthiest institutions nationally. The combination of a reasonable spending rate (4.8 percent), strong relative and absolute returns (10.6 percent annualized over five-year period ending FY2018), and robust gift inflows ($102 million in new endowed gifts in FY2018 alone) have enabled the College to more than double its endowment since the last accreditation visit. The endowment contributed $237 million to operations in FY2018.

- Diversified revenue streams, with no single source accounting for more than 30 percent of the total, provide a buffer against adverse external trends in any particular area.

- High-quality and intensive educational environment that invests more than $107,000 in educational and general costs per student, ranking 8th of 27 top universities, trailing only Harvard, Stanford, Princeton, MIT, Yale, Chicago, and Duke.

- Strong level of philanthropic support from alumni and friends, as evidenced by gifts raised totaling $2 billion over the most recent four-year period. Dartmouth aspires to sustain annual fundraising at $350-400 million annually after the capital campaign, compared to $155 million per year prior to the campaign.

- Net assets have grown by 7.4 percent annually since FY2009 to $6.5 billion as of June 2018, including unrestricted net assets of $1.5 billion.

- Track record of restructuring operations and reallocating funds to strategic initiatives and the academic core, such as the $17 million reallocated from central administrative functions to faculty salaries and plant renewal since FY2017.

- Establishment of a Revenue Stabilization Reserve, funded by operating surpluses, to provide contingency support for shortfalls or non-discretionary spending variances. The reserve currently totals $50 million—the minimum balance per trustee guidance.
- Reaffirmation of the College’s Aa1/AA+ credit ratings by Moody’s and Standard & Poor’s, respectively, in 2019.

These strengths and its overall position of financial strength notwithstanding, the College faces several consequential challenges in the decade ahead. Leadership is aware of these headwinds, and has begun earnest efforts to mitigate the near-term effects while developing long-term strategies. Dartmouth operates in an exceedingly competitive space for students, faculty, and research funding. This will require the College to sustain its exceptional experience for students and enhance the research environment for faculty even as it makes difficult choices to reallocate funding toward these challenges.

As noted above, the College has completed a substantial restructuring of the Geisel School of Medicine to address mounting annual operating deficits at the school that had been expected to exceed $40 million annually by FY2020. The interventions are expected to stabilize the annual shortfall in the $10-12 million range moving forward—and perhaps notably lower depending on the resolution of an external trust. Discussions with the President, deans, and others highlight the interactions of the medical school with other parts of campus, especially as a source of research experiences for undergraduate students. It remains uncertain as to whether the College will seek additional cost-cutting or identify new resources to close the remaining gap further or regularize the subvention as an ongoing institutional expense. The business model realities of its partner hospital operating in a low-payer base environment make it unlikely that contributions from the hospital will contribute to closing the remaining gap.

Given the volatility of operating results for the medical school in the past and its reliance on non-recurring revenue to minimize shortfalls in FY2019, it will be important to stress-test the forward projections and maintain multiple mid-term scenarios. With the results of those in mind, the College could consider a separate contingency reserve dedicated to smoothing results for the Geisel School to insulate other aspects of the College’s programs and to protect the Revenue Stabilization Reserve. The current size of the latter ($50 million) may be insufficient to shoulder the variances inherent in the operations of the medical school.

While Dartmouth’s resources are substantial, it needs to “sail closer to the wind” than many of its peers with regard to allocation choices within its operating budget and to striking a tradeoff between operating and capital program investment. The College has experienced a pattern of minimally positive to slightly negative operating results, limiting its ability to build the Revenue Stabilization Reserve and make more significant investments in plant renewal. The College should be applauded for the discipline it has shown in not increasing debt to lessen this tension.

The five-year average operating margin of -0.4 percent trails an average of 2.1 percent at peers. Positive cash flows before capital have averaged 5.7 percent at Dartmouth versus 9.9 percent at peers,
illustrating the smaller margin the College has for investing in new strategic priorities and plant than its peers. These tighter margins have occurred during a period of robust gift flows to the operating budget (through current use gifts and new gifts to endowment), suggesting that the reallocations within and across units have been more essential than opportunistic. Such reallocations and the identification of other efficiencies represent sound and responsible management. However, the choices will become more stark and difficult as the years pass and, based on discussions on campus and a recent consultant report, a fatigue may already be emerging around the annual reallocation drill. It will be important to renew any calls for any future reallocation and restructuring with a refreshed and targeted coupling of efficiencies and belt-tightening with clear, compelling strategic moves and imperatives identified by the trustees and leadership. This presents an opportunity for engagement and deliberation with the Budget Committee and other stakeholders.

Dartmouth has been able to sustain a strong 4.0 percent growth rate in expenditures, excluding the reductions in the Geisel School, which exceeded the trustee target metric of Employment Cost Index plus 1 percent (3.1 percent). Achieving spending growth in the 3-4 percent range moving forward may be challenging considering the College’s primary resource levers. Based on prevailing patterns, net tuition is likely to increase in the 0-1 percent range without enrollment expansion. Even with continued new gifts, endowment payout will likely grow by only 3-4 percent annually, assuming a continued commitment to intergenerational equity. While there are hopes that sponsored research will expand with planned faculty expansion, particularly in the Thayer School of Engineering, but the uncertainty around Federal funding volume, increased competition for awards, and restricted nature of the direct costs portion limited the utility of this lever as a general source of support. In other words, Dartmouth is becoming increasingly dependent upon philanthropic supportive to provide the necessary margin to invest in new programs and to fund its capital budget needs and aspirations.

In addition, while sponsored research funding declined approximately 12 percent between FY2015 and FY2018, FY2019 saw a one-year increase of 12 percent, to $222 million. Much of the decrease from FY2015 to FY2018 was due to the transfer of oversight of Dartmouth faculty grants to the medical center as a result of the Geisel restructuring. The number of grant proposals submitted in FY2018 was the lowest since 2011. These trends warrant attention in the context of Dartmouth’s strategic investment in areas of emphasis and in strengthening the faculty. The College may benefit from regularly reviewing the pre-proposal support it provides to faculty and the scale of cost-share and proof-of-concept funding opportunities it makes available to strengthen proposals. In addition, continued attention could be paid to forging research relationships with industry partners that overlap the College’s areas of particular strength.

Dartmouth follows a relatively traditional, sound budget development process with its units. A representative Budget Committee reviews data and proposals and provides recommendations to the President in the development of the annual budget presented to the trustees.
Budgets are constructed and monitored using an “all funds” approach which integrates unrestricted and restricted fund flows into a total picture at the unit and institutional levels. Most professional schools, institutes and centers, and auxiliary operations are expected to cover their costs (and an allocation of shared central costs) through their own revenues and designated/restricted funds. Monitoring efforts include quarterly variance reports alongside updated projections of year-end results.

Internal controls are strong, as evidenced by a clean audit by Pricewaterhouse Coopers in FY2018 (most recent at time of visit) that included no internal control deficiencies. A Risk Council, established since the last accreditation visit, identifies and manages operational and compliance risks across the institution. This work is complemented by the Risk and Internal Services office, which serves as an independent internal audit function and updates the compliance matrix regularly for review by leadership and trustees.

**Informational, Physical, and Technological Resources**

Dartmouth has the advantage of a quintessential New England campus that feels more compact than its 250 acres; it embraces the small town of Hanover and surrounding natural setting. The campus encompasses 5.4 million gross square feet within more than 160 separate buildings in Hanover. The College also owns substantial land holdings and a few buildings off-campus, including a 27,000 acre woodland plot in northeastern New Hampshire.

Dartmouth has invested $278 million in facilities during the four-year period ending FY2018, including $68 million of new construction and nearly $200 million in renovations, maintenance and equipment. Primary sources have included contributions from the operating budget (50 percent) and gifts (40 percent), with a relatively low reliance on new debt ($26 million) for recent projects. The College has four major new construction projects underway, adding 291,000 gross square feet and costing approximately $275 million, including new rowing and indoor practice facilities for Athletics, the Irving Institute of Energy & Society, and the Thayer Engineering Expansion. Major renovations are also imminent or underway for three academic and administrative buildings off the Green plus a $30 million renovation of Dana Hall to provide space for the new Guarini Graduate School as well as additional faculty office and teaching space.

The last Facilities Condition Index assessment was completed in 2013 and is scheduled for an update in 2019. The continuing gap in plant renewal funding encompasses persisting needs in core academic, residential, and research buildings that will need to be addressed in the near- to mid-term. At the time of the visit, a clear path for reaching the College’s stated long-term target of fully funding depreciation and addressing the backlog of projects, particularly in the student residential portfolio, had not yet been articulated.
Facilities leadership estimates priority-level maintenance at approximately $400-500 million for student residences plus an additional $150 million of other needs to be addressed over the coming decade. A tour of student residences revealed a stark continuum of condition, from recently renovated and constructed residence halls to a stock of buildings with considerable condition, configuration, and accessibility challenges. While the housing stock did not emerge as a significant area of concern in discussions with students on campus, the condition of these residences risks placing the College at a competitive disadvantage in recruiting students and potentially of fostering a sense of inequity among students. Dartmouth’s leadership is acutely aware of this need and is in the process of developing plans to address in the prioritized, phased manner. Dartmouth has adopted a commitment to increasing plant renewal funding by $1.5 million annually. However, with an annual gap of at least $25 million to reach current depreciation levels ($66 million), the implicit timeframe for reaching the College’s goal of funding depreciation is long. The College has been successful in adopting a funding-in-place requirement, either through gifts or school/unit commitments, for the operations and maintenance costs of any new construction.

Dartmouth invested $20 million in internal loans on energy-savings projects with reasonable return-on-investment durations over the past decade. The College continues to make progress toward the President’s sustainability goals for 2025, including the phased conversion of precincts from steam to hot water, opportunistic use of photovoltaic panels when economically viable, and other energy improvements.

Dartmouth hired a new Vice President of Information Technology & Chief Information Officer in 2017, and has continued to make targeted investments in its computing environment during the recent period of fiscal restraint. The Instructional Technology and Classroom Support teams collaborate closely with faculty and others to provide consulting services, enable innovative pedagogy, and design and maintain teaching spaces, including active learning classrooms. Dartmouth transitioned its course management system from Blackboard to Canvas in 2015, supporting more than 1,700 courses, after extensive consultations with faculty. Information technology policies are maintained and easily accessible on a well-organized website.

Baker-Berry Library is not only the core of the library system, but it also located physically in the signature building at the heart of campus. Its multi-purpose spaces draw faculty and students in for classes, study spaces, and academic support services. Baker-Berry is the most visible of a system of ten libraries on campus and off-site (Dartmouth-Hitchcock Medical Center and storage facility).

Looking forward, the Library has proposed a $18.5 million off-site storage facility to enable continued repurposing of its centrally located space toward services rather than collection, with plans for an Ideas Lab in Baker-Berry as one example of the experiential learning opportunities envisioned for the reclaimed space. The library system’s combined collections ranked Dartmouth 86th, according to the
Association of Research Library’s (ARL) 2017-18 survey. The effective strength and size of the collection is augmented by Dartmouth’s participation in the Ivy Plus Libraries Confederation.

Like most academic libraries, Dartmouth’s system is reconsidering the range of services, optimal structure of staff, and space configurations to best serve the coming generations of scholars as they engage information in an increasingly diverse and dynamic set of modes. For example, Dartmouth established a Digital Strategies librarian in 2018 and enhanced its services supporting data-intensive scholarship. Librarians work closely with faculty to integrate research skills into more than 300 classes each year, oftentimes co-teaching class sessions with faculty and offering a similar number of workshops annually. Collections librarians report active engagement with new faculty to understand the collections opportunities and needs associated with their research agendas.

8. Educational Effectiveness

**Educational Effectiveness as a Core Principle**

Across the many and varied domains of the institution, systems are in place to guide effectiveness-related efforts. Internal review, external review, benchmarking, and peer evaluation are among a series of practices that the College has enacted to more fully understand past and current operations to then, in conjunction with data and discussion, generate action plans. Engaged faculty committees review and manage curricular rigor and coherence both generally (school-level) and more granularly (department-level). This commitment in support of educational effectiveness is grounded by the College’s mission which “…informs strategic decision-making at all levels” and serves to reinforce the notion of change for improvement to all corners of the campus. For example, as stated in the Self-Study, “the College will continue to revisit and update the institutional mission as needed in the next five years to ensure that it continues to honor Dartmouth’s priorities, preserves its historic purpose and values, and reflects the College’s distinctive way of embodying them.” Clearly, the recognition of continuous improvement as fundamental to Dartmouth extends from its application of the mission through to the College’s multitude of academic and administrative endeavors.

**Strategic, Academic, and Administrative Educational Effectiveness Practices**

Planning and evaluation efforts across strategic, academic, and administrative initiatives and units are thoughtful and well integrated thereby serving to enhance the College’s educational effectiveness. For example, senior leaders collaborate regularly to maintain the alignment of financial plans with strategic planning; academic departments undergo a cyclical, yet regular, external review process, as do select administrative programs. A noteworthy component of these processes is the College’s emphasis on sharing and using the generated insight and information; goals are identified, and then tracked, to
support units’ and programs’ continuous improvement. The Inclusive Excellence Initiative, for example, communicates accountability updates and progress via a website that is user-friendly and presents substantive content.

To further support educational effectiveness and subsequent student success, Dartmouth’s Office of Institutional Research (OIR) designs, prepares, and maintains an extensive array of Student Outcomes Dashboards which enable the community to better understand where and how learning is taking place. Outcome data demonstrate, for example, that undergraduates make gains (first to senior year) in the areas of critical thinking and oral communication. At the graduate level, both the Thayer School of Engineering and Tuck School of Business demonstrate exceedingly high employment placement rates (on average, 95 percent annually since 2013) as presented by the dashboards.

A companion to the Student Outcomes Dashboards is the Retention and Graduation Rate Dashboard. Its interactive presentation of data straightforwardly demonstrates the student community’s exceptionally high rates of retention (typically 98 percent) and graduation (for undergraduates, typically 96 percent based on the standard IPEDS six-year rate), yet likewise highlights how the rates for some demographic groups may fall a bit lower than the aggregate values. Use cases such as these demonstrate the dashboards’ value and utility to monitor outcomes for planning and assessment purposes. Additional metrics generated and presented by OIR include activities such as participation in civic engagement, preparedness for graduate school (undergraduate level), or development as a scholar (graduate level). Outcome measures such as student fellowship and scholarship awards further demonstrate the College’s commitment to student success, as demonstrated in the Data First forms.

Senior leadership also engages in effectiveness efforts as described in the Self-Study: “each year, the Board of Trustees conducts a self-assessment...and evaluations of the full Board of Trustees are conducted every three years. The Board of Trustees also completes an annual evaluation of the President.” This broad engagement by campus constituents to employ planning and evaluative methods to enhance effectiveness also extends to the assessment of teaching and learning.

**Institutional Assessment Structures**

As described in the Self-Study, undergirding the College’s approach to assessment is the institution’s deep commitment to the “teacher-scholar model in which [Dartmouth’s] faculty are not only leaders in their fields, but also devoted teachers and mentors.” Dartmouth views assessment as a means of scholarly inquiry, yet also as a springboard to innovative curricular and co-curricular programming. This integrative approach ensures that the College is attentive to all of its undergraduate and graduate students and supports their progress by maintaining extensive institutional level data by a variety of student types that thereby serve as direct and indirect evidence of student learning.
For example, OIR’s 2018 Senior Survey Dashboard notes that, when asked “to think about what you’ve learned,” over half (51 percent) of Dartmouth students comment that their education at the College contributed “very much” to their writing clearly and effectively, in contrast to 44 percent of seniors at other Ivy institutions and about 40 percent of seniors at non-Ivy institutions.

It is noteworthy that this example, along with the aforementioned data points, are not viewed in isolation but rather are clearly displayed in a rich, user-friendly, technologically robust (via the use of Tableau, an industry-standard) set of tools that are available to internal and external audiences. OIR’s efforts, and the breadth of available outcome measures, aid faculty, administrators, students, and others in better understanding institution-wide learning. These sources could potentially be extended to individual departments or programs; for example, if sample size by department were adequate, survey items could be mapped or cross-walked to individual academic department’s learning outcomes (and co-curricular programs if participation lists were maintained) to potentially serve as indirect measures of learning.

In addition to OIR’s support, the College’s assessment structure is also championed by the College’s Libraries’ valued role as “co-educators in teaching and learning” and the Dartmouth Center for the Advancement of Learning (DCAL) and its affiliate, Educational Technologies (ET). Collectively, DCAL and ET support faculty members’ assessment of student learning through a variety of workshops, programs, and consulting opportunities aimed at guiding instructor improvement of course design, teaching strategies, and technology integration. These interactions have resulted in considerable work in the generation and refinement of learning outcomes generally; specific to several key programs, Learning Impact Reports reflect implementation of the full assessment cycle. For example, the College’s Gateway Initiative uses “research based methodologies to redesign traditional introductory (larger enrollment) courses to achieve the learning goals of small upper division courses”. Methods to assess Gateway courses are varied and include techniques such as “student reflection … faculty/student interaction, and the inclusion of students in the course design process,” and collected data are in qualitative form, such as interview and focus group narratives, and quantitative form and via student artifacts.

This mixed method approach is not unique to the Gateway Initiative’s instructional, pedagogical, and data collection protocols (as evidenced in the College’s E-Series forms, also referred to as Effectiveness or E1A forms) and speaks to OIR, the Libraries, DCAL, and ET’s willingness to engage with faculty and departments within the context and scope that their colleagues value. The College’s attention to the design of innovative physical spaces to bolster student learning further demonstrates its commitment to assessment progress.

School, Department, Program, and Course-based Assessment

Although absent for some of the professional schools’ departments, programs, and courses, expectations for student learning and development are clearly stated at most levels. For example, the
Geisel School’s E1A forms, exit interviews, and medical license exam pass rates as presented in Data First Form 8.3 offer evidence of student achievement of Geisel’s four outcomes: basic science, care, new knowledge, and healthcare delivery. Dartmouth’s professional school-related accreditation requirements (ABET, LCME, AACSB) further ensure the promotion of student learning and success.

As noted, most academic department- and program-associated websites articulate thoughtful, clear, and measurable learning outcomes. Units work to progress through the entire assessment cycle, rather than stalling after identifying learning outcomes. This process often incorporates students as active partners in assessment, an excellent method of student learning assurance that reinforces what the Self-Study calls Dartmouth’s “...distinctive model of close student-faculty engagement.” Assessment is also evident at the course level. DCAL extends support to all faculty working to refine course-level assessment; for example, sessions on grading’s relationship to assessment scoring and the use of rubrics are available as are resources on learning outcome development. ET’s recent creation of a Learning Analytics Group affords faculty yet another means of course-level assessment by “…using Canvas data to assess learning in individual classes.” Additionally, undergraduate and graduate course evaluation data are available and regarded as both valid and reliable. Many departments’ E1A forms frequently cite course evaluation data as a useful source of learning evidence.

Complementing Dartmouth’s academic offerings are a host of co-curricular opportunities thereby fostering learning both inside and outside of the classroom. A select number of co-curricular programs articulate learning outcomes and assessment plans (e.g., the Experiential Learning Initiative and the Rockefeller Center for Public Policy’s Management & Leadership Development Program). Student Affairs has employed COFHE, Ivy Plus, and other benchmarking sources to review, and subsequently improve, student services. These program review efforts could be augmented with the addition of E1A forms, and related student learning assessment planning. Foreign- and domestic-study programs, which blend an academic and co-curricular experience, could perhaps also benefit from the development of student learning outcomes and assessment plans to further enhance these signature programs; the recent initiation of a review of all programs within the off-campus portfolio will likely address this issue.

**Special Emphasis Area**

What may serve to additionally advance the campus’ culture of evidence and its goal to “implement a faculty-invested approach to the assessment of student learning”--as called for in NECHE’s response to the institution’s interim report--is to revisit the assessment committee model that was enacted in 2015 and discontinued roughly a year later in summer 2016. While this working group accomplished a considerable degree of meta-assessment legwork, the challenges that led to its disbandment could perhaps serve as areas of focus for an assessment strategic plan. A Steering Committee, with representatives from undergraduate, graduate, co-curricular areas, OIR, DCAL, and perhaps students, for example, could be supplemented by subcommittees solely focused on undergraduate, general education, graduate, etc. assessment (the latter might be constituted by current committees, such as
the Committee on Instruction and the Guarini School’s Council on Graduate Studies). Keeping the committee structure as streamlined as possible would help to emphasize potential areas of common purpose such as sharing best practices, celebrating assessment “wins”, communicating NECHE’s assessment guidelines, navigating interdisciplinary course and degree assessment, identifying areas of responsibility, and reinforcing assessment’s role within Dartmouth’s daily operations.

Associated with the idea of implementing a campus-wide assessment committee would be the formal inclusion of assessment plans in the proposal review procedures of existing committees (e.g., the Curricular Review Committee, Committee on Instruction, and the Provost’s Academic Planning Council). For example, “all new Dartmouth departments and degree-granting programs are reviewed by and must be approved by the Provost’s Academic Planning Council. The Council reviews department and school proposals and rationale, and then assesses how a new program addresses student demand and fits into current offerings, and whether sufficient faculty expertise and resources exist to support the new initiative.” Embedding a describe your plans for assessing student learning component to the proposal process across any or all of these existing committees could (1) further diffuse the practice of assessment; (2) improve resource planning, particularly for units such as OIR, DCAL, and ET; and (3) further advance the president’s stated goal of ever-enriching academic quality.

While these measures would reinforce assessment practices at the outset of new initiatives, the Self-Study’s Learning Impact Reports highlight programming changes based on assessment findings (the other end of the continuum). These reports are all currently housed within DCAL, and there does not seem to be a system for communicating assessment findings through the administration via, for example, a year-end recap process owned by the academic departments. This sort of communication component could also be included in the proposal process and/or facilitated by a campus assessment committee.

The Curricular Review Committee’s 2015 report presents eight potential learning outcomes applicable to all of the College’s undergraduates, for example, students’ Dartmouth experience will lead to “the development of a sense of ethics, personal responsibility, and civic engagement.” While it is recognized that the implementation of a standard set of institutional outcomes is challenging, the thoughtful work of the Curricular Review Committee to craft these eight learning outcomes could perhaps be another charge of a campus-wide assessment committee. Discussion of their adoption and measurement and how they translate Dartmouth’s strategic institutional pillars (i.e., liberal arts commitment, teacher-scholar model, basecamp to the world, adventuresome spirit, profound sense of place) to the student experience could also support the visual identity and brand work of telling “the Dartmouth Story”.

As noted in the Self-Study, the College’s assessment efforts over the last several years “have ignited discussions about what assessment is [and] why it matters.” By corralling these pockets of conversations to then yield an institutional philosophy or statement of how Dartmouth values assessment, the infrastructure and momentum currently in place will further support President
Hanlon’s priority of building on Dartmouth’s strength of providing “…the best learning experience in
the world.”

9. Integrity, Transparency, and Public Disclosure

Dartmouth College advocates for and is committed to high ethical standards in its management and
affairs. It shows accuracy in its documents and information available to students, prospective students,
faculty, staff, Board of Trustees and the general public. Information is accessible and available
regarding its Charter, Mission Statement, Core Values, academic mission and programs, and academic
and personal expectations. The undergraduate college, Faculty of Arts and Sciences, and graduate and
professional schools all maintain these standards. They make transparent on their websites their
purpose and expectations for academic integrity through the policies and procedures of their
respective schools, as related to student, staff and faculty conduct, governance and grievance
procedures. The Board of Trustees, Office of General Counsel, and Office of Risk and Internal
Controls also indicate their compliance and present their systems and responsibilities with regard to
the values and mission of the institution. Members of the Board of Trustees were able to identify an
understanding of their roles and functions and their need to act in good faith and with integrity.

President Hanlon has a stated institutional goal of “academic excellence.” This language is widely used
across functions of the College and is understood to be the purpose of the work of the institution.

The Principles of Community explicitly state Dartmouth’s commitment to freedom of expression and
dissent, academic honesty, and equal opportunity; non-discrimination, equal opportunity, and
affirmative action are noted in each school’s policies and are included on the admissions and human
resources websites. The ongoing work of transitioning Dartmouth’s many websites to a consistent
format will provide ease in navigation, allowing for the Dartmouth community and public to more
readily find the information needed to make informed decisions. With a continued commitment to
transparency, the Office of Communications is considering an intentional review and refreshment
cycle for the homesite to support internal and external needs for information.

Evidence shows a commitment to transparency and public disclosure through the availability of the
following information:
- Comprehensive demographic information
- Institutional data related to students, faculty and longitudinal trends at Dartmouth.
- Consumer information (Higher Education Opportunity Act)
- Financial Statements
- Accreditations - NECHE, Animal Care and Use, Specialized Accreditation
- FERPA and HIPAA
- Academic Programs and Courses
Under the guidance of the Vice Provost for Research, the College has established training, policies and procedures for responsible conduct in the research process, carried out through partnerships with faculty, the Council on Sponsored Activities, the Office of Sponsored Projects, and the Office of Entrepreneurship and Technology Transfer (OETT). The implementation of RAPPORT, a web-based integrated research administration system for management of submissions and correspondence, makes compliance easier for Principal Investigators and allows Dartmouth to ensure compliance and oversight. Responsible Conduct of Research (RCR) educates all graduate students on records retention within research.

Dartmouth continues to enhance its efforts to promote transparency and public disclosure through changes in data management, in-depth financial education, compensation information, and annual meetings to discuss benefits packages. The College’s strategic communications efforts should be noted; the website resources are clear, user-friendly and reflect the mission and vision of the College.

Dartmouth, however, is experiencing the challenges in information sharing that come with the current digital age, and, like all institutions, will need to continue to investigate the various modalities with a focus on defining its expectations and intent for communication. Noting where the institution informs the community versus when the community will be influencing decision-making will be important in that process. Moving forward, the College anticipates continuing its work towards further transparency and expects to implement a communications and style guide, as well as review and assess both the Moving Dartmouth Forward (MDF), Inclusive Excellence (IE) and Campus Climate and Culture Initiative (C3I) plans. Refining for the community a shared language and connection with MDF, IE and C3I is a desire expressed consistently across constituencies.

**Affirmation of Compliance**

To document the institution’s compliance with Federal regulations related to Title IV, the team reviewed Dartmouth College’s Affirmation of Compliance form, signed by the Chief Executive Officer. As noted above in this report, Dartmouth publicly discloses on its website its policy on transfer of credit and articulation agreements. Public notification of the evaluation visit and of the opportunity for public comment was made by the College one month prior to the visit in the *Upper Valley News* and on the College’s website. Copies of the institution’s grievance procedures for students can be found in the student handbook, which is also available online. The team’s discussion of Dartmouth College’s credit hour policy can be found in Standard 4: the Academic Program.
Summary

Dartmouth is an extraordinary institution that, for being among our nation’s oldest and most venerable colleges, has greeted the 21st century with youthful ambitions to grow and develop. Having reviewed the Self-Study report; met with campus leadership, students, faculty, staff, and trustees; and examined the provided enrollment, faculty, and financial data, the members of the evaluation team unanimously agree that Dartmouth College is very effectively executing its mission. The thoroughness of the Self-Study report—and the seriousness and openness with which the Dartmouth community approached the re-accreditation process—demonstrates the College’s commitment to building on its rich history and evolving for a changing world.

Since the interim report in 2015, Dartmouth has undertaken several initiatives that directly respond to the Areas of Special Attention included in the commission’s Interim Response Letter. With regards to financial planning, the Self-Study notes that “Dartmouth has operated in a fiscally constrained environment since the 2015 interim report.” The College has made investments in facilities and computing, including approval of a new residence hall and $12 million for a renewed wireless and network service. Concerned about the significant backlog of deferred maintenance and the need to recruit and retain top-level talent, the College’s leadership has prioritized both capital needs and faculty funding in the ongoing The Call to Lead campaign.

To accomplish its goals for campus life, Dartmouth has since 2015 undertaken three major strategic initiatives related to climate and culture: MDF, which seeks to address sexual assault and is currently in its final stages; Inclusive Excellence, which seeks to recruit and retain a more diverse and inclusive campus; and C3I, which seeks to address sexual harassment and misconduct of all forms and launched in early 2019. The team’s interviews with campus constituents indicated that these initiatives, which included input from across the College community, have been widely appreciated and largely viewed as successful. The College has also completed a comprehensive communications plan that has produced multimedia and messaging of Dartmouth’s strategic vision, and the evaluation team found that these efforts have effectively reached a wide array of audiences.

Dartmouth remains clearly committed to its mission. The Call to Lead campaign, currently midway through its second year, has already raised over $2 billion from over 87 thousand donors—reflecting both the vibrancy of the alumni community and the robust resources that will be available for the College’s next decade. The resolute action taken to address sexual assault and harassment demonstrates the strength of the College’s leadership and its ability to confront the most challenging issues facing higher education. Finally, the creation of the Guarini School, the reorganization of the Geisel School, and investments in educational innovation show that Dartmouth is ever willing to build on its strengths and adapt to better achieve its goals.
Strengths

- Since the Interim Report in 2015, President Hanlon, the Board of Trustees, and the senior leadership group have refined and widely shared a compelling vision for renewing Dartmouth by investing in academic excellence; deepening its commitment to the teacher/scholar; and invigorating the research enterprise supported by a liberal arts core. This shared vision has enabled the College to commit to making several “big bets” on transformative scholarship in select areas. Dartmouth’s election to the Association of American Universities in November 2019 reflects the high regard in which the College’s peers hold its research program.

- Dartmouth displays an impressively strong commitment to the undergraduate living and learning environment, including teaching, advising, wellness, and residential life. The College continues to offer world-class undergraduate educational programs, offering a wide array of opportunities for deep experiential learning and engagement in faculty research to an increasingly diverse population of exceptional students.

- Through the Moving Dartmouth Forward (MDF), Inclusive Excellence, and Campus Climate and Culture (C3I) initiatives, the College has taken significant, proactive steps to improve the campus climate and build a more inclusive and diverse community of scholars. While much important work remains, these high-profile initiatives have helped win the trust of the campus community and have made Dartmouth a leader in openly confronting alcohol abuse, sexual violence and harassment—pressing and sadly enduring issues in the academy.

- The institution is financially very strong, and Dartmouth leadership has demonstrated a sustained commitment to budgetary discipline. With a top-10 ranking in endowment per student, an ongoing campaign that has already raised over $2 billion, very positive credit ratings and an extraordinarily high level of alumni giving, the College is in an enviable financial position.

- The College’s palpable spirit of collegiality and intimate size relative to its peers presents a valuable and perhaps unique opening to realize its vision of fusing interdisciplinary collaboration, first-in-class undergraduate research opportunities, and targeted excellence in professional education and advanced research.

- Senior leadership consistently demonstrates an admirable and robust commitment to transparency in its academic and administrative culture, particularly with respect to the budgets, the financial model, and inclusive long-range institutional planning.
Concerns

- While the College in recent years has made strides toward fusing the liberal arts with an advanced research enterprise, this dual mission brings with it perhaps inevitable tensions and organizational challenges, particularly between the undergraduate college and the graduate and professional schools. Successful institutional adaptation to these challenges will require continued strong leadership, commitment to medium- and long-term strategic planning, and a unified, inclusive vision as it pursues high-level research alongside its unwavering commitment to the liberal arts.

- As research ambitions continue to expand, there is a risk of human resources being stretched too thin, potentially hampering faculty and staff engagement at a critical time. While the College’s recent investments in recruitment and retention have already borne results, these efforts will need to be sustained over the coming years in order to ensure that Dartmouth is able to achieve its goals.

- Given the rapid pace of change in an increasingly competitive environment, the College will need to explore new and diversified sources of income to support ongoing needs and investments that sustain a margin of excellence—including making “big bets” on research and expanding student financial aid. Sustainable success will require a highly-defined set of institutional priorities, continued budgetary discipline, and the realization of new streams of revenue.

- Dartmouth’s sense of place and its remarkable campus are among its greatest strengths, but the College will continue to face significant challenges with regards to deferred maintenance. Aging facilities have the potential to undermine both its research ambitions and the student experience. While the College recognizes this challenge and is developing plans to address it, success on this front will require persistent focus over many years.