



DARTMOUTH COLLEGE

FIFTH-YEAR INTERIM REPORT

TO THE NEW ENGLAND COMMISSION OF HIGHER EDUCATION

Hanover, New Hampshire • August 2024

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INTRODUCTION

Leadership for the institutional accreditation process at Dartmouth is provided by Libby Barlow, Associate Provost for Institutional Research, and Jon Kull, Dean of the Guarini School of Graduate and Advanced Studies. Preparation of this report began soon after our 2019 comprehensive review, when we organized committees and conversations to plan how we would make progress and report back on the emphasis areas that emerged from that review and on our educational effectiveness.

The substance of this report was developed by Standards Committees—small groups of faculty and administrators organized to discuss and generate bullet points reflecting Dartmouth’s activities and progress on each standard. The contributors to those groups were as follows:

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Several of these contributors met with NECHE Vice President Laura Gambino when she visited our campus, and we collected notes from those conversations. Jon Kull and Libby Barlow then sat down to turn the information that emerged from all these conversations into a draft. That draft was reviewed before final editing by the contributors listed above, Provost Dave Kotz, President Sian Beilock, the Board of Trustees’ Academic Excellence Committee, and the entire Board.

INSTITUTIONAL OVERVIEW

Our Past

Dartmouth College—which retains the historic descriptor “College” in its legal name, even though the institution fully embraces its role as a university—was founded in 1769 by the Reverend Eleazar Wheelock “for the education and instruction of Youth of the Indian Tribes in this Land . . . and also of English Youth and any others.” The Supreme Court decision in the famous 1819 “Dartmouth College Case,” argued by Daniel Webster, Dartmouth Class of 1801, is considered to be one of the most important and formative documents in U.S. constitutional history. The case strengthened the contract clause of the Constitution and thereby paved the way for all American private institutions to conduct their affairs in accordance with their charters and without interference from the state.

Dartmouth is deeply committed to the teacher-scholar educational model and has historically been one of the country’s top-ranked institutions for undergraduate teaching, while also nurturing an institution-wide commitment to research and creative work.

In addition to offering an outstanding undergraduate liberal arts education, Dartmouth has a long and distinguished history in graduate and professional education. Dartmouth’s Arts and Sciences division conferred its first graduate degrees in the early 1800s, and our Guarini School of Graduate and Advanced Studies currently offers 18 programs leading to a PhD and 11 to MS and MA degrees, plus a Master of Fine Arts Program. Dartmouth’s Geisel School of Medicine, founded in 1797, is the fourth-oldest medical school in the country; our Thayer School of Engineering, founded in 1871, is the oldest professional engineering school in the country; and our Tuck School of Business, founded in 1900, is the oldest graduate school of business education in the country.

Our Present

The 2023-24 academic year has put Dartmouth in the spotlight in several ways. Among these was our decision to reactivate the standardized testing requirement in Admissions, which had been suspended at the start of the pandemic. While concern that standardized tests reflect financial and educational inequality is justified—national research has made that clear—research by social-science faculty on Dartmouth applicant pools made it clear that when used in thoughtful ways (such as evaluating scores in the context of the applicant’s high school rather than as absolute values), SAT and ACT tests are in fact *helpful* in identifying students from less-resourced backgrounds who can succeed at Dartmouth. Combined with generous financial aid in support of our commitment to meet the full need of all students, Dartmouth has emerged as a thought leader by putting standardized tests to use in ways that expand rather than limit opportunities for prospective students.

In January, after months of planning, Dartmouth launched [Dartmouth Dialogues](#), a structured commitment to fostering open and respectful dialogue across differences on difficult topics. Secretary of Education Miguel Cardona [came to campus](#) as part of the launch and held roundtable discussions with students and others about fostering open discourse. Dartmouth has received extensive praise from within and without the institution for this work. Similarly, we have been recognized for [a series of public forums](#) co-hosted by Dartmouth faculty from Jewish Studies and Middle Eastern Studies, providing a model for dialogue on complex issues.

Since the terrorist attacks on Israel on October 7, 2023, and the subsequent war in Gaza, the Dartmouth community, like many across the United States, has been caught up in myriad events and emotions. Dartmouth has a number of students, staff, and faculty who are from Israel or Palestine or who have family members in the region. These individuals, and other members of our community, have felt the impact of this conflict particularly keenly.

The campus community has responded in various ways. Several Dartmouth faculty immediately organized panels and speakers and academic programming (including those mentioned above) to explain and explore the history and issues associated with the conflict. Some students, staff, and community members have held rallies, marches, and other protests. Most of these events have been peaceful and well organized. But during one, on October 27-28, 2023, students erected tents on the lawn of our main administrative building. The establishment of structures is against Dartmouth policy; the students refused to leave when asked to do so, and two were arrested. Then on May 1, 2024, a rally for the graduate student union evolved into an encampment in support of Palestinians. Students and other community members encircled the tents. After several hours of negotiations, during which the protesters were informed that they were violating Dartmouth policy and were asked to remove the tents, they continued to refuse to do so. Town and state police were asked to assist; they ended up arresting 89 people, including students, faculty, and members of the community.

The campus community has been divided regarding Dartmouth's actions on the night of May 1, with individuals holding widely differing opinions. And at a meeting on May 20, the Arts and Sciences Faculty voted 183 to 163 to censure President Sian Beilock—an action with no formal consequences. Dartmouth has also received substantial praise from students and parents for the actions that we took. Aware that there is rarely a response that unifies everyone, Dartmouth has held strong on actions and responses that are guided by well-considered principles, even if not all are in agreement. Since then, the President and other institutional leaders have been holding conversations with faculty, staff, and students to address the questions and concerns arising from the events in May and have laid plans for more community-building efforts through the summer and fall. The Provost, at the request of the steering committee of the General Faculty, has created several committees—one to review Dartmouth's policies related to freedom of expression and dissent, one to address the question of when and how Dartmouth makes institutional statements, and one to explore the concept of creating a corps of volunteers trained in de-escalation.

The 2023-24 academic year has also been marked by union activity. In April 2023, graduate students at Dartmouth decided by a vote of 261–33 to unionize, affiliating with the United Electrical Radio and Machine Workers of America and forming the Graduate Organized Laborers at Dartmouth, known as GOLD-UE. Shortly thereafter, the National Labor Relations Board certified GOLD-UE as the exclusive agent for collective bargaining on behalf of Dartmouth graduate students who are enrolled in degree programs and employed to provide teaching and research services.

Negotiations with GOLD-UE began in August 2023. Dartmouth's bargaining team—including representatives from the faculty, Human Resources, and the Office of the General Counsel—met regularly with the union team over the course of the fall, winter, and spring terms. During the bargaining sessions, the two parties exchanged contract proposals and had in-depth discussions about both parties' questions and concerns, which informed the proposals. On May 1, 2024, GOLD-UE voted to strike—stopping both research and teaching activities. Over the course of the spring term, a maximum of about 20% of our graduate students either were on strike or refused to attest to be working. However, although 2,300 undergraduates were enrolled during spring term in 84 courses using graduate-student teaching assistants, disruptions were minimal. Faculty and staff were able to successfully continue to offer review and lab sessions, and students' grades were assessed and assigned without delay; of note is the fact that only two of the 84 courses had a graduate student as the instructor of record. Overall, Dartmouth was pleased that the strike had little effect on day-to-day operations.

At a GOLD-UE meeting on June 24, the union membership voted to accept Dartmouth's proposal, resulting in a tentative agreement for a three-year contract. The GOLD-UE membership subsequently voted to ratify the contract, with the vote concluding on June 28. Throughout the negotiations, Dartmouth made its core values clear and remained unwaveringly committed to our teaching and research missions. The institution and our faculty will continue to make all decisions that affect the academic enterprise. Likewise, all aspects of academic freedom and the right of faculty to oversee teaching and research matters were preserved. Dartmouth is proud that the negotiated contract puts us on par with graduate

student contracts at other, similar institutions and looks forward to the continued success and contributions of our graduate students under this new agreement.

Finally, the campus has also experienced union activity in another arena over the past year—that of undergraduate athletics. On this question, Dartmouth is providing leadership for the Ivy League and many other institutions with athletic teams. In September 2023, the members of the men’s varsity basketball team petitioned the National Labor Relations Board (NLRB) to allow them to join the Service Employees International Union Local at Dartmouth; the NLRB’s regional director approved the request. The ruling stated that the players are eligible to unionize because they qualify as employees on the basis of the fact that Dartmouth controls when and how they practice and play and compensates them in the form of free shoes, lodging and meals for away games, and game tickets for family members. In March 2024, the team voted to form a union.

While Dartmouth has supported and readily engaged in negotiations with every other group that has voted to unionize, in this case we are vigorously defending the principle of nonprofessional athletics as an enhancement to the academic experience but not an end in itself. Like many institutions, our athletic program is not and should not be either a key source of institutional revenue or a farm team for the National Basketball Association. In fact, the Ivy League was founded as an athletic conference with academics as the priority. Dartmouth has appealed the ruling, for ourselves and in defense of the mission of the Ivy League.

Our Future

While Dartmouth is proud of its history and traditions, the times we live in demand that we forswear complacency and seek to continually move forward. President Beilock, who was inaugurated in July 2023, began her inaugural address to the Dartmouth community by making this observation:

The complex problems facing the world today demand urgent, sophisticated solutions, making our push for discovery and breakthrough innovation ever more vital. These problems also need leaders who have an understanding of the human condition, of history, and of the value of interpersonal relationships: leaders who know how to work effectively with individuals and governments and businesses to encode innovations into societal and planetary impact.

And she concluded her address by pointing out that “the best and fastest way to create new knowledge and translate it into impact is by working together, learning together, problem-solving together.”

Those words, and the path she has reaffirmed for the institution, are perfectly in synch with our historic mission. Dartmouth is positioned as a highly innovative and proactive institution: We strive to shape the future of higher education, rather than merely be shaped by it, as well as to graduate students who will shape our nation and the world, rather than merely taking a place within it.

We hope that this report shows that our institutional ambitions, and our strategies for assessing them, are both timeless and right for these times.

AREAS IDENTIFIED FOR SPECIAL EMPHASIS

Emphasis Area: Dedication to Both Teaching and Research

Dartmouth’s mission statement says explicitly that a faculty dedicated to both teaching and the creation of knowledge is essential to educating our students. We firmly believe that cutting-edge research *and*

excellence in teaching are not mutually exclusive—rather, both are integral components of Dartmouth’s DNA. Having said that, we recognize that our comparatively small size presents challenges in maintaining balance between these areas, necessitating attentive and creative support for both.

Teaching Excellence: We address elsewhere in this report our commitment to maintaining a faculty culture of teacher-scholars and to funding resources to help faculty members thrive as teachers—including through the Dartmouth Center for the Advancement of Learning and the Learning Design and Innovation team within the Provost’s Office, efforts that are detailed on pages 26 and 32–33.

We want to stress here the fact that at Dartmouth, teaching excellence is truly embraced by the faculty as a critical aspect of their skill set and is deeply embedded in our practices. For example, unlike some universities, Dartmouth continues to weigh teaching effectiveness as a metric in tenure and promotion decisions among Arts and Sciences (A&S) faculty, and hiring committees continue to seek candidates not only with robust research programs but also with demonstrated excellence in and passion for teaching. And at Dartmouth, in contrast to the case at many large research universities, faculty members teach virtually all undergraduate courses, with graduate students supporting faculty as teaching assistants but not as lecturers.

Research Impact: Equally importantly, Dartmouth expects its faculty members to excel not only in teaching but also in research, scholarship, and/or creative endeavors. In this realm, our comparatively small size can be both an asset and a liability. Our size places our professional schools in close proximity to our undergraduates, who take full advantage of the many research opportunities available at our schools of medicine and engineering, where about half of undergraduate research experiences take place (e.g., in 2022-23, 71% of undergraduate engineering majors conducted a research project at our Thayer School of Engineering, and 400 undergraduates did research with over 240 faculty members at our Geisel School of Medicine).

Dartmouth’s excellence in research is affirmed by our status as an R1 institution according to the Carnegie Basic Classification, as well as by our membership in the Association of American Universities. On both these measures, Dartmouth stands tall, especially relative to our size. For example, to attain Carnegie R1 rank requires at least \$50M in research expenditures, while Dartmouth has \$340M, and we rank in the upper-middle of AAU members with respect to metrics such as federal R&D expenditures; honors, awards, and memberships; and books published by faculty. Importantly, our research productivity has increased significantly over the past 10 years. Since 2013, per-capita research funding has risen for all our faculties—with the Geisel School of Medicine up 25% to \$762K; the Thayer School of Engineering up 26% to \$470K; A&S STEM up 39% to \$219K; and A&S non-STEM up 41% to \$10K.

To maintain this upward trajectory, we recognize that Dartmouth must continue to prioritize research and scholarship in our budget, as well as in the expectations we set for faculty. A key strategy with respect to this impetus is evident in the priorities set by President Sian Beilock, in particular her vision for “innovation and impact.” That vision includes identifying the areas of existing Dartmouth research strength that are best positioned to move to the next level and increasing support for those areas. We plan to choose areas that reflect (1) potential for interdisciplinary, cross-school collaborations, effectively increasing projects’ critical mass; (2) strength in our graduate and postdoctoral programs that can support faculty research; and (3) opportunity for external funding support and growth, based on national and global trends. Examples of areas at Dartmouth that fit these criteria include climate futures, energy transitions, health data science, digital humanities, human-centered design, mental health and performance, and international economics and globalization.

While all of these areas are excellent candidates for external research funding, we also want to point out three other ways in which Dartmouth will ensure that such initiatives have enough support to achieve maximum possible impact:

1. *Our Infrastructure Renewal Fund*: Established by the Board of Trustees in 2022 and detailed below, this annual allocation of a portion of our endowment return is now earmarked specifically for infrastructure needs. It is already being deployed to support maintenance of and upgrades to many of Dartmouth's research buildings.
2. *The recent creation of our Transformation Office*: Headed by [Chief Transformation Officer](#) LaMar Bunts, a member of the President's senior leadership team, the Transformation Office is dedicated to expanding Dartmouth's reach and impact and to helping position the institution to compete in the rapidly changing higher education sector. Among its early strategies are launching programs that build on Dartmouth's strengths in creative ways and increasing the institution's financial resilience by finding new sources of revenue. Net revenue from programs catalyzed by this office, such as the newly established [Summer Scholars Program](#), launched in June 2024, will be deployed to support the President's focus areas at both school and institution-wide levels.
3. *Application of royalty income*: Finally, Dartmouth is in the fortunate position of benefiting from technology developed by a team of scientists—including Dartmouth faculty members, postdoctoral researchers, and graduate students—that contributed to the development of the mRNA-based COVID-19 vaccines. The underlying research, conducted at our Geisel School of Medicine, started in 2014 and culminated in 2016 with the development of a method to stabilize coronavirus spike proteins for use as vaccine antigens. Royalties from Dartmouth's share of the patent on this technology are conservatively expected to produce over \$200M, which will support Dartmouth's research infrastructure and core facilities, as well as the strategic focus areas mentioned above.

Emphasis Area: Deferred Maintenance

At the time of our 2019 comprehensive NECHE report, Dartmouth was spending considerable time and energy figuring out how to resolve increasingly pressing deferred maintenance needs. We made a number of mentions in that report of financial challenges related to deferred maintenance, and our reaccreditation letter asked us to address this area in future reports.

New Fund: We are happy to report that in 2022, Dartmouth instituted an [Infrastructure Renewal Fund](#) (IRF), which provides a consistent source of monies—roughly \$40M per year, funded from endowment distributions—for the maintenance of existing buildings. Combined with about \$53M per year from other sources, this total now gives us the funds we need to launch an aggressive schedule to address deferred maintenance and to sustain an effective maintenance schedule over time, while also adhering to principles of intergenerational equity in managing our endowment. Continued prioritization and discipline in funding renewal reserves will be required to maintain the good progress we've made in recent years.

The IRF was made possible through a supplemental draw from the endowment of roughly 0.5%, a step that was carefully considered by the Board, then-President Phil Hanlon, then-Provost Joe Helble, our internal finance team, and faculty leadership. The overall target for endowment payout is 5%. Under the IRF plan, the combined payout will be increased over several years but then will gradually decline until it again reaches 5% and stabilizes at that level. During the period of increased draw, our investment in maintaining facilities will reduce our deferred maintenance costs, which will allow us to return to a level of deferred maintenance that can be effectively addressed over time without exceeding a 5% draw on the endowment.

So far, as this additional endowment draw is taking place, the strong performance of our investments has enabled us to comfortably cover the extra draw without any loss of principal. Thus our endowment continues to grow, though at a slightly slower rate than would be the case without the IRF.

The IRF plan stipulates that this additional endowment draw be prioritized and overseen by the Board for very specific expenses, including deferred maintenance of existing buildings; upgrades to our energy infrastructure; and, to a smaller extent, upgrades to our information technology infrastructure. IRF monies are not to replace current renewal funding.

Since the IRF began, we have been able to take one undergraduate residence hall offline for refurbishing in 2022-23 and another in 2023-24. In the coming years, we will refurbish additional residence halls and residence hall complexes over two-year increments, because of the greater size of these facilities compared to the first two. This aggressive plan will continue until all deferred maintenance in undergraduate residence halls has been addressed. Graduate housing, because it is newer, is not on the deferred maintenance list but will benefit in indirect ways as new buildings come online and as reduced pressure on undergraduate residences frees up desirable space for graduate students.

Energy Enhancements: Our energy infrastructure is also a substantial part of our deferred maintenance work. A hundred years ago, Dartmouth was a pioneer in running steam underground to heat buildings. And until recently, there was no need for air conditioning in New Hampshire. Dartmouth continues to rely to a considerable extent on underground steam, and upgrades to this system are part of our planned deferred maintenance work. In a nutshell, we plan to run hot water instead of steam underground, which will enable us to heat our buildings more efficiently in the winter as well as cool them in the summer.

We are making energy infrastructure decisions in the context of our [commitment to become a carbon-zero campus](#), ideally without having to purchase carbon offsets. In addition to improving our energy efficiency, we also plan to adopt noncombustion technologies—such as geexchange wells, heat pumps, and solar technologies—to provide heating and cooling for our campus.

Additional Projects: Even outside the IRF and the projects supported by it, Dartmouth has initiated or completed several other significant renewal projects. Dartmouth Hall—our iconic, historic, postcard-worthy academic building—underwent a [full renovation](#) in 2021-22. This project included making the building fully accessible, improving its interior spaces as well as its exterior, upgrading its classrooms, improving space utilization, and upgrading its HVAC systems. Shortly before the Dartmouth Hall project, similar renovations were completed in the adjacent Reed and Thornton Halls. Also, the Hopkins Center for the Arts is currently in the middle of an [extensive renovation](#) that will add rehearsal and presentation spaces, expand gathering spaces, add a flexible performance “lab” space, and expand spaces where students can learn and collaborate.

In addition to accomplishing all these renovations, we are also adding new residence halls and other buildings. These, and our five-year capital plan, are discussed in further detail on page 13.

Emphasis Area: Student Success

Since our last reaccreditation report, Dartmouth, like every other institution worldwide, has experienced significant disruption as a result of the pandemic. Student needs have changed, and we have pivoted to reorganize and reprioritize our activities to meet these evolving needs. Our efforts have focused on several areas.

Residential System: Dartmouth prioritizes in-person education. While the pandemic presented a significant challenge to institutions that stress residential learning, it also made clearer what students value about such an approach and what we need to do to ensure its continued quality. As Dartmouth has grown, the quantity and quality of student housing has become an ever more pressing issue, and this problem was worsened by the fact that the pandemic both raised rents in the region and resulted in a scarcity of housing at any cost. Over the last two to three years, we have succeeded in identifying properties where housing could be built and have navigated local political and zoning barriers, identified

funding, and developed building plans that we are poised to begin executing. These new projects will benefit both graduate and undergraduate students.

At the same time, we have committed to taking undergraduate residence halls offline in a serial rotation so we can perform much-needed upgrades, as described in more detail on pages 6–7; we completed one residence hall refurbishment last year and will complete a second one this year. At the same time, we have purchased property adjacent to campus and will begin construction of [additional undergraduate housing](#) this fall. In addition, a new building housing offices for our Guarini School of Graduate and Advanced Studies, a graduate student commons, and academic classrooms and offices were completed a year ago.

Since housing is not just about buildings, we have also been enhancing students' residential experiences within these structures. In 2022, we conducted surveys of graduate and undergraduate students to understand what they want and need in terms of housing, and these responses have guided our plans. We also conducted an assessment of our House Communities—groups of undergraduate residence halls formed into “houses,” with organized activities and faculty “house professors” stewarding each House Community. Our assessment reveals that greater participation in House Community activities is associated with positive gains in intellectual engagement, community, and continuity, particularly for marginalized students (e.g., those who are low-income, international, and/or nonwhite) and for students not involved in the Greek system. As we move forward, we will continue to seek the right balance between giving students freedom of choice in housing and establishing continuity by virtue of stability within the House Communities. Our investments in enhancing the House Communities have included promoting two house professors to serve as Codirectors of House Community Development; they were granted additional course release time, to increase their capacity for engagement within the residential system, and they will oversee implementation of the House Community system's vision and goals.

Advising Enhancements: Our efforts to improve premajor advising are ongoing, supported by regular surveys of students regarding their advising needs. We recently moved all aspects of advising online and learned some important lessons from the changes precipitated by the pandemic. As a result, we now have advising modules narrated by students that extend over the summer, to help introduce incoming students to core elements of academic life at Dartmouth, such as D-Planning (term planning), course elections, appropriate and inappropriate combinations of courses, the importance of sleep, study techniques, what grades mean, how to seek advice from faculty, how to use office hours, and more. Students also have ongoing access to a Canvas library of videos and documents after new-student orientation, to reinforce and supplement the firehose-like delivery of information during orientation.

Further, we have changed how the advising system interfaces with the House Communities. Starting in 2024-25, house faculty will engage in group advising sessions during orientation. Earlier, we changed the priorities in the student-adviser matching process to include preferences beyond intended major—encompassing factors such as athletic interests or region of origin—to test out different ways to match students with faculty. Also, starting this year, students will have access to test scores and other information sooner than previously to better support their decisions regarding course selection.

We have also been adding information each year to the advising materials provided to faculty about how to interpret information they glean from students. When we made standardized test results optional for admission during the pandemic, we started to provide other ways for faculty advisers to gather information about students' interests and backgrounds—most importantly by expanding (and moving entirely online) students' scores on our institutional placement exams. As a result, faculty now have better Dartmouth-specific data about students' skills and appropriate course placements. This resource will stay in place even though Undergraduate Admissions is in the process of again requiring standardized test results.

Additional enhancements in our premajor advising system are connected to a currently underway reorganization of Arts and Sciences. Part of the reorganization plan calls for professionalizing premajor liberal arts advising, using nontenured teaching faculty as trained advisers, integrating premajor advising

into the new Division of Undergraduate Education, instituting regular professional development for advisers, and expanding support for major advising so that students have a more uniform experience throughout their undergraduate careers.

Student Mental Health: Soon after the arrival of President Sian Beilock, our strategic plan for supporting student mental health and well-being was announced. Called [Commitment to Care](#), this plan sets forth five strategic goals that (1) center well-being in all we do, both inside and outside the classroom; (2) create an inclusive community to foster mental health and well-being for students with diverse lived experiences; (3) equip students with the resources and skills to navigate both success and failure with strength and confidence; (4) proactively work with those experiencing mental illness to aid students in reaching their goals; and (5) invest in innovative applications of evidence-based approaches to respond to changing environments and needs.

The plan includes [10 actions](#) for 2023-24, many of which have been achieved. A [Chief Health and Wellness Officer](#) has been hired and serves on the President's senior leadership team; in addition, a 0.50 FTE position dedicated to assessing student mental health outcomes has been budgeted and is in the process of being filled.

A major part of our mental health work was revising our policy concerning students who wish to take time away from their schooling. Dartmouth's quarter system, under which we are in session year-round and off-terms for students take place at uneven intervals rather than regularly during the summer, means that time away for mental health or other medical reasons can have a significant impact on student success. The policy and associated structures for such leaves have been revised to support students' ability to both take care of their medical needs and make academic progress. Among the structures underpinning the new policy was the creation of a new office whose director is a single point of contact for students before, during, and after taking time away.

Graduate Program Enhancements: Our Guarini School of Graduate and Advanced Studies, a relatively new (since 2016) organizational structure at Dartmouth, is developing a constellation of resources in support of our graduate student and postdoctoral community. Based on surveys conducted over the last four years, which showed general satisfaction among students but room for improvement, and considering that industry rather than academe is increasingly where master's and doctoral graduates find employment, the new GuariniGRAD program will focus on three key areas: (1) admissions, (2) the student and postdoc experience, and (3) career education, professional development, and transitions. Modeled after the highly successful UChicagoGRAD program, it will be a central hub of programs and services for Dartmouth's graduate students and postdoctoral scholars and will also act as a concierge service to guide students and postdocs to other campus resources, as appropriate.

Examples of offerings and programs that are part of this initiative include improved admissions and orientation processes (e.g., a robust newsletter for incoming students, a survey of incoming students' interests and needs, and an expansion of our first-year mentor program), first-year community-building programs, workshops to catalyze fellowships, a new career development tool for Guarini graduate students and postdocs, resources for students whose first language isn't English, a research advisory committee, public speaking resources and programs, short courses and microcredential offerings, an alumni mentor program, internships and externships, newsletters, assessments of engagement, and the establishment of success indicators.

Collectively, we expect these efforts to result in increased engagement, improved satisfaction, greater numbers of fellowship winners, improved mental health and wellness, increased satisfaction with placement outcomes, increased alumni participation in Guarini programs, increased enrollment of highly qualified students, and higher-quality postdoc placements.

Experiential Learning: Experiential learning became a high-priority initiative in 2015 upon the arrival of former President Phil Hanlon. He committed \$1M a year for five years to the initiative, and it has

continued beyond the now-expired five-year period. The program funded quite a lot of work both individually and institutionally, including curricular revisions in sociology and multiple areas of course support. The largest impact and longest-lasting program to come out of this initiative was a program known as [Learning Fellows](#); it trains undergraduates who join teaching teams that facilitate active-learning components in courses. Since 2016, 757 Learning Fellows have been involved with 273 course sections, impacting over 10,000 students. Currently, more than half of undergraduates take a Learning Fellows course each year. While the funded initiative has ended, the robust course support infrastructure remains—and we recently secured future funding for this program through a \$1.5M endowment, which will be supplemented by funding from the Provost’s Office.

The experiential learning program has also continued to grow, with new developments in three areas:

1. [Undergraduate Research Assistantships at Dartmouth](#) (URAD): This program launched in the summer of 2021, replacing the previous Sophomore and Junior Research Scholar programs. URAD expands students’ eligibility and flexibility to engage in faculty-mentored research. The previous Research Scholar program limited research experiences to students’ sophomore and junior years, and students could work with only one faculty mentor in each year. Under the new URAD program, students can participate from the spring of their first year through the spring of their senior year, with any faculty mentor, for a total of five funded terms.
2. [Stamps Scholars](#): This program transitioned to the Undergraduate Advising and Research (UGAR) division in 2019 and embraced an academic focus. Students apply as sophomores; the selection criteria include academic merit, strong leadership potential, and exceptional character. Students chosen as Stamps Scholars are those best prepared to fully engage in a series of active learning activities that contribute to and complement their coursework. Stamps Scholars work with a faculty mentor, and UGAR provides additional programming, cohort-building, and advising. This program has been highly successful, and a disproportionate number of national fellowship applicants, finalists, and winners are Stamps Scholars. The success of the Stamps Scholars program was a major factor in the development of two new scholars programs (see #3 below).
3. New and expanded scholars programs: Two new scholars programs ([Hanlon Scholars](#) and [Coulter Scholars](#)) were recently established, and the first cohorts begin in the fall of 2024. And an existing scholars program ([Gerstner Scholars](#)) is being expanded to offer more than just financial aid. All three programs will provide programming, cohort-building, faculty mentoring, and funding to enhance and enrich students’ academic journeys.

Finally, we began this section by highlighting Dartmouth’s continuing prioritization of in-person education. At the same time, we have increased our attention to and expanded our offerings in the distance education sphere. A full description of our distance education activities begins on page 44.

STANDARDS NARRATIVES

Standard 1: Mission and Purpose

There are several formal expressions of Dartmouth’s mission and purpose, as follows:

Mission Statement: Dartmouth’s [Mission Statement](#) is posted prominently on our website’s main “About” page. A testament to how well the statement resonates in the Dartmouth community is the fact that it was approved by the Board of Trustees on April 17, 2007, and has remained unchanged since then, though it has been revisited and reaffirmed multiple times. Most recently, President Sian Beilock reviewed it with

her senior leadership team after her arrival at Dartmouth in July 2023. Collectively, the team agreed that it is still valid and not in need of revision; further, they made a commitment to routinely including the statement in their meeting agendas. It reads as follows:

Dartmouth educates the most promising students and prepares them for a lifetime of learning and of responsible leadership through a faculty dedicated to teaching and the creation of knowledge.

Core Values: In addition, the senior leadership team reaffirmed our [Core Values](#), which are also posted prominently online (lower down on the “About” page), and committed to including these precepts as well in their meeting agendas. They are as follows:

- Dartmouth expects academic excellence and encourages independence of thought within a culture of collaboration.
- Dartmouth faculty are passionate about teaching our students and are at the forefront of their scholarly or creative work.
- Dartmouth embraces diversity with the knowledge that it significantly enhances the quality of a Dartmouth education.
- Dartmouth recruits and admits outstanding students from all backgrounds, regardless of their financial means.
- Dartmouth fosters lasting bonds among faculty, staff, and students, which encourage a culture of integrity, self-reliance, and collegiality and instill a sense of responsibility for each other and for the broader world.
- Dartmouth supports the vigorous and open debate of ideas within a community marked by mutual respect.

Standards of Conduct: Dartmouth’s [Standards of Conduct](#) govern the behavior and activities of students and student organizations on or off campus. They help create a safe, healthy, and thriving community where students can prepare for a lifetime of learning and responsible leadership.

The nine Standards of Conduct are listed and explained online (at the link above).

Five Areas of Focus: Under the leadership of President Beilock, Dartmouth has also more recently developed five areas of focus. Developed in partnership with the senior leadership team during the early weeks of her presidency in July 2023, and reflecting her highest priorities, these five areas encompass roughly 50 initiatives that not only have organized and strengthened strategic work already underway at Dartmouth, but that also push the university in exciting new directions. The five areas are as follows:

- Diverse lived experiences and free expression
- Environmental responsibility for our planet and campus
- Lifelong Dartmouth
- Innovation and global impact
- Health and well-being across the Dartmouth community

Echoes Campuswide: Evidence of the aptness of our Mission Statement lies in the fact that its sentiments are echoed in the mission statements of various offices, divisions, and schools campus-wide. The development of leadership is a theme that is emphasized repeatedly, along with the conduct of research and the creation of new knowledge.

For example, the Dean of the Faculty says this in her [welcome message](#) on that division’s website:

Believing strongly that in today’s world more than ever students must be prepared to evolve and change, our goal is to provide our graduates with the skills, flexibility, and hunger to live lives of constant inquiry. For this reason, we are committed to offering a liberal, interdisciplinary education, one that challenges students to engage in a range of disciplines. This diverse curriculum hones students’ ability to reason logically, critically, and quantitatively; to communicate persuasively and accurately; and act ethically. Our modern liberal education encourages exploration and intellectual risk taking, demanding action with reflection. A Dartmouth education aims to ignite an undying passion for learning. In this way it aspires to tackle not only the challenges of the present, but also those of the future.

The Undergraduate Admissions website prominently celebrates the [values](#) behind our mission. And Student Affairs’ description of [its mission](#) is strongly tied to the overall institutional mission.

Our Thayer School of Engineering states its mission this way: “Our purpose, cause, and passion is to make the world a better place by creating knowledge, fostering innovation, and preparing the most capable leaders.” Our Tuck School of Business puts theirs like this: “Tuck develops wise, decisive leaders who better the world through business.” Our Geisel School of Medicine’s [mission and vision](#) mention creating new knowledge and setting a standard globally. And the [mission](#) of our Guarini School of Graduate and Advanced Studies is to “foster postgraduate academic programs of the highest quality, catalyze intellectual discovery, and prepare a diverse community of scholars for global leadership.”

Furthermore, the specified outcome of our Mission Statement—a “lifetime of learning and responsible leadership”—is well supported by Dartmouth’s liberal arts orientation, a point that is discussed in more detail on pages 30–32.

Historic Commitment: We also want to note that an important element of Dartmouth’s 1769 [Charter](#) is a commitment to educating Native American students. According to the Charter, “there [will] be a college erected in our said province of New Hampshire by the name of Dartmouth College, for the education and instruction of Youth of the Indian Tribes in this Land in reading, writing, and all parts of learning which shall appear necessary and expedient for civilizing and christianizing children of pagans, as well as in all liberal arts and sciences, and also of English Youth and any others.”

That historic commitment has evolved (as has the language we use to discuss it, we hasten to note). Samson Occom, a member of the Mohegan tribe who is mentioned in the Charter, was instrumental in raising funds for the school that went on to become Dartmouth, but awareness of his role, and of the intention to educate Native American youth, faded over time. In 1970, Dartmouth’s then-President Kemeny resurrected and refocused the commitment, and Dartmouth now has a strong [Native American Program](#) and has graduated 995 Native students since 2000, when our most reliable data begin.

In 2022, in another reflection of the evolution in society’s approach to such matters, Samson Occom’s papers and materials were repatriated to the Mohegan Tribe in Connecticut.

Standard 2: Planning and Evaluation

The bedrock of planning at Dartmouth is the annual budget process, which provides a framework for an annual review of new initiatives, allowing the Provost, Executive Vice President, and, ultimately, the President to determine where to invest in new activities that will best enhance our mission, improve our compliance or efficiency, and maintain our facilities.

Planning: Dartmouth has strengthened its short- and long-term capital planning efforts by creating a rolling five-year capital plan to complement the Infrastructure Renewal Fund (IRF), which is detailed on page 6. We also have a five-year capital plan that aligns planning, coordination, and our financial resources to support the capital investments necessary to achieve Dartmouth’s institutional goals. These

two processes—the IRF and the five-year capital plan—feed into, and depend on, our long-range budget forecasting effort, which is constantly being updated, modified, and stress-tested under different economic scenarios. Additionally, in FY13 we created a revenue stabilization fund, which enables us to absorb unexpected swings in annual revenue—protecting Dartmouth’s finances in low-revenue years, while allowing us to put aside funds in high-revenue years.

While the above processes are sustained over time, the priorities they support evolve. President Sian Beilock, who arrived at Dartmouth in July 2023, established five areas of focus (listed on page 11) that provide a structure for planning and prioritizing new initiatives.

The capital planning efforts already in process mesh well with Dartmouth’s five areas of focus, which include notable capital investments in housing and energy, among other key initiatives. The FY25 budget process aligned resource allocation with work that has been done to date to operationalize activities within the President’s focus areas. For example, in 2022 Dartmouth created a three-year strategic plan to enhance diversity, equity, inclusion, and belonging. This plan, titled [Toward Equity](#), outlines 15 distinct actions to strengthen coordination, structure, accountability, and assessment to support an inclusive and equitable experience for students, staff, and faculty. We have also developed a comprehensive [strategic plan for student mental health and well-being](#), and in 2023-24 we began to implement the components of that plan. A key step was hiring a [Chief Health and Wellness Officer](#) in the winter of 2024; this new position reports to the President and oversees programs in support of wellness for all students and employees. Both of these plans include developing metrics to evaluate their effectiveness.

In addition, all schools, divisions, and units within Dartmouth regularly engage in strategic planning. Each unit may be at a different stage of the process at a given moment in time; the current status of the school-level strategic plans is as follows:

- The Geisel School of Medicine launched its [One Geisel, Leading Forward!](#) strategic plan in 2023, with goals focused on enhancing community; advancing diversity, equity, inclusion, and belonging; deepening integration with its partners; expanding its research and education programs; advancing health equity and wellness; and pursuing new facilities. This plan has a five- to 10-year achievement horizon and is managed by the Implementation Work Group (IWG), which consists of school leaders with expertise in each goal area, as well as leaders from the Dean’s Office. The IWG is charged with tracking progress, evaluating metrics (e.g., survey results and achievement of project plan milestones), and reviewing and approving new initiatives.
- The Thayer School of Engineering launched a [10-year strategic plan](#) in 2020, with three-year and 10-year targets. The plan focuses on faculty growth; undergraduate engineering education; graduate program growth; research expansion; entrepreneurship; and diversity, equity, and inclusion.
- The Tuck School of Business’s Strategy Committee, consisting of faculty and senior administrative leaders, discusses strategy, new initiatives, and “paths forward,” to ensure that adequate financial resources are available to fund the mission of the school. The work of the Strategy Committee led to the creation of a comprehensive Tuck business plan and a supporting 10-year financial model.
- The Guarini School of Graduate and Advanced Studies is in the process of developing a strategic plan built around three broad strategic goals: (1) recruiting and supporting the strongest graduate students and postdoctoral fellows; (2) catalyzing research and its impact by supporting areas of strength and establishing innovative new programs across Dartmouth; (3) ensuring the financial strength and sustainability of our programs. The overarching strategic goal of the Guarini School, its “North Star,” is to help Dartmouth improve its position as a preeminent research university.
- Our largest school, Arts and Sciences (A&S), is in the process of mapping out a new organizational structure. We envision a new School of A&S, responsible for pursuing Dartmouth’s historic core mission: the education of undergraduate students and the creation of new knowledge across the liberal arts. This new school, when approved, would encompass most of the units from the two

largest divisions that support that mission today: the Division of Student Affairs and the A&S Faculty. With a new leader and a new structure, and with budgetary autonomy and operational agency, we envision that A&S—and thus Dartmouth as a whole—will be more nimble; more able to innovate; and more ready to adapt to future changes in fields of study, in the interests of students, in the impact of technology on pedagogy and research, and in financial costs and opportunities, all while increasing the quality of the educational experience for students and the scholarly experience for faculty.

At a more granular level, these are among other strategic plans in process across the campus:

- The Division of Student Affairs (which is led by the Dean of the College and oversees undergraduate student affairs) developed a strategic vision in 2023 around three core themes—Belong, Learn, and Thrive—that is detailed on page 36.
- In 2022-23, our Hood Museum of Art unveiled a new [strategic plan](#) around their vision to “advance learning, care, and connections through the reach and relevance of visual art and material culture.”
- In 2023-24, these units took the following steps:
 - The Dartmouth Libraries completed a new strategic plan around this vision: “We aspire to be the intellectual home of open and collaborative enquiry, moving us towards a more just society.”
 - Our Dickey Center for International Understanding completed a new strategic plan around this vision: “All Dartmouth students can make a positive difference in the world and Dartmouth can be a catalyst for addressing great issues.”
 - Our Irving Institute for Energy and Society began refining its strategic vision, one that will leverage its new building, located between the schools of business and engineering, as well as its strong ties to the faculty at those schools and in A&S.
- Drilling still deeper, discrete offices are also engaged in planning-based activities so their operations evolve in response to institutional needs.
 - The Dartmouth Center for the Advancement of Learning is leading a five-year effort to bring all classrooms up to modern technology standards; guiding faculty through the pedagogical impact of, and potential opportunities for, generative AI; and developing infrastructure for and leading conversations about opportunities in online learning.
 - Our Hopkins Center for the Arts will complete a [massive renovation](#) in 2025, based on strategic thinking about its place in campus life and the regional arts community.
- Finally, as evidence that even ground-level decisions support the President’s five focus areas, we relocated our Office of Sustainability from the Provost’s division to the Campus Services division, to more tightly tie it to campus operations; better enable Dartmouth to decarbonize the campus; and leverage that process for student learning and faculty research.

Evaluation: The Standard 8 Narrative Essay (which starts on page 30) describes specific ways that Dartmouth uses evidence to assess educational effectiveness and student outcomes. In addition, in all key areas, we are guided by a twice-yearly set of strategic indicators that are reviewed by senior leadership and the Trustees as they monitor our progress. Its roughly 150 metrics include graduate and undergraduate admissions and financial aid, student completion rates, diversity and inclusion measures, health and wellness, career outcomes, social mobility, faculty and research-related measures, and financial measures. These metrics are drawn from all the major areas of our institutional operations and are mapped to Dartmouth’s five focus areas. The data are presented over a five- to 10-year period and, whenever possible, are compared to the results reported by peer institutions. In this way, we are able to make a

robust assessment of our standing on key measures of institutional health and of our progress in high-priority areas.

Standard 3: Organization and Governance

Although it has evolved over time, Dartmouth's system of governance has successfully supported the stability and efficacy of the institution and has facilitated the accomplishment of our mission ever since our founding in 1769. The authority and responsibilities of all decision-making roles are well delineated and documented.

Governing Board: Abundant information about the governance role of our Board of Trustees is available on the Board's public-facing website. The site includes the board's [governing documents and policies](#) and describes its [functions](#), which can be summarized as "the Board of Trustees has ultimate responsibility for the financial, administrative, and academic affairs of the College." Also included on the Trustees' website are the institution's [Charter](#), [Statement on Governance and Trustee Responsibilities](#), [Signature and Requisition Authority Policy](#), and [Statement on Investment and Social Responsibility Issues](#).

The Statement on Governance and Trustee Responsibilities specifies that the Board as a whole must have "the requisite skills and experience to steward the institution." Members of the Board are given a Trustee Handbook, which includes an organizational chart that offers a high-level overview of key institutional functions and addresses committee charters. The preamble to the institution's Bylaws explicitly states that "the Board of Trustees of Dartmouth College, being entrusted with the final responsibility for the conduct of the affairs of the College, and being vested with full authority to discharge that responsibility as the governing body of the College, hereby adopts the following Bylaws under which the business of the College shall be conducted." Article I specifies the general composition of the Board and delineates its responsibilities, including appointing and assessing the President, making appointments to the faculty, reviewing and approving recommendations for the establishment and termination of degree programs, approving institutional policies, approving the budget, and authorizing the construction or purchase of buildings or land. The Bylaws also address fiduciary duty, conflict of interest, board evaluation, and other topics relevant to effective and appropriate governance.

The Board's effectiveness is assessed through regular surveys of board members in which they rate their own performance as well as that of their fellow board members. First-year trustees are also asked to provide feedback on their experience as new board members, which serves to highlight the perspectives of those coming from outside the Dartmouth organization.

Internal Governance: Dartmouth has just completed the first year of a new presidency and the associated shifts in administration. Simultaneously, we have been finalizing a complex reorganization of our Arts and Sciences (A&S) division, so it operates under a budget model that parallels that of Dartmouth's other schools. While these changes are underway, existing structures and operating principles remain in place. In particular, the President convenes a senior leadership team weekly; it comprises the administrative staff most central to achieving Dartmouth's mission and strategic priorities, including the chief financial, academic, advancement, investment, strategy, admissions, diversity, wellness, and athletic officers, as well as the dean of each school. The current composition of the group is listed on the [leadership team](#)'s web page.

The [General Faculty of Dartmouth College](#) considers and makes recommendations on matters of concern to the multiple faculties of Dartmouth. The [Councils of the General Faculty](#) are advisory to the President, the Provost, and the Board of Trustees; report annually to the General Faculty; and provide a forum for deliberation on institutional policy matters, including institutional priorities, graduate studies, libraries, sponsored activities, benefits, and more. Correspondingly, there is a faculty for each school that takes up matters of concern within the respective school. All [faculty handbooks](#) are posted online.

The [governance structure for A&S](#), our largest faculty and student body, authorizes the A&S Faculty to formulate educational policies and programs, administer the curriculum, advise on the appointment and promotion of faculty, and exercise general supervision over student life—all of which is accomplished through [faculty committees](#). A&S encompasses four academic divisions, with an academic department structure within each division. The chief academic officer for A&S is the [Dean of the Faculty](#), who oversees the educational policies and programs of instruction and all matters relating to the effectiveness, development, and well-being of the faculty.

Members of the Thayer School of Engineering faculty may serve on General Faculty or A&S committees, as well as engineering-specific committees (such as the Cook Center Steering Committee, which coordinates industry-sponsored projects for the capstone engineering design sequence); committees responsible for specific degree programs; or Thayer’s Committee on Conduct, Standards, and Conflict of Interest. Descriptions of these bodies can be found in the [Thayer Faculty Handbook](#).

The Tuck School of Business has standing committees responsible for academic freedom, academic honor, academic performance, admissions, assessment of learning outcomes, curriculum, executive education, promotion and tenure, and strategy. There is also an executive committee of its faculty. Descriptions of these bodies can be found on pages 7–9 of the [Tuck Faculty Handbook](#).

The Geisel School of Medicine has an [Academic Deans Group](#) made up of all members of the Geisel faculty who have academic leadership titles; it discusses strategic plans and ensures continuity across the school’s educational programs and among its health system partners. In addition, Geisel has [committees](#) responsible for admissions; appointments and promotions; medical education; diversity, equity, inclusion, and belonging; and continuous quality improvement, plus a Faculty Council and Dean’s Academic Board.

The Guarini School of Graduate and Advanced Studies, which grants doctoral and master’s degrees, is overseen by the [Council on Graduate Studies](#) (scroll down at the link to this council), which sets the principles and policies governing all aspects of graduate education.

The Provost convenes a deans’ group biweekly and an [Academic Planning Council](#) (APC) once each term; the latter group reviews proposals for new degrees, new centers, and other similar matters before they are presented to the Trustees’ Academic Excellence Committee and ultimately the Board as a whole. The APC also establishes short-term [working groups](#) and longer-term advisory committees.

Pathways for proposing and approving all undergraduate curricular changes are presented graphically on the [Office of the Registrar](#)’s website; similar pathways exist for graduate courses and degree programs.

In addition, there is a Deans and Provost group that meets monthly with the President, and the Provost meets quarterly with administrative leaders to share activities within the Provost’s division. A Budget Committee meets regularly throughout the budget season, and an Executive Budget Committee meets annually. There are a number of other groups that facilitate good communication and strong decision-making, including the revolving slate of working groups mentioned above—which is how decision-making is often accomplished across an organizational structure built on school-based faculties.

Taken together, this network of committees and roles ensures both participation and accountability from our board, administrative, and faculty constituencies. Priorities such as teaching, service, and research are established at the institutional level and in all units’ strategic plans, as detailed on pages 13–14; are supported by administrative staff; and are executed by administrative staff and faculty. These multiple and overlapping roles constitute an effective system that supports both efficacy and accountability.

Standard 4: The Academic Program

At the undergraduate level, exposure to the liberal arts forms the core of a Dartmouth education. Dartmouth’s four-year AB degree is intentionally designed to provide students with the chance to deeply explore a major of their choice, while also ensuring that they gain broad exposure to a variety of

disciplines spanning the arts and humanities, the social sciences, the natural and applied sciences, and world cultures. At least one major is required; in addition, students can augment their degrees with minors and/or modify their major with one or more additional subjects.

Furthermore, whenever possible and appropriate, Dartmouth's liberal arts emphasis is integrated into our graduate and professional programs as well.

Assuring Academic Quality: As demonstrated by our E1A forms and our professional school accreditations—the latter detailed on page 32—our faculty have developed clear learning goals and objectives for each major and degree offered by Dartmouth. At the individual course level, Arts and Sciences (A&S) faculty who teach undergraduate courses are encouraged to include learning goals and objectives in their course syllabi and to explicitly align each syllabus with the major's stated learning objectives, in order to permit seamless measurement and assessment of success. Students take required courses in their major that emphasize both breadth and depth in the field. All majors also require a culminating project or experience composed of a series of capstone courses or, for many students, a senior thesis based on independent research.

The undergraduate engineering major is not overseen by Thayer but by A&S and is intentionally designed to cover the breadth of knowledge a student would need to proceed to deeper study of a specific discipline within engineering. The undergraduate major requires 16 courses, each of which is also required for Thayer's BE degree, and students who continue on to complete a BE are held responsible for an additional nine courses.

Academic majors, courses, and academic programs are overseen by various bodies, including the A&S Committee on Instruction (all undergraduate major requirements and courses), the Council on Graduate Studies (all of the Guarini School's doctoral and master's requirements and courses), Geisel education committees (the MD and MPH degrees), and the Tuck Curriculum Committee and Assurance of Learning Outcomes Committee (the MBA degree's curriculum and learning goals).

Significant changes to the A&S curriculum—including the formation (or dissolution) of departments, programs, and degrees—are reviewed by the bodies above and then by the appropriate A&S Divisional Council and the Committee of Chairs. Subsequently, major changes are reviewed and approved by the Provost's Academic Planning Council, the Board of Trustees' Academic Excellence Committee, and, ultimately, the full Board.

Dartmouth recently established the position of Vice Provost for Academic Affairs to offer support and guidance for new academic initiatives that cut across Dartmouth—e.g., revising the Academic Honor Principle; working with centers and institutes to facilitate and encourage cross-campus programming; strategically aligning Dartmouth's academic mission with new initiatives in learning (such as the Working Group on Generative AI and Pedagogy); and overseeing global initiatives, supporting international students and scholars, and developing strategies for international initiatives.

Department and program reviews take place on a regular schedule, with external reviews of A&S departments, majors, research, and teaching effectiveness conducted every seven to 10 years and of Guarini graduate programs every seven years. At Geisel, the MD and MPH programs conduct reviews at the course, phase (MD program only), and overall program levels using various data sources, including student outcomes and course feedback. At Tuck, "continuous improvement review" occurs every five years and involves external business school leaders reviewing programs.

Undergraduate Degree Programs and Majors and Graduate Degree Programs: Dartmouth views its degree programs as ever evolving; our governing bodies are responsible for eliminating or making significant changes in degrees and majors. For example, over the past five years, A&S has made programs in Environmental Studies and Jewish Studies into departments; established a new department in Asian Societies, Cultures, and Languages; and renamed the Russian Department as East European, Eurasian, and Russian Studies. The Guarini School eliminated its Program in Experimental and Molecular

Medicine, reallocating existing support to establish a new program in Integrative Neurosciences and a new Cancer Biology track under the Molecular and Cellular Biology umbrella program. And the Master of Science in Health Care Delivery Program was moved from being overseen by the Guarini School to being jointly administered by the business and medical schools and was renamed the Master of Health Care Delivery Science Program. All of these changes were achieved without disruption to the students already in the majors or degree programs.

At the undergraduate level, Dartmouth offers bachelor's degrees in more than 60 majors, which can be combined with a minor or otherwise augmented. At the graduate and professional school levels, Dartmouth offers 17 PhD programs and 12 master's degree programs at the Guarini School; a master's of engineering and a master's of engineering management at the Thayer School; an MBA at the Tuck School; MD and MPH degrees at the Geisel School; and two interdisciplinary degrees—a master's of health care delivery science and a master's of health administration.

The graduate and professional school programs are focused on discipline-relevant specializations, as described in the E1A forms for the Guarini School's MA, MS, and PhD programs. At the medical school, both the MD and the MPH programs have stated programmatic goals and learning objectives guided by their separate accreditation processes; the learning objectives and goals are outlined in course syllabi and the programmatic goals are outlined in student handbooks. At the business school, the MBA program has 10 curriculum objectives that reflect the school's strategy and market requirements for MBA graduates.

A recent development that was accelerated by the pandemic has been rapid growth in online credit and noncredit offerings at the graduate level—such as an entirely online master's of engineering degree, supported by a grant of about \$2M from Coursera.

General Education: In addition to completing a major, Dartmouth undergraduates are required to take distributive requirements across all areas of the curriculum, as well as to fulfill a world culture requirement; these requirements are reviewed periodically. The distributive requirements are detailed on page 30.

Transfer Credit: Dartmouth admits a very small number of undergraduate transfer students—an average of roughly 10 per year. The Office of the Registrar is therefore able to provide [credit evaluations](#) in a timely fashion, in accordance with [policies for students matriculating after the first year](#) and with deep attention to the syllabi provided by transfer students. Course equivalencies are determined by the Registrar or their designee. In the event of a question concerning the equivalency or appropriateness of a course, the department/program involved is consulted. Courses for major credit must be approved by the major department/program. Full detail of prematriculation credit policies is also available in the [Enrollment](#) tab on the undergraduate registrar's web site.

Dartmouth's Geisel School and Tuck School do not entertain transfer applications. Transfers applications to the Thayer School and the Guarini School are rare and are handled on a case-by-case basis.

Integrity in the Award of Academic Credit: Dartmouth's publicly available [online catalog](#) details the policies and practices applicable to all A&S students and instructional faculty regarding the awarding of academic credit. Undergraduate [majors](#) and [degree requirements](#) are addressed in detail, as are course loads, exam policies, and a [statement of credits](#). The [graduate study](#) section of the catalog details [additional policies](#) for graduate coursework at the Guarini School. The section on [instruction](#) details course [meeting time requirements](#) and the course [numbering system](#). The [regulations](#) section provides detailed information about undergraduate and graduate degree requirements, including [conditions for awarding credit](#).

The awarding of academic credit is handled with similar rigor at the [Geisel School](#), [Tuck School](#), and [Thayer School](#).

New Academic Initiatives: Dartmouth's response to the shutdown due to the pandemic led to a number of new initiatives. The rapid transition to remote teaching and learning was not simple for Dartmouth, which in 2020 had limited online infrastructure and experience. Nevertheless, the sudden need to support remote teaching led us to create cross-unit pedagogical and technical support teams for each department and program, and the lessons from that endeavor have been incorporated into our ongoing program support and development. For example, our classroom amenities were widely variable, particularly with respect to audiovisual equipment, which required many remote classes to be presented in the short term over ad hoc tech set-ups—but led to the launch of the [Classroom Rapid Refresh](#) initiative. Student experiences with remote teaching also resulted in heightened expectations for support and for availability of resources; this has led to more course flexibility and resource availability (e.g., hybrid modes, recorded lectures, better Canvas organization and resource location, etc.).

Dartmouth has also expanded its [Learning, Design, and Innovation](#) team to meet growing demand, adding about 10 new positions, and this year centralized the online learning team within the Provost's Office to increase its cross-campus effectiveness. The Provost's Office has also established an institutional policy for certificate programs, to provide institutional guidance on establishing, changing/maintaining, and discontinuing such programs.

Standard 5: Students

Admissions (Undergraduate): Dartmouth engages in rigorous face-to-face recruitment of prospective first-year students. Admissions officers travel throughout the U.S. as well as to many other countries, including in South America, Europe, the Middle East, sub-Saharan Africa, India, and other parts of Asia. We also host daily campus tours, overnight events, and other campus-based activities throughout the year. Such efforts help ensure that the pipeline of applicants is geographically diverse and represents a broad range of perspectives, life experiences, and socioeconomic backgrounds.

Through its many social media outlets, podcasts, and print materials, Dartmouth informs prospective candidates, their families, and high school counselors about what we seek and value in our applicants, the type of students who best fit into our rigorous and collaborative environment, and the qualities students need to have to be successful on campus and beyond. Although Dartmouth has experienced significant increases in our applicant pool over the past five years, our main admissions objective is less about numbers and more about creating a funnel of highly capable and viable candidates from which we can select the most promising students.

We consult regularly with legal counsel, senior leadership, and various campus partners to insure that the policies and practices of the Admissions and Financial Aid Offices are compliant with current law and meet the institution's standards and expectations in its pursuit of enrolling and retaining students. This work includes annual training and professional development opportunities for the Admissions and Financial Aid staff who are charged with communicating these policies and procedures, while also implementing decisions that reflect, and are consistent with, the stated goals and integrity of Dartmouth.

The Admissions Office's individualized, holistic selection framework and guidelines are intentionally reflective of Dartmouth's values. Each candidate's strengths are evaluated in such areas as academic achievement (as indicated by grades in a rigorous curriculum, class rank/standing, and/or standardized test results); classroom presence and impact; personal qualities; campus contributions and talents; potential for achievement; lived experiences; and, ultimately, academic and personal fit for Dartmouth itself. All elements are taken into consideration given the context from which the applicant comes, and we also consider our ability to effectively and proactively support students if they enroll. Although all admitted undergraduates are selected with the expectation that they will thrive in Dartmouth's fast-paced liberal arts curriculum, each fall the Admissions Office communicates to the Arts and Sciences (A&S)

Dean's Office and other campus officials details on the diverse backgrounds and resources reflected in the incoming class so those officials can effectively support all students.

Dartmouth carefully monitors the composition of the undergraduate student body, with an eye to understanding who enrolls and to tracking students' success over time as they progress toward graduation. Although we recognize that race/ethnicity categories are a blunt instrument for assessing diversity, we are confident that our student population is on a steady path toward greater diversity.

Although Dartmouth has one of the highest retention and graduation rates in the country, with well over 90% of undergraduates persisting through graduation, it is imperative that there exist a strong communications loop between Student Affairs and Admissions so the institution can continue to recruit, select, and admit the most appropriate students for our campus. The Standard 8 Narrative Essay (which starts on page 30) provides further information on the relationship between student characteristics and outcomes.

Admissions (Graduate): The Admissions committees for the programs overseen by the Guarini School of Graduate and Advanced Studies and the Admissions Offices for Dartmouth's three professional schools—Geisel (medicine), Tuck (business), and Thayer (engineering)—all manage their admissions processes according to a similar overarching philosophy and with similar attention to choosing students who represent a broad range of perspectives, life experiences, and socioeconomic backgrounds and who will thrive in these programs' rigorous settings.

See the table on the next page for trends over the previous five years in the student populations of all our undergraduate and graduate programs.

Fall Enrollment by School

School	Characteristic 1	Year				
		2019	2020	2021	2022	2023
Undergraduate Arts & Sciences	Minority	38%	39%	37%	37%	37%
	International	10%	11%	12%	14%	14%
	White	50%	49%	50%	47%	46%
	Not Specified	2%	2%	2%	2%	2%
	School Subtotal	100%	100%	100%	100%	100%
Guarini School of Graduate and Advanced Studies	Minority	17%	17%	18%	18%	18%
	International	33%	33%	35%	39%	41%
	White	48%	48%	45%	41%	39%
	Not Specified	3%	2%	1%	2%	2%
	School Subtotal	100%	100%	100%	100%	100%
Geisel School of Medicine	Minority	39%	38%	37%	38%	39%
	International	7%	7%	8%	8%	8%
	White	47%	47%	48%	49%	49%
	Not Specified	7%	8%	7%	4%	4%
	School Subtotal	100%	100%	100%	100%	100%
Thayer School of Engineering	Minority	14%	19%	20%	19%	18%
	International	49%	40%	40%	47%	50%
	White	33%	33%	38%	33%	31%
	Not Specified	5%	8%	1%	1%	1%
	School Subtotal	100%	100%	100%	100%	100%
Tuck School of Business	Minority	19%	23%	20%	20%	21%
	International	29%	25%	29%	33%	34%
	White	45%	49%	49%	45%	43%
	Not Specified	7%	3%	2%	2%	2%
	School Subtotal	100%	100%	100%	100%	100%
Grand Total		100%	100%	100%	100%	100%

Student Services and Co-Curricular Experiences (Undergraduate): Undergraduates begin receiving information about [Student Support Services](#) shortly after committing to Dartmouth. They continue to receive information during New Student Orientation (NSO), and periodically throughout each term, from other [Student Affairs](#) offices. NSO 2023, for the Class of 2027, included sessions on group advising, getting started in the sciences, meeting the language requirement, and prehealth and off-campus programs, plus a tour of the library. Each undergraduate is assigned an Undergraduate Dean who serves not only as their academic adviser, but also as a guide to navigating the D-Plan and accessing available resources, accommodation processes, and other programs.

Student Affairs' services are guided by the Belong, Learn, Thrive priorities detailed on page 36, with the expectation that programming and extracurricular experiences are curated to meet one or more of these priorities. Student Affairs departments regularly host events, such as study breaks and wellness opportunities; gather feedback from students as to the enjoyability and efficacy of the programs; and

adjust them accordingly. For example, we are in the process of developing a strategic plan for the Center for Professional Development (a “Career Design Center”) that will offer a more robust, centralized resource for students seeking career guidance and internship opportunities.

As Dartmouth becomes more diverse on the basis of race/ethnicity—as well as income, first-generation status, country of origin, and other characteristics—we are examining our programs and outcomes to ensure equity across all of our student populations. In addition to the [Toward Equity](#) strategic plan (which is also mentioned on pages 13 and 46), we have, over the last five years, enhanced our [academic support services](#) and expanded our support for first-generation students by broadening the reach of our [First-Year Summer Enrichment Program](#) and our [First-Generation Office](#).

All Dartmouth undergraduates are assigned to one of six House Communities, each co-led by a live-in Residential Education staff member and a House Professor who lives nearby. In addition, each House Community leadership team consists of four Resident Fellows and a team of Undergraduate Advisors. A program coordinator is also a part of each House team, and student leadership opportunities exist through the House Executive Council. House Professors curate events for their House Community members. These events range from off-campus outings to dinner with visiting professors and create opportunities for students to develop connections with one another, learn more about topics of interest, and gain exposure to new ideas. Dartmouth is developing a master plan for the House System that will create more consistency across houses and will consider students’ current and future needs.

Undergraduate organizations at Dartmouth are managed by students, for students, with at least one staff person assigned to each student group as a guide. They offer abundant leadership and leadership development opportunities for students. The Office of Student Involvement oversees undergraduate student groups and conducts student leadership training. We are finalizing policies for organizational recognition, member removal, and event access to afford students fair processes and equal access.

The Dartmouth [Student Handbook](#) is available online; it includes our Academic Honor Principle, Community Standards of Conduct, and Freedom of Expression policies. All policies are maintained on our [Policy Portal](#), which is overseen by the Provost’s Office. Dartmouth recently revised its Honor Code and its policies and procedures related to academic conduct.

The [Office of Community Standards and Accountability](#) conducts administrative-level hearings and administers the Committee on Standards, which is the hearing and adjudication body for alleged violations of the Standards of Conduct, as well as the Organizational Adjudication Committee, which is the hearing and adjudication body for organizational behavior violations.

Student Services and Co-Curricular Experiences (Graduate): The Guarini School of Graduate and Advanced Studies supports about 1,100 PhD and master’s students, plus about 230 postdoctoral scholars across Dartmouth, including in the Society of Fellows and the Provost’s Fellowship Program. Guarini’s PhD programs are exclusively in the sciences and are overseen by faculty from A&S, Thayer, and Geisel. Guarini does not make faculty appointments, so it works closely with faculty from across Dartmouth’s other school and departments, who act as the teachers, mentors, and research supervisors for Guarini graduate students. All of Guarini’s PhD-granting programs also offer MS degrees, although not all accept MS students directly (i.e., for many programs, an MS is granted only if a student leaves the PhD program after having made adequate progress). Guarini also supports a small number of MA students in Digital Musics (this degree was recently reclassified as an MFA in Sonic Practice) and in Comparative Literature, plus a larger number in a Master of Arts in Liberal Studies (MALS) Program; many MALS students are also Dartmouth employees.

The central Guarini office oversees most functions that support Dartmouth’s graduate programs, including the registrar, admissions, recruiting, diversity, student support (Title IX, disability, accommodations, Veterans Affairs), student affairs (the Graduate Student Council, clubs, etc.), writing support, professional development, advising, honor code violations, communications, outreach, and alumni affairs.

Additionally, faculty program directors and committees provide local oversight and support of their respective graduate programs.

Dartmouth's three professional schools—Geisel (medicine), Tuck (business), and Thayer (engineering)—all manage this same suite of functions for the students in their programs, as well as in discipline-relevant areas (such as residency advising for medical students).

Student Health: The Dartmouth [Health Service](#) provides robust primary care, psychiatric medication management, counseling, inpatient nursing, and pharmacy services. Examples of recent enhancements to the clinical offerings for students include a 2020 contract between our Geisel School of Medicine and a local medical practice tailored to medical students' needs; an updated practice in 2022 of delivering semitailored resource letters to incoming students whose matriculation documents indicate histories of select health conditions; the 2022 addition of a nutritionist with expertise in sports medicine and eating disorders; and the 2023 addition of an extra layer of suicide-risk screening (the Columbia Suicide Risk Assessment).

Dartmouth's [Student Wellness Center](#) collaborates with partners across Dartmouth to support students. New efforts include a collaboration with the German Studies Department, which developed an initiative called FLOW (Foreign Language Offering Well-being) to integrate mindfulness and other such practices into foreign language study. In addition, a position for a Harm Reduction and Prevention Coordinator, to address high-risk drinking and sexual violence, has been created and is being filled.

Dartmouth is also committed to strengthening faculty and staff training pertaining to mental health and well-being. From August 2022 through July 2023, Dartmouth delivered mental health training to 441 faculty and staff, varying in intensity from 1.5 hours (Dartmouth Creating a Culture of Care) to 8.0 hours (Adult Mental Health First Aid).

In a major development related to student well-being, Dartmouth enrolled in the Jed Foundation's four-year [JED Campus](#) program in the summer of 2021, to better understand the mental health landscape at Dartmouth and to expand our use of best practices. In the fall of 2021, Dartmouth invited all students to participate in the Healthy Minds Study (HMS) student survey, to set a baseline for our Jed Foundation engagement. With a strong 34% response rate, Dartmouth students reported moderate to severe depression (33%), anxiety (27%), eating disorders (12%), and suicidal ideation (11%)—levels similar to those in the national HMS sample. Our reported prevalence of high-risk alcohol consumption was higher (at about 50%) than the national rate (30%). On a more positive note, high percentages of students reported that Dartmouth is a place where people look out for one another (81%) and students work to promote mental health (89%). The survey will be repeated this fall and the comparative results used as evidence of any changes resulting from the JED Campus work in the intervening three years.

Ongoing resources include [Uwill](#) teletherapy, available to all students (in the undergraduate, graduate, and professional schools alike). This service expands students' choice of counselors, addresses the needs of students not on campus, expands service hours, and provides a no-cost option for students who are taking time away from Dartmouth.

Recently, in October 2023, Dartmouth released a strategic plan for student mental health and well-being, [Commitment to Care](#), which includes 73 action items, including a revised [Time Away for Medical Reasons Policy](#), which expands support and resources and provides guidelines for equitable and consistent administration of the policy. It also addresses the delivery of mental health and well-being training to hundreds of faculty and staff each year; continual monitoring of the diversity of the lived experience and expertise among counseling center staff, including exploring ways to provide students with additional therapist options; mental health support [resources from therapists of color](#); and the development of a centralized mental health and well-being website, with information for all schools within the institution.

There are also many examples of students developing peer supports and showing leadership related to health and well-being, including the [Mental Student Health Union](#), an undergraduate [Sexual Violence](#)

[Prevention Project](#), the Tuck Mental Health Initiative, and the Geisel Well-Being Representatives. Ensuring that students in all our graduate and professional schools have similar access to peer support is a growth area, as is ensuring more consistent training for peer leaders in such roles across the schools.

Finally, in March 2024 Dartmouth hired an inaugural [Chief Health and Wellness Officer](#), who will oversee all of these centralized services.

Over the last five years, Dartmouth has amplified its efforts to support students from all backgrounds. The [Office of Institutional Diversity and Equity](#) was created in 2021 to support this thrust. The [Dartmouth Center for the Advancement of Learning](#) has expanded its Universal Design in Learning programming, to help faculty implement best practices in inclusive pedagogy into their syllabi and teaching. Even so, we are continuing to study our existing support systems, especially for underrepresented minority and international students. With these priorities and others in mind, individual offices within Student Affairs conduct regular assessments via surveys and student attendance at events and programs. The division has formed an Assessment Workgroup that is developing standards for reporting on usage, demographics, efficacy, and outcomes, to better ensure that we can continue to meet students' needs as they evolve. For example, every year we conduct a survey of first-year students in late October, with questions exploring the orientation programs, what students found useful, and what changes they would like to see for future students. These results are shared with the offices contributing to orientation and are used for planning the next year's orientation.

Standard 6: Teaching, Learning, and Scholarship

Dartmouth prides itself on recruiting a committed faculty of scholars who love to teach and on encouraging and supporting its faculty to excel at both research and teaching.

Faculty and Academic Staff: Evaluation of faculty members' effectiveness at teaching and scholarship is an ongoing activity, punctuated with especially deep review during the tenure and promotion processes. In the Arts and Sciences (A&S) division, all tenure-track and non-tenure-track faculty are reviewed annually via [Faculty Record Supplement](#) (FRS) forms. The FRS form includes opportunities for each faculty member to describe their activities related to scholarship, teaching, and service, broadly defined. The completed forms are read and evaluated by the divisional Associate Deans and the Dean of the Faculty, and they play a key role in setting annual compensation increases. Additionally, all pretenure A&S faculty meet with their Department Chair and Associate Dean annually to review their progress in scholarship, teaching, and service. A&S has recently considered ways to increase mentoring for posttenure associate professors and has instituted regular meetings of the Associate Deans with associate professors to discuss their progress toward applying for full professor status.

Recognizing that time is the most precious resource a faculty member has, the A&S Dean of the Faculty monitors faculty service loads annually to ensure that faculty are not overburdened with administrative responsibilities and that if faculty are asked to contribute additional and/or extraordinary service, they are granted appropriate reductions in their course loads. The Committee on Organization and Policy, which annually assigns faculty members to A&S faculty committees, also takes into consideration other service obligations and workloads before making these assignments.

The overall composition of Dartmouth's faculty is reviewed annually by the Provost and managed by the Deans of the schools. Dartmouth standardized faculty search practices across all its schools in 2018, and search committee members, department chairs, and deans are provided with benchmark data on the composition of potential applicant pools from the National Science Foundation's Survey of Earned Doctorates, on the composition of peer departments from the Association of American Universities, and on historical searches at Dartmouth. As an example of our faculty search processes, within A&S, requests for searches must include a justification for the position, potential resources needed for the hire, a draft

position description, and the composition of the search committee. All faculty search committees must include faculty members.

The Dean of the Faculty regularly reviews data on course enrollments, majors, and minors to stay abreast of trends in student interests and to make informed decisions about requests for additional faculty. All search requests are reviewed by the Dean of the Faculty and the Office of Institutional Diversity and Equity before they are approved. Once a search is approved, the short list of candidates granted interviews, as well as the final offer, must obtain appropriate approvals, including from the Office of Institutional Diversity and Equity.

To help educate search committee members, the Office of Institutional Diversity and Equity and the Provost's Office conduct annual workshops for department chairs, search committee chairs (for whom attendance at a workshop is required), and other faculty members who participate in a search process. A new online search tool, launched in 2023, is used to track searches, from long lists of candidates to consider for interviews and short lists of candidates granted interviews to proposed offers. The search tool provides search committee chairs, department chairs, deans, and the Office of Institutional Diversity and Equity with secure access to search instructions and records.

Research and Scholarship: For all faculty, both in A&S and at the professional schools, research/scholarship endeavors are supported by the [Office of the Vice Provost for Research](#), which oversees all policies and procedures related to research. Support for scholarly and creative activities may be provided by the individual schools (such as laboratory space or individualized equipment) as well as by the institution in the aggregate (such as libraries or shared instrumentation facilities). New faculty receive competitive start-up packages to launch their work at Dartmouth, and support to obtain additional external funding is provided by the [Office of Sponsored Projects](#), [GrantGPS](#) in the Provost's Office, and, in some cases, through [Corporate and Foundation Relations](#). Internal funding opportunities are also available through our centers and institutes.

To highlight an example of institution-wide support, GrantGPS, a relatively new initiative, is run through the Office of the Vice Provost for Research. It helps faculty (especially junior faculty) identify internal and external funding opportunities, learn to write competitive proposals, obtain external reviews and edits of proposal drafts, navigate the complex landscape of research support, connect potential collaborators on campus, and map their research and career trajectories.

The growth in institutional support for research at Dartmouth resulted in a net increase in externally sponsored research of \$32M between FY13 and FY22 (adjusted for changes in our faculty numbers, largely due to the 2016 separation of Dartmouth-Hitchcock Medical Center from Dartmouth College). Per-capita research expenditures for faculty increased across Dartmouth during that period—25% at Geisel, 26% at Thayer, 39% in A&S STEM departments, and 41% in A&S non-STEM departments.

As a top-tier, R1 research university, Dartmouth maintains outstanding facilities and shared resources for researchers. In the most recent Carnegie classification, Dartmouth ranked 15th in the nation on the basis of per-capita research expenditures. The institution's research funding supports not only individual research projects, but also investments in communal infrastructure and equipment. Over the past several years, Dartmouth has used federal grant funding to obtain state-of-the-art light and electron microscopes, mass spectrometers, and a rock magnetometer, to name just a few examples. In addition, our large programmatic grants—including funding for multiple Centers of Biomedical Research Excellence, our National Cancer Institute-designated Comprehensive Cancer Center, and our Synergy Clinical and Translational Science Institute—support shared, core research facilities that benefit the education and training of students as well as postdoctoral fellows.

Teaching and Learning: With respect to teaching, Dartmouth believes strongly that in today's world, more than ever before, students must be prepared to evolve and change, and our goal is to provide our graduates with the skills, flexibility, and passion for lives of constant inquiry. A&S is committed to

offering a liberal, interdisciplinary undergraduate education that challenges students to engage in a range of disciplines. The diverse A&S curriculum hones students' ability to reason logically, critically, and quantitatively; to communicate persuasively and accurately; and to act ethically. Dartmouth's modern liberal education encourages exploration and intellectual risk-taking, emphasizing action in combination with reflection. A Dartmouth education ignites an undying passion for curiosity and learning, ensuring that our graduates are empowered to tackle not only the challenges of the present but also those of the future.

Teaching at the institutional level is primarily coordinated through the [Dartmouth Center for the Advancement of Learning](#) (DCAL, pronounced "decal") and the Office of the Provost's [Learning Design and Innovation](#) (LDI) group.

DCAL's mission is to improve teaching and learning by providing resources, removing barriers, promoting evidence-based practices, and building partnerships to cultivate a culture that values and rewards teaching for all members of Dartmouth's educator-scholar community. A specific and important goal of DCAL is to shift Dartmouth's culture of teaching and learning from one that regards its mission as delivering knowledge to one that sees its goal as facilitating learning—recognizing that knowledge cannot be delivered but must be constructed anew by each learner. Examples of recent DCAL projects include the [Accessible Dartmouth Initiative](#), which supports course and curricular (re)design to remove barriers for neurodiverse learners; the [Design Initiative at Dartmouth](#), which helps incorporate design thinking methodologies and projects into courses; and the [Learning Fellows Program](#), which supports the incorporation of undergraduate fellows into teaching teams to facilitate active learning.

LDI's mission complements that of DCAL, as it seeks to enhance Dartmouth's exceptional teaching and learning by providing faculty with pedagogical and technological expertise and services, from ideas through implementation. LDI focuses on four areas of support: (1) course design: working closely with faculty, staff, and students across Dartmouth to design programs, courses, assignments, and everything in between; (2) technology: managing Dartmouth's suite of educational technologies, such as Canvas, and providing support and training for the faculty and staff who use them; (3) media: working with individual faculty, departments, and programs to create educational media for online programs, residential courses, and more; and (4) innovation: collaborating and making connections across campus and beyond to empower exceptional, innovative teaching and learning at Dartmouth.

Standard 7: Institutional Resources

With a sizable endowment and an undergraduate admission rate under 6%, Dartmouth is not experiencing enrollment pressure and continues to benefit from resources sufficient to support effective execution of its mission. The offices dedicated to risk management and internal controls ensure that Dartmouth continues to administer its resources effectively and with integrity.

Human Resources: Human Resources oversees the processes by which the qualifications of Dartmouth personnel are critically reviewed when they are hired and annually thereafter through regular performance feedback. Dartmouth compiles FTE metrics quarterly in its effort to understand the sufficiency of its workforce, looking at percentage changes across time in our overall FTE count. Dartmouth's manager training curriculum ([DartSmart](#)) provides managers with an understanding of what "right looks like" relative to critical employment policies, as well as how to interpret, apply, and comply with state and federal laws. Over 400 employees have completed this training since its inception in 2017.

Employees receive notification of their pay and terms of employment at the time of their hire and upon any change in their compensation. Approximately 7,500 employment notifications have been sent since December 2022. Dartmouth sets hiring ranges based on job responsibilities, internal equity, and market data for each job. Compensation adequacy is reviewed annually as part of Dartmouth's [Affirmative Action Plan](#), as well as our annual merit program. Additionally, total compensation statements are

provided to employees at the beginning of each calendar year. Dartmouth offers a comprehensive [Employee Educational Assistance](#) plan that includes access to courses in Dartmouth's undergraduate and graduate programs, as well as reimbursement for courses at other accredited colleges or universities, for vocational or training programs, and for high school equivalency prep courses and exam fees.

Financial Resources: Dartmouth is financially stable. It has a robust financial operation and is not reliant on any one revenue source. Tuition (net of scholarships) generally accounts for 20%–25% of our revenues, with endowment distribution accounting for 25%–35%, sponsored research for 15%–17%, current-use giving for 9%–12%, and auxiliaries and other income making up the rest of the revenue mix. As of June 30, 2023, our balance sheet showed \$11.7B in assets and \$1.7B in liabilities, leaving net assets of \$10.0B. Our long-range planning includes conservative but appropriate multiyear assumptions for all revenue and expense categories. Prepared in accordance with U.S. Generally Accepted Accounting Principles and audited by PricewaterhouseCoopers, our current and historical [financial statements](#) are posted online. Program Service expenses as reported on Dartmouth's Form 990 consistently represent 85% to 88% of our total expenses.

The market value of Dartmouth's endowment as of June 30, 2023, was \$7.9B. Dartmouth's endowment has generated double-digit annualized returns over the past three, five, and 10 years of 13.0%, 10.8%, and 10.7%, respectively. These results place Dartmouth in the top decile or better among our peers.

To promote internal financial operating stability, a revenue stabilization reserve was established in 2014, to protect our operating revenue from downturns in investment markets or declines in gift revenue.

Dartmouth has \$1.0B of debt outstanding as of June 30, 2023, and maintains Aa1/AAA long-term credit ratings with Moody's Investors Service and Standard & Poor's Ratings Services. Our [endowment reports](#) are also posted online (scroll down at the link to see these).

Periodic assessment of the effectiveness of our planning, resource allocation, and institutional renewal processes is quite comprehensive. There are multiple planning processes (e.g., institution-wide, college-level, and administrative-unit-level), and we set both capital and operating budgets. The planning process is regular (e.g., we have annual operating and capital budgets, a five-year capital plan, and regular major fund-raising campaigns) and, as necessary, ad hoc. Allocation of resources for institutional renewal is done through ongoing planning. A good example of this is the way decisions are made about planned-maintenance funding. The Campus Services division identifies deficiencies and potential corrective measures through discussions with users and facilities staff members at the unit level, annual audits, corrective maintenance data, life-safety system inspections, and unit-driven planning efforts. Campus Services then assesses their stewardship against national averages and peer groups and assigns priority for funding based on a set of explicit criteria. The outcomes of this process are included in the capital planning and funding processes.

The Board of Trustees has the ultimate responsibility for the financial affairs of the institution and votes to approve both our operating and our capital budgets each year. The Resources Committee, a standing committee of the Board, is responsible for making recommendations to the Board regarding the financial affairs of the institution. The [Resources Committee, Audit/Oversight Committee](#), and full Board review the quarterly operating projections. The institution's new [Integrity and Compliance Office](#), together with [Internal Controls Services](#) (often called Internal Audit), assesses our financial controls and reviews and resolves any allegations related to financial impropriety. Further, Dartmouth has a [Code of Ethical Conduct](#) by which all employees must abide.

Information, Physical, and Technological Resources: Our [Information, Technology, and Consulting](#) (ITC) Office is dedicated to servicing teaching, scholarship, and research at Dartmouth and prioritizes engagement with students. ITC recently completed campus-wide upgrades to both our wired and wireless networks and, to bolster Dartmouth's research capabilities, upgraded the hardware on the primary and secondary on-campus research data storage solution. ITC assists researchers in various other ways as

well, including grant-writing, prototyping, and accessing specialized software. ITC also ensures the protection of Dartmouth's digital assets and is managing a [Data Governance](#) program. ITC's performance is measured by clients' perception of the unit's technology, services, and consulting. In addition, the growth of online and hybrid degree-program offerings—from two before the pandemic to seven more now in development—is testimony to the strength of ITC's digital infrastructure, as well as its instructional design support, which, until April of 2024, came out of ITC.

In April 2023, the Office of the Provost began implementing a [Classroom Rapid Refresh](#) program, establishing an eight-year cycle to refresh and update all A&S undergraduate and graduate classrooms campus-wide. The plan targets roughly five classrooms a term for a refresh, on a rolling basis. ITC has also invested heavily in GenAI support by acquiring two graphics processing clusters and expanding the capacity of our [Discovery](#) infrastructure to enhance our research, educational, and operational processes. ITC has hired new staff and repositioned existing staff to better provide training and technology support to faculty, students, and staff. Finally, ITC added two staff to support information security. Expanded training and communication will be a focus over the next few years, and we are ramping up our risk-assessment efforts to make sure that Dartmouth students, faculty, and staff data and access are secure.

The [Dartmouth Libraries](#)' rich collections comprise 3.8M titles (physical and digital). Furthermore, through the Ivy Plus Libraries partnership, the Dartmouth community has access to an additional 90M or more physical items. As Dartmouth is an institution with liberal arts at its core, the Libraries' physical collections will continue to grow to support our diverse disciplines and research and teaching priorities. Dartmouth has invested in a new Library Collections and Services Facility close to campus to ensure that our physical collections can be housed and preserved in industry-standard archival conditions for the benefit of current and future scholars.

And our attention to physical documents is matched by our support for digital resources. Reflecting the evolving research and teaching needs of the academic community, as well as the rise and interest in GenAI, the Dartmouth Libraries expanded and developed its [Research Data Services](#) team to offer support to faculty, researchers, and students. We anticipate that this sector will grow significantly over the coming years. Due to changing funder mandates and the growth in open scholarship, the Libraries will also dedicate substantial resources in the future to support new modes of publication, copyright and licensing, open repositories infrastructure, and specialist expertise.

Standard 9: Integrity, Transparency, and Public Disclosure

Integrity: Dartmouth's [Code of Ethical Conduct](#) states that “it is the goal of Dartmouth College to adhere to the highest ethical standards in all that it does. Dartmouth College expects that those who are part of the Dartmouth community, including Trustees, faculty, staff, and student employees (‘Dartmouth Personnel’) will adhere to such standards in their dealings with each other and with those beyond the Dartmouth community.” The policy states that Dartmouth personnel are expected to assume personal responsibility and accountability for understanding relevant laws and regulations, as well as for conduct demonstrating standards of fairness, honesty, and respect for the rights of others.

The Code of Ethical Business Conduct noted above is posted on Dartmouth's public-facing [Policy Portal](#), which is designed to make all institutional policies readily available and searchable. The Provost's Office is responsible for consistent review of policies in the portal; revision dates and the office that bears primary responsibility for each policy are indicated on all policies. In 2023, Dartmouth hired an inaugural Chief Compliance Officer and established the [Office of Integrity and Compliance](#) to ensure that all members of the Dartmouth community have the resources and guidance needed to uphold the highest standards of integrity. To ensure the independence of the function, the Chief Compliance Officer maintains a dotted reporting line to the Chair of the Trustees' Audit/Oversight Committee and meets privately with the committee each quarter.

The General Faculty, which includes faculty from all Dartmouth schools, voted in the fall of 2023 to approve an overarching Academic Honor Principle that applies to all faculty, students, and staff. It reads:

Academic integrity is foundational to a Dartmouth education. All members of the Dartmouth community—faculty, staff, and students—are responsible for maintaining a culture of integrity, honesty, and respect in teaching, learning, scholarship, and creative work.

By upholding this principle, we foster an atmosphere of intellectual growth and personal development both within and beyond Dartmouth.

Developed and voted on by all school-based faculty in 2023, this principle went into effect on July 1, 2024.

Additional policies ensuring integrity include a [Nondiscrimination and Anti-Harassment Policy](#) and a [Policy on Sexual and Gender-Based Misconduct](#). These and other related policies are also posted on Dartmouth’s public-facing website.

In 1971, the Trustees and Faculty of Dartmouth College forged an agreement affirming the basic principle of academic freedom as fundamental to the life and work of the institution and detailing what that means in practical terms (see pages 10–18 in [this document](#) or Dartmouth’s Agreement Concerning Academic Freedom).

The [Dartmouth Integrity Helpline](#) allows for anonymous reporting of concerns on integrity-related matters. Other mechanisms ensuring that our practices reflect our policies include a grievance process within Arts & Sciences to field complaints that a Dartmouth faculty member has violated one or more of the principles regarding faculty conduct—for example, by taking advantage of their power, supervision, or authority over someone else (with the exception of complaints of sexual- or gender-based misconduct or research misconduct, which are covered by our Policy on Sexual and Gender-Based Misconduct or our Research Misconduct Policy and Procedures, respectively)—as well as the [Council on Student Organizations](#)’ procedures for holding such organizations accountable to the policies and responsibilities in the Student Handbook. Comparable procedures relevant to the graduate programs and professional schools have been adopted by the Guarini, Geisel, Tuck, and Thayer Schools.

Transparency: Dartmouth does not maintain a separate website for internal use, which means our transparency is supported by the fact that a large proportion of the information available to faculty, staff, and students is also available to the general public. The [About](#) link on our home page makes clear our Mission, Core Values, and features of our identity. The [Undergraduate Admissions](#) website explains the admissions procedures and requirements and offers advice to prospective applicants, along with tools to help them [estimate the cost](#) of a Dartmouth education. Enrolled students can easily find information about [courses and degree requirements](#), [grading](#), and [disciplinary procedures](#). A wealth of information is available for employees on the [Human Resources](#) website. The [Office of Communications](#) oversees, edits, refines, and promotes Dartmouth’s main communications channels—including newsletters, websites, social media platforms, email communications, and print materials.

Public Disclosure: Dartmouth publicly discloses on its website all data referenced in the [Higher Education Opportunity Act](#), as well as information about the institution’s [accreditation status](#) and [501\(c\)\(3\) status](#). An interactive [Fact Book](#) containing enrollment, retention, and graduation data; faculty demographics; and student outcomes data is also publicly posted. And other tabs on the [Office of Institutional Research](#) website include extensive survey data and other comparative statistics.

NARRATIVE ESSAY

STANDARD 8: EDUCATIONAL EFFECTIVENESS

Overview

According to our Mission Statement, “Dartmouth educates the most promising students and prepares them for a lifetime of learning and of responsible leadership through a faculty dedicated to teaching and the creation of knowledge.” This mission is deeply embedded in the fabric of the university and as a result remains unchanged despite periodic review.

The Core Values that undergird this mission support our commitment to student learning and address the context in which this learning takes place, as follows:

- Dartmouth expects academic excellence and encourages independence of thought within a culture of collaboration.
- Dartmouth faculty are passionate about teaching our students and are at the forefront of their scholarly or creative work.
- Dartmouth embraces diversity with the knowledge that it significantly enhances the quality of a Dartmouth education.
- Dartmouth recruits and admits outstanding students from all backgrounds, regardless of their financial means.
- Dartmouth fosters lasting bonds among faculty, staff, and students, which encourage a culture of integrity, self-reliance, and collegiality and instill a sense of responsibility for each other and for the broader world.
- Dartmouth supports the vigorous and open debate of ideas within a community marked by mutual respect.

This reflective essay describes the educational effectiveness work that Dartmouth is currently doing and the context in which that work takes place. Dartmouth is deeply committed to teaching and learning, at the highest standards of quality. There is a great deal of good work emerging from this commitment at the level of individual faculty members. This activity, largely driven from the grass roots, is a greater determinant of Dartmouth’s success than any administrative mandate. Our educational effectiveness efforts, then, can be summarized as efforts to add institution-level structure and support to the good work already being done by the members of our faculty, without undermining it by imposing activities that feel to them like a distraction. We aim to enhance faculty work but avoid replacing their interests with administrative interests.

The pages that follow will first describe the organizing principles of our academic and cocurricular programs. We will then describe our more formal educational effectiveness process, as well as the less formalized processes at work supporting student learning. Next, we will describe outcomes data and how we are using them, and finally we will place all of that information in the context of where we have been in our educational effectiveness work and where we plan to go from here.

Principles of a Dartmouth Education

At its core, Dartmouth is a liberal arts institution. While we have offered graduate and professional programs since just a few decades after our founding 255 years ago, those programs—as well as undergraduate majors that do not clearly fall under the umbrella of the liberal arts—have expanded and

been more fully embraced in recent years. Nevertheless, the strength of our liberal arts roots means there is an enduring commitment—at all levels and in our organizational structure—to general or core skills and to high quality. This fundamental orientation defines our approach to what and how students, undergraduate and graduate alike, are expected to learn.

The Dartmouth faculty has long had a culture of caring for student learning by thinking carefully, regularly, and systematically about curriculum. When asked to describe recent changes to academic programs, most departments' first response is related to curriculum—to new courses, changes within required courses, or changes in program requirements. When describing the reasons behind those decisions, they may not speak first about evidence of student achievement of learning outcomes, but they always describe these decisions in terms of what students need. As an example, at the most recent Academic Planning Council meeting, the medical school proposed a new MD-MS dual degree by pitching the fact that students' depth of learning would be enhanced if they worked on both degrees concurrently. The value of this change was made evident by observing what and how students were now learning while earning the degrees sequentially.

A review of the EIA forms for our Arts and Sciences (A&S) graduate programs (see, for example, the [MSc in Earth Sciences](#), [PhD in Cognitive Neuroscience](#), or [PhD in Mathematics](#), reveals a focus on the core skills encompassed within the research process, as made evident in master's theses or doctoral dissertations. The words describing the core skills of each field, and which parts of the research process are emphasized, vary across disciplines, but the focus on core skills is consistently present. Guided to a significant extent by the requirements of specialized accreditation, the professional programs' learning outcomes, such as those in business and medicine, tend to express a more finely specified set of interests. But considering them collectively makes it evident that they, too, reflect a core set of skills in addition to content-specific knowledge.

Dartmouth's undergraduate general education requirements are articulated in terms of a menu of courses representing eight discrete areas of knowledge or skill. For these "[distributives](#)," each student must take one or more courses in each of the areas listed below in order to graduate. At least one of the courses in categories 7 or 8 must have a laboratory, experimental, or field component.

1. Art: creation, performance, history or criticism;
2. Literature: the history, criticism, or theory of texts;
3. Systems and Traditions of Thought, Meaning, and Value;
4. International or Comparative Study;
5. Social Analysis (two courses);
6. Quantitative or Deductive Science;
7. Natural and Physical Science (two courses), without/with lab;
8. Technology or Applied Science, without/with lab.

There is also a world culture requirement, to ensure that students have some experience in multiple cultural areas: Western Cultures, Non-Western Cultures, and Culture and Identity. In addition to the distributive and world culture requirements, Dartmouth has a [first-year writing requirement](#) comprising one of three course options, followed by a first-year seminar structured around intensive writing.

The composition of these requirements underscores our commitment to the core competencies fundamental to a liberal arts education. At this stage of our educational effectiveness development, most assessment of knowledge and skills in the distributives is happening in the context of the major. See, for example, the learning outcomes for [Economics](#), [Engineering](#), [History](#), [Philosophy](#), [Psychology](#), or [Russian Area Studies](#). As discussed later in this essay, we anticipate that assessments across majors will become

meaningful when major-level assessment is more deeply embedded in routine faculty and department operations.

As a matter of policy, students are informed of program-level learning outcomes on department websites. Examples can be found in [Chemistry](#), [Classical Studies](#), [Earth Sciences](#), and [Cognitive Science](#), or on any departmental or program website. In addition, many course-level learning outcomes are presented on syllabi, and assignment-level expectations are communicated where rubrics are in place.

Under the leadership of the Dean of the College, the Division of Student Affairs has, in recent years, been iteratively building a vision and goals framework that brings together high-level, conceptual descriptors of the student experience with a strategic planning-like framework. Department-level details operationalize how Student Affairs supports the development of these outcomes and examines evidence of their achievement. Defined more precisely within the division and discussed later in this reflective essay, the outcomes for students are to (1) Belong (form meaningful relationships and build a sense of community), (2) Learn (develop in and out of the classroom), and (3) Thrive (have the knowledge, skills, and resources to navigate life with strength, confidence, courage, and resilience). The process of articulating, operationalizing, and measuring these outcomes is dynamic, as the Dean works to respond to student needs and administrative priorities, putting all of that input together with frequent infusions of new data.

Current Assessment Processes and Activities

As a baseline, it is important to acknowledge that our specialized accreditors—the Association to Advance Collegiate Schools of Business, the Accreditation Board for Engineering and Technology, the Liaison Committee on Medical Education, and the Council on Education for Public Health—are a defining factor for our professional schools in terms of both what outcomes are assessed and how those assessments are designed. In general, the outcomes are detailed and extensive. Documentation gathered by the professional schools reveals a commitment over time to these processes, deep integration of assessment protocols into the schools’ standard operating procedures, and continuing success in their own accreditation review cycles.

Among the resources that are central to the strength of all our schools’ learning outcomes assessment processes is the [Dartmouth Center for the Advancement of Learning](#) (DCAL). As shown in the adjacent graphic, some version of DCAL has been in place since 1991, with every new iteration building on the successes of the past; currently, it falls under the Provost’s Office. Use of this resource is ingrained in our faculty culture. The [Learning Outcomes](#) page of the DCAL website, for example, explains how to write learning outcomes in accessible language and how to establish the importance of outcomes in the course-design and -preparation stages. The [Evaluating Student Learning](#) page contains a number of resources useful to faculty when designing assessments. And more impressive than the fact that these resources appear on a website is the extent to which faculty are fluent in these concepts and routinely leverage them in course planning and assessment.

Often working in partnership with DCAL personnel are the members of Dartmouth’s [Learning Design and Innovation](#) (LDI) team, a newer but experienced and growing group of instructional designers and academic technology consultants within the



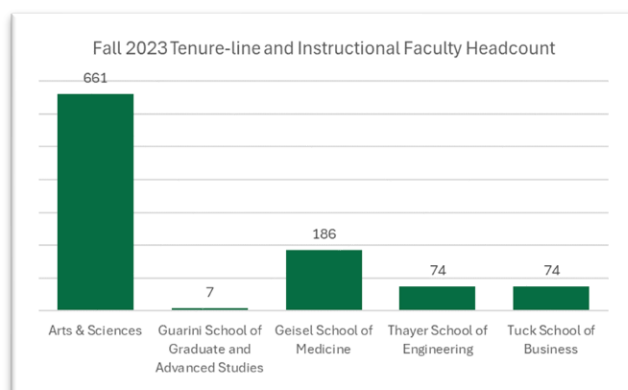
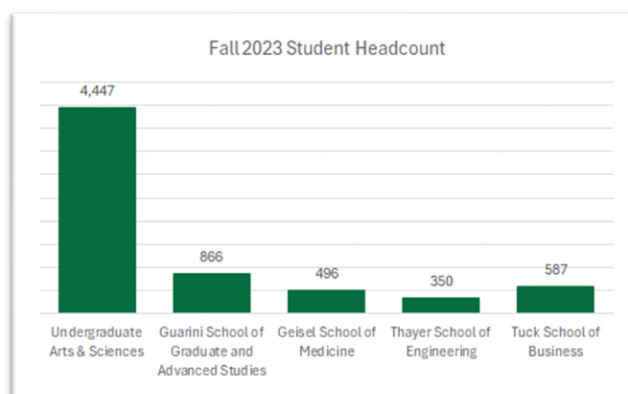
Provost's Office. LDI experts work with faculty on educational technology, course design, and solutions to teaching challenges. They also provide expertise to faculty in optimizing our learning management system (Canvas) to support teaching and learning; in developing large-scale learning initiatives such as online courses; in redesigning large “gateway” courses to increase student engagement; and in collaborating on projects with colleagues in the Dartmouth Libraries, DCAL, and the professional schools.

As we reported in 2019, similar curriculum or course-designer positions are found in the medical and business schools. Laboratory technicians and/or research coordinators set up and conduct a variety of laboratory and field tests and experiments by applying established methods, procedures, and techniques in support of research studies. Other technical support staff assist in the [Dartmouth Applied Learning and Innovation](#) lab, where students design and build mobile applications, websites, virtual and augmented reality projects, digital installations, and more.

These academic staff total more than 100 people across the institution. The current number and continued growth of this cohort is indicative of how deeply embedded these processes are in our faculty culture, especially in the work of individual faculty in their classrooms.

Dartmouth has engaged in learning outcomes assessment for some time, and programs have completed the E1A forms. But although there had long been a great deal of assessment activity, in response to Dartmouth's 2019 self-study describing our assessment processes, the evaluation team rightly pointed out that the work was fragmented; they suggested we form a central committee to facilitate a more systematic approach. As we set out to put this suggestion into action, we found that success was stalled by impending organizational changes within A&S—our largest academic division and therefore the place where meaningful traction on learning outcomes assessment must be based. With the Thayer (engineering) program as an important partner, administration of the undergraduate program is effectively contained within A&S. Furthermore, apart from the Tuck (business) and Geisel (medical) faculties, most graduate faculty and program leaders are also part of A&S. This makes A&S pivotal to any centralized or effective structures supporting educational effectiveness.

The organizational changes are intended to establish A&S as a school with the same financial structure and organizational features as the other schools, which makes this shift a substantial reimagining of budget and administration across the institution. The process, which has taken up a good bit of institutional bandwidth for two years, has not yet concluded, which means the configuration of governance and other committees within A&S has not been settled and thus the best location for centralized educational effectiveness responsibility is not yet clear. Since we have had a central assessment committee in the past that did not gain traction, we want to avoid another false start and hope instead to amend the charge of an existing committee.



Consideration of the above challenge caused us to step back and recognize that there is a great deal that happens at Dartmouth outside of standing administrative or committee structures. Much of Dartmouth's best work is accomplished in a grass roots fashion, with participation by individual faculty and a general sense of buy-in by all, facilitated through a shared set of values. In the case of educational effectiveness, where faculty are pressed to maintain an outcomes-focused lens on how they teach, success is dependent on everyone involved having a substantive understanding of what needs to be accomplished and why. This realization launched a restart of the educational effectiveness process focused on forging such understanding. Our operating principles are to build appreciation among faculty for the goals of educational effectiveness and to break the process down into manageable parts. Our pace may be slower than is ideal, but the progress we have made to date, and expect to make in the future, is substantive.

Two-Pronged Approach: We have taken a two-pronged approach to building an understanding of educational effectiveness. The primary prong has involved the E1A forms. In the past, we left departments to complete these forms as they saw fit, which led to uneven results. Instead, we now focus on getting learning outcomes stated correctly and consistently across all programs, based on the theory that if the outcomes are right, then measuring the outcomes and finding meaning in the resulting data will be easier to achieve. Put another way, each part of the process is easier and more relevant if the previous part has been done correctly, and the process as a whole is easier and more likely to gain traction if it's done correctly all the way through.

Further, we reasoned that focusing all faculty on the same stage of the process at the same time would improve the shared understanding of the nature and value of educational effectiveness work. Incomplete understanding and fragmented achievement of the feedback loop raises the likelihood of faculty members finding the effort expended disproportionate to the benefits achieved, which is the timeless battle of building a culture of assessment among faculty.

Finally, if we focus faculty on the same stage of the process at the same time, then we are better able to provide them with appropriate resources. If faculty across the institution are focused on different stages of the process, then we need to be ready at all times to support whatever stage any given faculty member is in. But if there is a collective focus on one part of the process each academic year, we are better able to provide targeted and substantial support, and faculty are well positioned to discuss the process among themselves.

In order to establish a solid foundation and shared understanding, we were very specific about how the form was to be completed, with a primary focus on the student learning outcomes in Column 1. While the form invites respondents to use Column 1 to provide a link to where the outcomes are posted, we asked respondents to list the outcomes on the form in order to emphasize the importance of the outcomes and provide us with an opportunity to request revisions if the outcomes did not meet the desired format. Specifically, we asked that the outcomes statements be written with students as the subject of each statement; contain an action verb; and include a description in measurable terms of what students should know and be able to do as a result of their education in the program. While many programs already had outcomes meeting these criteria, this was a change for enough programs that accomplishing this one foundational activity rendered all other parts of the form of secondary interest. Nevertheless, most programs attended carefully to the other sections as well.

Many departments and programs have a focus on curriculum already deeply embedded in their standard operating procedures, to good effect. But in order to achieve the desired understanding of what it looks like to focus on evidence of student learning, department chairs and program heads completing the E1A forms are discouraged from including curricular *inputs* as evidence of learning *outcomes*. Similarly, they are discouraged from listing grades in particular courses as evidence of achievement of outcomes, unless they are willing to provide documentation that the grades assigned directly reflect an outcome as defined by program faculty and articulated on a rubric. Rubrics exist in many cases, but where they do not, our current focus on rubric development is designed to help close this gap.

As a result of the effort to steer faculty away from a focus on curriculum and grades, Column 2 of the E1A form will, in many cases, list a small number of artifacts of student work to provide evidence of students' achievement of outcomes. In order to keep the process both manageable and effective, faculty have been encouraged to list as few artifacts as possible. For example, all undergraduate majors at Dartmouth require completion of a culminating project or experience, so undergraduate faculty are encouraged to look at final projects in capstone courses as one-stop shops if they provide evidence of all outcomes. At the graduate level, theses and dissertations serve the same function.

Our medical, business, and engineering schools have good processes in place in response to their specialized accreditors' support for developing and measuring learning outcomes and then responding to the results of the measurements. Within A&S, divisional deans are being charged with reviewing E1A forms to ensure that the process is happening as it should and to identify any patterns in the results that may need to be considered by a department or a divisional council. When we have a centralized assessment committee in sustained operation, this group will be charged with reviewing learning outcomes data across the institution; identifying where support may be needed to ensure that the process is happening effectively; and identifying patterns in the resulting data that may need to be considered and addressed at the institutional level. A similar group is currently forming in the graduate school.

The second prong of our approach has been holding a series of meetings designed to build understanding of outcomes assessment. While Dartmouth is much larger than it once was, it still operates like a small college, so much is accomplished via interpersonal interactions. We launched a series of meetings to build understanding among key constituents about the goals of educational effectiveness work. With the objective of cultivating a shared understanding of the work that needs to be done and a collective vision for how it will be done, we started with the Provost and Dean of the Faculty, whose chief academic officer roles together cover all schools and students across the institution. We also met with the Council of Graduate Studies and the A&S divisional deans (for the Arts and Humanities, Sciences, and Social Sciences). Finally, we met with each department chair individually to describe the process of filling out the E1A forms, to address questions and concerns, and to establish the availability of administrative support and feedback as they completed the forms according to our specifications.

We are fortunate at Dartmouth to be small enough that we can leverage interpersonal relationships to build assessment momentum. Each department has a unique faculty culture, leading each one to respond in different ways to the requirements of learning outcomes assessment. Our ability to have innumerable discussions linking up what needs to be accomplished with the tools and sentiments at work in each department dramatically increases our likelihood of long-term success. Yet this is a labor-intensive approach. As a rule, our philosophy is that this is a faculty-led process, and offices such as Institutional Research provide guidance and logistical resources in support of faculty work. Currently, the Associate Provost for Institutional Research and the Dean of the Guarini School of Graduate and Advanced Studies are having these conversations with faculty and are organizing the support materials; in the FY25 budget, additional resources have been allocated that will be devoted in part to the more time-consuming administrative parts of this ongoing work.

Coinciding with our imposition on the assessment process of better administrative organization, there continue to be faculty-led efforts underway. As an example, over the past five years, a group of interested faculty has developed and built an ePortfolio platform for students, allowing them to collect, keep, and reflect on their work over time. Extensive research about the digital portfolio in recent decades demonstrates that it is a high-impact practice in concrete, specific ways (see, for example, [AAC&U research](#) and [AAEEBL work](#)). What has proven attractive to Dartmouth faculty is that the curation and presentation process facilitates student ownership of learning and fosters the development of learner identities via integrative learning. Portfolios foster students' meta-analysis capabilities in the form of recognition, narration, and presentation of their learning, often called "constructive reflection," "reflection-in-action," or "folio thinking": all well-established as ways to ensure strong learning. Further,

access to portfolio content by faculty facilitates evidence-based research of student achievement of learning outcomes.

Some excellent research has been conducted by Dartmouth faculty to date as part of this portfolio project, such as a longitudinal examination of whether STEM students write differently than non-STEM students and a study of the degree to which students “transfer” writing abilities across contexts during their first year. A cohort of students is currently being followed from first year to graduation to see whether or how their writing changes over time, with preliminary findings suggesting that seniors use more diverse writing strategies than students earlier in their college careers. The ePortfolio project is gaining traction among students, and faculty who work with it find it meaningful. Our current plan is thus to communicate the structure and benefits of this project more widely among A&S faculty so it will be seen as one of many valuable approaches to assessing student learning.

In Student Affairs, the assessment process unfolds in three ways. While constantly evolving, the framework presented in the graphic below is a defining feature. The summary concepts guiding the Student Affairs work are Belong, Learn, and Thrive. This framing organizes the work of the division from



the highest conceptual levels to the daily implementation of details by lower-level department staff. With every iteration of this framework, the focal point is what students should be gaining from their Dartmouth experiences. The key concepts at the top are defined in terms of what the division does, but below this banner level, the summary concepts are reframed as outcomes. Within the division, there is continuous mapping of the work of individual units to these outcomes.

Informing achievement of the outcomes is longitudinal survey data (detailed below), which gives insight into student experiences and allows us to break out the results by population as well as to benchmark them against other institutions. In addition to the longitudinal survey data, Student Affairs programs frequently engage in event-level assessments, so that offices sponsoring programs and interventions get quick and early feedback from students who participate in their programs. Although there are many examples of more granular assessments, one example of a slightly aggregated process is the first-year transitions survey, which is administered to new students after orientation to find out what was helpful and to inform programming for the following year.

Evidence of Student Learning

Outside of achievement within the academic programs, Dartmouth routinely considers student outcomes in several additional ways. Our online [Fact Book](#) makes statistics like those in the chart below and in the undergraduate [retention and graduation rate trendlines](#) on the next page widely available:

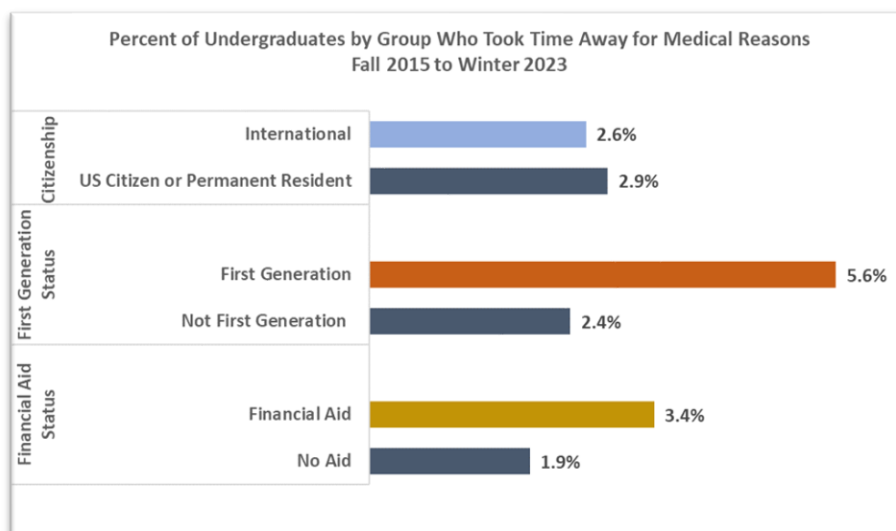
Measure	Incoming Class Year / Graduating Class Year										
	2012 2016	2013 2017	2014 2018	2015 2019	2016 2020	2017 2021	2018 2022	2019 2023	2020 2024	2021 2025	2022 2026
Entering Class Size	1,095	1,112	1,152	1,112	1,116	1,215	1,167	1,190	1,057	1,221	1,124
Graduation Rate 4 - Year	86%	87%	87%	86%	84%	84%	75%	79%			
Graduation Rate 6 - Year	95%	95%	95%	94%	95%	96%					
Fall-to-Fall Retention Rate	97%	98%	96%	96%	96%	97%	98%	96%	98%	98%	98%

Graduation Rates: Our six-year graduation rate, which hovers around 95%, is high on the scale of national averages and shows little variance from year to year. Each graduating class is about 1,100 students in size, so the 50 or so students who do not graduate on time are personally known by assistant deans as a class progresses to graduation. In this way, our knowledge of the driving forces in each student's case is intimate, and our ability to intervene as appropriate is strong. For most students who delay graduation, the reason is most often tied to mental health concerns. Like many institutions, Dartmouth has experienced student suicides. Accordingly, there is ongoing concern among students, faculty, and staff about student mental health, such that our approach is to support students' desire to step away from their schooling to take care of mental health needs, even if doing so delays their graduation.

Relative consistency from year to year means we can detect change fairly easily. A dramatic example of this is the cohort that first enrolled in 2018. Whereas the four-year graduation rate of the previous two cohorts had been 84%, the four-year graduation rate for the 2018 cohort was 75%, which triggered a student-by-student review. The progress of this cohort was significantly disrupted by the pandemic, but we nevertheless reviewed the situation of each student to be sure we understood any patterns behind the delays and what could be done to help these students get back on track to complete their degrees. This activity led to the

creation of a group to examine time away for medical reasons (TAMR). This group probed quantitative data comparing eight years of information about students who did and did not take medical leaves to understand population differences and other potentially related factors such as class year, participation in the Greek system, or

athlete status (see selected results above). Out of this work came a recommendation to create an academic coach position dedicated to working with students who take leaves. This position has been funded and filled, [an office has been created, and associated policies have been amended.](#)



Because of small numbers, we do not display breakouts of retention and graduation rates publicly, but we do track retention and graduation of breakout populations on internal dashboards. As shown below, the retention and graduation rates of all populations are high, but the rates among Pell Grant recipients and underrepresented minority populations are not as high as our overall rates. Similarly, the rates among first-generation students are not as high as those of non-first-generation students, and there are gender differences within all the population breakouts—often but not always with males graduating at slightly lower rates than females.

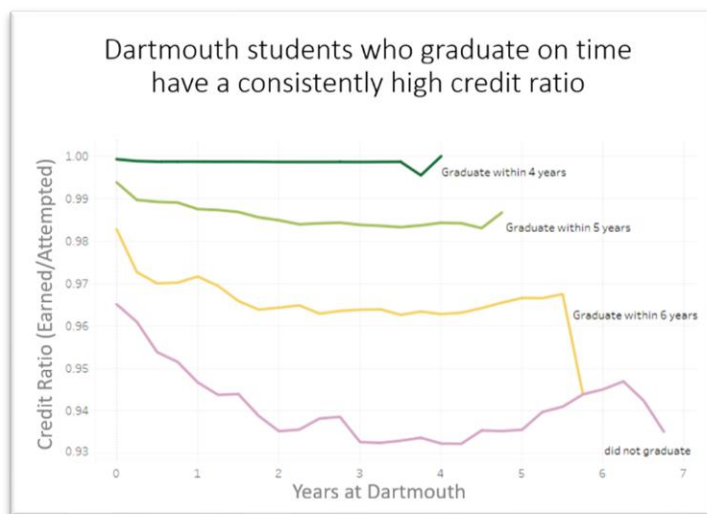


Notes: (1) The size of each circle represents the proportion of that cohort relative to the entire undergraduate class. (2) The color of each circle is an indicator of the change from the previous year. Green indicates an increase (improvement), and red indicates a drop (decline); the deeper the green, the greater the improvement, and the deeper the red, the greater the decline.

While Dartmouth is committed to supporting undergraduates on a personal basis and is willing to dedicate resources to ensure effective execution of that commitment, population differences and other considerations make it clear that it would be helpful to be able to identify patterns and solutions more systematically. Yet the small numbers of students who do not graduate on time make systematic analysis challenging, so we collected multiple cohort-years of data to ensure we had subgroups large enough to permit meaningful statistical analysis. The pandemic disruption, which has affected each cohort in different ways, confounds the data, so we used a simple conceptual framework for the analyses and had modest expectations for what we might learn.

The results surprised us. Based on the work relating to TAMR, we included medical and other types of leave as a central component of our models. We also included academic or behavioral “events,” such as suspension or probation, along with participation in a first-year transition program, GPA, academic discipline, and demographic variables reflecting population differences evident in the retention and graduation dashboards. We also included data from the National Student Loan Clearinghouse identifying where, if anywhere, students enrolled after leaving Dartmouth. Finally, following a study done by Cliff Adelman at the U.S. Department of Education¹, we examined the ratio of the credits students earn to those they attempt. In essence, the national study showed that students who withdraw from, fail, or earn a D in a certain proportion of their classes are less likely to graduate.

Putting all of this information together in a model showed us that, despite our modest expectations, these factors, when viewed together, explain over 70% of the variance in graduation from Dartmouth and are therefore highly predictive of six-year graduation rates. Further, the credit ratio and students’ participation in the first-year transition program in particular are worth paying special attention to, as they have a strong role in a student’s odds of graduating on time.



Results from this study do two things for Dartmouth. First, as noted above, stepping away from individual students and taking a systematic look at graduation patterns revealed factors in the student experience that play a role in student success but that had not previously been identified. To put this information into action, we created a dashboard applying the statistical model to current students to identify those who might be at risk, flagging them for follow-up with deans and advisers. Many at-risk students may already have been known, but the dashboard is designed to raise awareness about previously unidentified at-risk students before it is too late to help them. Over time, we expect to cultivate a shared understanding of the programmatic work that needs to be done and a collective vision for how it will be done, and identify forms of intervention that may be preventative. The dashboard was completed in January 2024, so future graduation rates will tell us whether this effort has been successful.

Postgraduation Measures: Undergraduate graduation rates provide our most proximal view of student outcomes. In addition, we look at postgraduation outcomes in a variety of ways. For undergraduates, we conduct a first-destination survey, asking students to tell us about their future plans as they graduate. Data for graduates are also harvested from external databases and web scraping. Summarized results are

¹ Adelman, C. “The Toolbox Revisited: Paths to Degree Completion From High School Through College.” Washington, D.C.: U.S. Department of Education, 2006.

available on our [Center for Professional Development](#) website, and more complete results on our [Institutional Research](#) website. Dashboards that share graduate as well as undergraduate outcomes are available elsewhere on the [Dartmouth website](#); they include a range of measures, including time to degree, further education, employers, industry, salaries, geographic region, satisfaction, and other similar data. Combined with an every-other-year survey of graduate alumni/ae, these data collections have proven especially useful as the Guarini School of Graduate and Advanced Studies reviews the efficacy of their programs and considers what changes they might consider collectively in support of further improving student outcomes.

In addition to directly measuring learning outcomes and success, we also look at indirect measures of the student experience. For many years, Dartmouth has been a member of the Consortium on Financing Higher Education (COFHE), under which there is an active survey research function providing longitudinal data on Dartmouth student experiences, as well as comparative data from peer institutions. We participate in COFHE's Survey of New Students, which asks about students' high school experiences and expectations for college; its Enrolled Student Survey, which asks about all undergraduates' academic and nonacademic experiences; its Senior Survey, which asks graduating seniors to reflect on their college experiences using questions tied to the New Student and Enrolled Student surveys; and an alumni survey, which asks graduates about their current experiences and how they view their undergraduate education later on. Dartmouth makes the results of these [surveys publicly available on our website](#) and shares them internally in executive summaries and focused reports.

A few facts about COFHE's Senior Survey illustrate how such results are shared and used at Dartmouth. COFHE institutions are obligated to administer the survey to graduating seniors every four years, but Dartmouth chooses to administer it every two years in order to maintain a more current view. We configure the results in a Tableau Public dashboard that provides a [longitudinal view](#), as well as in a separate dashboard that provides [peer comparisons](#).

Following the most recent administration of the Senior Survey (2022, at the time of this writing), the Dean of the College updated the items he was tracking from the Senior Survey in connection with

Students Affairs' Belong, Learn, and Thrive goals and presented it at the spring 2023 meeting of the Board of Trustees' Committee on Student Experience. As indicated in the graphic on page 35, Belonging (which is defined as "form[ing] meaningful relationships and build[ing] a sense of community for all") is a key priority for Student Affairs. One way the outcomes for this priority are assessed is with items from COFHE surveys

reflecting community participation, as shown in the excerpt above. These and other survey elements measure many aspects of the student experience and provide perspective that is both longitudinal, with data extending back 10 years or more, and comparative, with data from peer institutions.

Indeed, of enduring interest over time is how Dartmouth seniors assess their experiences compared to how students at other institutions do so, as illustrated in the chart on the next page. These and other items in our full dashboard tell us that Dartmouth students are generally quite positive about their college experiences, especially when compared to how students from other institutions assess their experiences. Further, these data tell us that Dartmouth students value key elements of a liberal arts education and are satisfied with what Dartmouth has contributed to their academic and personal development.

Students constructively participate in communities they are a part of

	Dartmouth	Dartmouth	Ivy
	Overall	URM	Peers
Sense of community on campus ¹	85%	85%	77%
Sense of community where you live ¹	73%	73%	78%
I feel like part of the community ²	79%	69%	71%
Sense of community on campus ³	81%	75%	69%
Sense of community where you live ³	79%	71%	76%

¹2023 Enrolled Student Survey, % who answered "Very Satisfied" or "Generally Satisfied"

²2023 Enrolled Student Survey, % who "Agree Strongly" or "Agree"

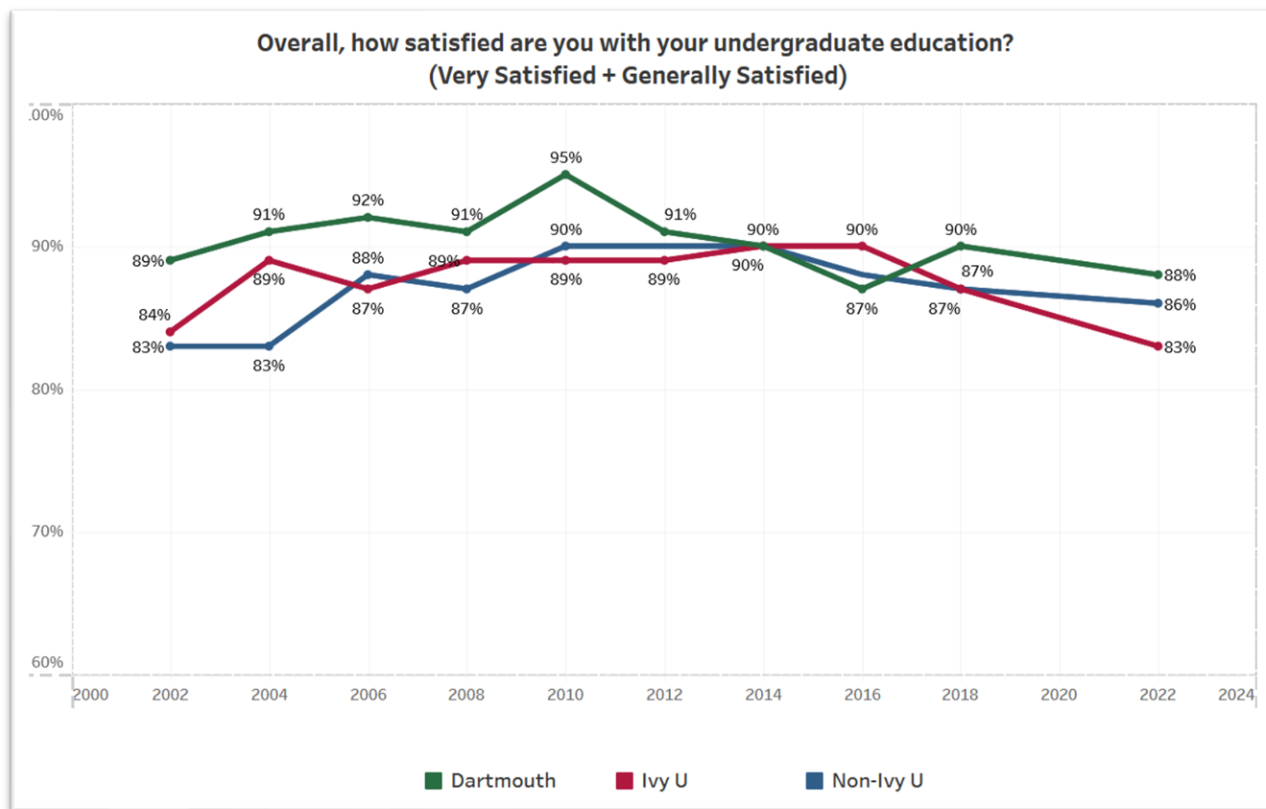
³2022 Senior Survey, % who answered "Very Satisfied" or "Generally Satisfied"



At the same time, as evidenced by the data on the next page, we still have some work to do to improve satisfaction with our premajor advising (see the detailed discussion of this point on page 8).

The discussion at the spring 2023 Board of Trustees' committee meeting mentioned above also focused on overall satisfaction, including what percentage of Dartmouth students are very satisfied—rather than generally satisfied *or* very satisfied combined (as shown in the chart on the next page). The committee also discussed what factors contribute to students' overall satisfaction levels.

This discussion spawned a secondary analysis by the Office of Institutional Research to identify the factors that best predict students' overall satisfaction with their undergraduate education. Despite a common perception, dining services is not significant, but intellectual excitement is a primary predictor. The full results of this analysis have proven useful for the Dartmouth administration when making strategic decisions about where to invest in the student experience.



Unrelated to COFHE or to other survey initiatives, Dartmouth also participates in the Association of American Universities (AAU) Data Exchange, sharing information related to graduate and undergraduate completions by CIP (the federal Classification of Instructional Programs). This allows us to examine, and sort by major or academic discipline, the completion rates and time to degree for Dartmouth students compared to students in the same disciplines at similar institutions, and thus to identify any patterns suggesting that major or course requirements may be inhibiting students’ success or that other factors (e.g., mental health challenges or other personal issues) may be hampering their progress. Our AAU membership is recent, so we are still working toward full participation in this data exchange. Our plan is to routinely provide these data, in both Dartmouth-only and comparative form, to departments as part of the departmental external review process, as well as any time there is a pattern out of the norm.

Improving Student Learning and Success

Dartmouth’s [five areas of focus](#) (detailed on page 11) include three that directly target student success. The mental health and wellness initiative encompasses improved practices around TAMR; substantial investment in improving student housing; expansion of child care options; and the launch of a mental health strategic plan, [Commitment to Care](#). Complementing this is the Brave Spaces initiative, which includes the [Dartmouth Dialogue Project](#), designed to teach the skills of open, honest, and respectful communication in and out of the classroom. President Beilock has also joined [College Presidents for Civic Preparedness](#), a group based on the idea that civic preparedness is at the heart of the academic experience and campus life; it is engaging presidents in projects operationalizing these values on their home campuses. And the “lifelong Dartmouth” focus area elevates career advising on campus and extends its reach to serve alumni/ae long after they have graduated.

While a primary impetus for the reorganization of A&S into a stand-alone school was budgetary, the disruption has been leveraged to allow us to think carefully about the configuration that will best support students. Advising was a significant consideration in these discussions, as was the reconfiguration of an undergraduate-focused Student Affairs Office within the new school rather than under the central administrative umbrella. Full details of this effort are described on pages 22–23.

Our persistence analysis and associated dashboard, along with extensive discussion of the success of various sub-populations, has led to a goal of bringing graduation rates for Pell Grant recipients and first-generation students closer to parity with those of the overall undergraduate population. One surprisingly informative detail regarding the persistence analysis was the dramatic impact that participation in the [First-Year Summer Enrichment Program](#) has on student success, so the current effort is to understand in more detail what characteristics of the program are working in support of graduation and to build on those.

Finally, one more aspect of our current efforts to improve student success is our focus on enhancing our academic advising system, detailed on page 8.

Future Plans

Our educational effectiveness focus for the next five years is to corral the multiple areas of good assessment happening at Dartmouth and create a more coordinated program infused with a common set of standards and practices. The recent effort to standardize the format of student learning outcomes marks the beginning of that work, and we are confident that the resulting set of outcomes provides a solid foundation for the development of a more substantive, informative, and well-coordinated assessment process.

Over the next couple of years, our strategy is to build incrementally from this new base, emphasizing quality in a smaller quantity of work over trying to cover the entire measurement process for all outcomes in a short span of time, which would inevitably prove superficial and unsustainable. To that end, having firmly established the outcomes, our current effort is to help faculty generate data they find valuable for at least one outcome in each program. In many cases this means writing a rubric and building a process for assessing artifacts of student work against that rubric. Our teaching and learning support teams, DCAL, and our instructional designers, are ready with materials and workshops to support faculty in this effort as needed. Further, new resources in the [Office of Institutional Research](#) will be dispatched to assist with this work.

When the A&S reorganization concludes, we will establish an assessment oversight committee within the new school, along with a parallel committee in the graduate school. These groups will be charged with reviewing assessment results across programs and identifying any further supports that might be needed to ensure that the work of educational effectiveness continues and builds momentum. Together, these two committees will encompass a large proportion of Dartmouth's students, faculty, and academic programs. A smaller proportion of Dartmouth people and programs are affiliated with our business, engineering, and medical schools, which have rigorous accreditation bodies and more mature assessment systems in place. We expect to initiate a series of sessions in which Dartmouth faculty share assessment techniques and successes with their faculty colleagues so that no one has to reinvent the assessment wheel. By fueling faculty ownership of the process in this way, we have the greatest likelihood of faculty seeing a return on investment beyond meeting accreditation requirements. Eventually, an institution-wide assessment committee comprising representatives from all schools may prove fruitful.

For the undergraduate general education program, we have not clearly articulated the intended outcomes, and we are not currently focusing systematically on evidence of achievement of each of the distributive and world culture requirements. This is an area where we have work ahead of us that will be best done when sufficient traction assessing student learning has been established within majors, where faculty are

most invested and most willing to devote attention and other resources. Once outcomes assessment has more momentum in the context of the majors, we will be more likely to be able to produce meaningful assessment of the distributive and world culture requirements. In the meantime, the requirement that students must earn a passing grade in (and may not use the nonrecording option in) any course that will be counted toward a distributive ensures that every student will demonstrate a minimum level of achievement of outcomes as assessed by the faculty teaching each course. Our work in the future will be to aggregate and adjust those instructor-level assessments to reflect faculty-wide agreement regarding what students should be achieving and evidence-based feedback on the extent to which they do achieve it.

While there are areas in which we know we have work to do, the big picture at Dartmouth is characterized by a faculty with exceptionally high commitment to student learning, an organizational structure supporting that commitment, a robust network of highly beneficial resources supporting effective course design and assessment of student learning, and a high rate of participation among faculty in these resources. Our future efforts are to systematize this good work at the institutional level.

IMPLEMENTING DISTANCE EDUCATION OFFERINGS

Overview

As described in our 2022 Distance Education Expedited Review Progress Report, the pandemic catalyzed substantial growth in our structures and our capacity to support online teaching and learning, as well as in our interest in offering online and hybrid programs. Our primary support for such endeavors has come (and continues to come) from the [Dartmouth Center for the Advancement of Learning](#) (DCAL), the [Learning Design and Innovation](#) (LDI) office, and the [Academic Skills Center](#). These groups provide a robust set of resources for faculty and students regarding teaching and learning in a remote environment. Since the pandemic, their tools and activities have provided significant support for modifying and developing courses and programs to be offered in online or hybrid format.

Current and In-Process Programs

As of 2024, we have four distance education or hybrid degree programs up and running. In addition to the [Master of Public Health](#) and [Master of Health Care Delivery Science](#) Programs that were already in place, we recently started a fully online [Master of Engineering](#) Program that closely mirrors our residential Master of Engineering Program; the online version is offered through Coursera in order to leverage Coursera's ability to generate applicants, but Dartmouth retains full control over admissions decisions, instructors, and course content. Similarly, Dartmouth assigns credentials and validates the identity of online students in the same way it does so for students in residence, with a secure log-in and passcode. And this summer, the first cohort of students will enroll in a low-residency [Master of Health Administration](#) Program, a modified version of our previous low-residency Master of Health Care Delivery Science Program, to meet the needs of a younger population with less experience in health care.

In addition, two degree programs are currently beginning course development for online or hybrid instruction: a Master of Health Data Science Program and a Master of Implementation Science Program, both offered by our Geisel School of Medicine and scheduled to launch in the fall of 2025. Currently being researched and scoped are a potential Master of Product Management Program, to be offered through a new collaboration between our Thayer School of Engineering and Tuck School of Business, and a Master of Medical Science Program to potentially be offered by Geisel.

The process of designing, building, and approving online and hybrid programs is the same as for our in-person programs. A substantial amount of conceptual design and curriculum planning is done within the relevant department or school, very often in partnership with DCAL and LDI, after which proposals are thoroughly vetted by various faculty and administrative committees before they move on to the Board of Trustees for approval. Given Dartmouth's historical preference for in-person learning, the questions and challenges reviewers bring to these discussions mean there is pressure for program developers to prove that these new degrees are worthy of the Dartmouth name. This is an unintended but effective additional quality-control mechanism.

Foundation for the Future

In 2022-23, the Provost charged a working group with considering the future of online learning at Dartmouth. The Provost's [Ad Hoc Committee for Online Learning Strategy](#) (COLS) was tasked with developing recommendations for institutional priorities, investments, and a strategic focus for online learning at Dartmouth. The committee's charge reads as follows:

With the growth of central instructional design capacities created during the pandemic, and with the success of a handful of master's programs currently on offer, we are at an opportune moment to assess where we want to go next in this online effort.

The work of COLS resulted in a set of recommendations on organizational structure and strategic objectives. Specifically, the group recommended that the majority of resources for executing online learning initiatives remain within the individual schools, but that the central administration should build resources to coordinate and support this work.

The committee also recommended that a new leadership role be created to coordinate and share information across Dartmouth's online education portfolio and to develop a central infrastructure and external partnerships to support online programs. Accordingly, in early April of 2024, two pivotal positions were announced. One, an Associate Provost for Digital and Online Learning, was filled by the individual who had been leading our instructional design and educational technology team. The other, an Assistant Provost for Online Learning Strategy, was filled by the individual who had been coordinating our efforts in online learning for some time from within DCAL.

While the pandemic motivated Dartmouth to develop infrastructure to support distance education, we have continued to build and strengthen these resources. The recent developments building and centralizing distance education support are indicative of our commitment to quality in our distance offerings and our expectation that they will continue to grow in the future.

INSTITUTIONAL PLANS

Where We Are

This is a very exciting and transformative time for Dartmouth. One year into the dynamic and visionary presidency of Sian Beilock, Dartmouth continues to thrive, not only in the way it has for the past 255 years, but also by expanding our impact on the world in new directions. Over the past year, Dartmouth has received accolades nationally for being the first Ivy League institution to reinstate standardized testing in our undergraduate admissions process and has been recognized as a leader in fostering civil discourse—highlighted by our Dartmouth Dialogue Project, especially its contribution to conversations surrounding the Israel-Hamas conflict.

Beyond the headlines, Dartmouth is finalizing a major reorganization of its school of Arts and Sciences (A&S), the goal of which is to implement a new structure that gives the A&S leadership strategic control over its holistic scholarly and educational mission, increased budgetary and operational agency, and expanded ability to pursue its aspirations.

What We Are Working On

Between now and our next comprehensive NECHE review in 2029, we plan to center our efforts on Dartmouth's five areas of focus (detailed on page 11), which connect Dartmouth's existing priorities and structures with our current needs and future goals. This vision challenges us to be a better version of ourselves and to stretch in new directions to reach aspirational ambitions.

Under the umbrella of the “diverse lived experience and free expression” focus area, our Office of Institutional Diversity and Equity has already written the [Toward Equity](#) strategic plan to align action and accountability for diversity, equity, and inclusion at Dartmouth. We have launched the Dartmouth [Dialogue Project](#) to provide training in essential dialogue skills; this project includes workshops and speakers and special topics series.

We have improved access to a Dartmouth education through a substantial increase in our institutional financial aid grant awards. Since the Supreme Court decision about race/ethnicity in the admissions process, we have been engaging in ongoing efforts to refine our enrollment management strategies to attract and support students at all levels and from all backgrounds. These and other efforts are designed to continue over time, and our success will be measured by improvements in our position on the [College Free Speech Rankings](#) generated by the Foundation for Individual Rights and Expression (FIRE), as well as by the results of continued monitoring of the health and well-being, academic performance, graduation rates, and employment outcomes of all populations within our student body.

Our commitment to sustainability—reflective of the “environmentally responsible planet and campus” focus area—is manifested by our recent creation of a senior-level position charged with shepherding this work. In the coming years, we will be implementing a carbon-zero energy plan, whose ambitious goal is to reach zero emissions without the purchase of carbon offsets. Also contributing to this focus over the next few years will be further development of Dartmouth's relatively new [Irving Institute](#), the mission of which is to advance an affordable, sustainable, and reliable energy future for the benefit of society.

A significant element of the “Dartmouth for life” focus area is reconceiving career services for both graduate and undergraduate students—an effort that is already underway, though still in the early stages of its development. We are launching a precollege summer program, restructuring support for international students, and exploring the possibility of a conference center as part of our capital planning.

The “innovation and impact” focus area is a broad category encompassing the students we serve, the programs we offer, and the research we do, as well as how and where our impact is effected. Dartmouth produces a high volume of new knowledge when considered on the scale of our research expenditures or our publications per faculty member, but our work is not as visible as it deserves to be because we are not as large as many other research universities. We are, therefore, building our capacity to get the word out about our research effectiveness by building partnerships and communicating more broadly. We are building our support of students with a consortium to support gender diversity in engineering, a tribal leadership academy, a task force to improve our innovation ecosystem, and initiatives to consider an interdisciplinary PhD program and to build more robust corporate sponsorships and connections. We are also responding to developments around the world with a pedagogy task force and other activities to understand and harness artificial intelligence.

We have already made significant strides in the “health and well-being across the Dartmouth community” focus area through our Commitment to Care strategic plan and our hiring of a Chief Health and Wellness

Officer. Over the next five years, we will continue to address deferred maintenance in student housing and to build new housing. We will also be evaluating the leadership and excellence of our athletic programs.

Where We Are Heading

Dartmouth's five focus areas touch graduate and undergraduate students, faculty and staff, all academic disciplines and cocurricular programs, and current needs as well as future goals. They are responsive to Dartmouth realities as well as to the world. They are strengthening our present-day state and preparing us for the future. Funding for these initiatives has, in most cases, already been identified, and the institution's organizational structure has been adjusted to support the work that lies ahead of us.

Our success at accomplishing these initiatives will be measured by tracking elements of existing data sources—graduation rates as reported to the Integrated Postsecondary Education Data System; research activity as reported to the National Science Foundation or reflected in Scopus bibliometric data; Dartmouth's overall impact as reflected in our Times Higher Education peer assessment scores; and the student experience as reflected in COFHE survey data.

Our own semiannual strategic indicators include these measures and others designed to reflect our work in high-priority areas and to hold us accountable through our commitment to sharing this feedback systematically with key stakeholders. To the extent that we succeed at accomplishing these initiatives, we will be better positioned to find the most promising students and prepare them for a lifetime of learning and responsible leadership and to find and support a faculty dedicated to teaching *and* the creation of new knowledge.

The Dartmouth of 2024 continues its traditions of seeking excellence and moving in exciting new directions. By the time of our 2029 review, we are confident that we will be even better—continuing to push the boundaries of optimizing *both* teaching and research.