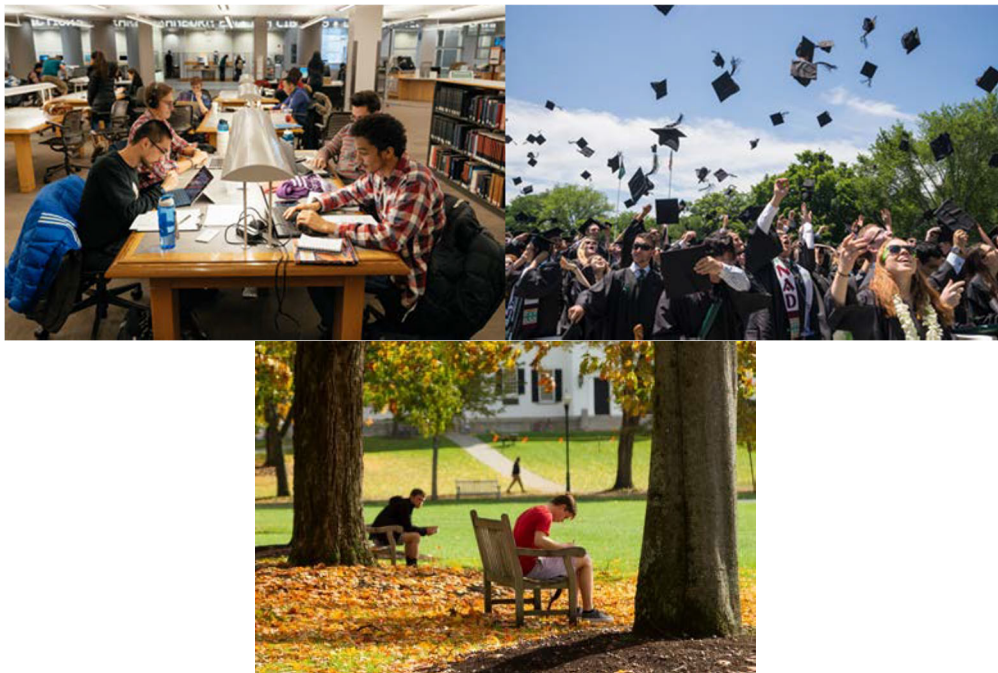# DARTMOUTH

Institutional Self-Study Report

New England Commission of Higher Education

August 2019

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Institutional Characteristics Form

This form is to be completed and placed at the beginning of the self-study report:

Date ____August 1,2019_____

1. Corporate name of institution: Dartmouth College

2. Date institution was chartered or authorized: December 13, 1769

3. Date institution enrolled first students in degree programs:

4. Date institution awarded first degrees:1771

5. Type of control:

   Public   Private

   ☐ State   X   Independent, not-for-profit

   ☐ City   ☐   Religious Group

   ☐ Other   (Name of Church) _____

   (Specify) _____   ☐   Proprietary

                                     ☐   Other: (Specify) _____

6. By what agency is the institution legally authorized to provide a program of education beyond
   high school, and what degrees is it authorized to grant?

   New England Commission of Higher Education (NECHE)

7. Level of postsecondary offering (check all that apply)

   ☐   Less than one year of work   X   First professional degree

   ☐   At least one but less than two years   X   Master's and/or work beyond the first
                                                       professional degree

   ☐   Diploma or certificate programs of   ☐   Work beyond the master's level
        at least two but less than four years   but not at the doctoral level
                                                       (e.g., Specialist in Education)

   ☐   Associate degree granting program   X   A doctor of philosophy or
        of at least two years   equivalent degree

   X   Four- or five-year baccalaureate   ☐   Other doctoral programs _____
   degree granting program

                                                X   Other (Specify) Bachelor's of Engineering
                                                       considered graduate program

8. Type of undergraduate programs (check all that apply)

☐	Occupational training at the crafts/clerical level (certificate or diploma)	X	Liberal arts and general
☐	Occupational training at the technical or semi-professional level (degree)	☐	Teacher preparatory
☐	Two-year programs designed for full transfer to a baccalaureate degree	☐	Professional
		☐	Other_____

9. The calendar system at the institution is:

☐ Semester   X   Quarter   ☐ Trimester   ☐ Other _____

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

a) Undergraduate   Minimum of 2 course units (7 credit hours) for up to 3 terms total; 3 course units (10.5 credit hours) is typical, although 4 courses per term (14.0 credit hours) are allowed.

b) Graduate   Minimum of 2 course units (6.6 credit hours)

c) Professional

School	Credit hours
	Geisel School of Medicine at Dartmouth MD students: credit hours/courses per term vary by student class year*
1) Geisel School of Medicine	Year 1: minimum 5 courses Fall Term Year 1: minimum 7 courses Spring Term Year 2: minimum 10 courses Fall Term Year 2: minimum 10 courses Spring Term Year 3: minimum 18 credits ** Year 4: minimum 16 credits **

* Or as approved by the Senior Associate Dean for Medical Education. MD students have 2 terms per academic year
** Distribution of credits varies depending on individual student schedules.
Note: The Geisel School of Medicine is in the process of implementing a new curriculum, so course credits will vary by academic year.

2) Thayer School of Engineering	Minimum of 2 course units (6.6 credit hours)
3) Tuck School of Business	3 full course units (9 credit hours) is the minimum for FTE, however 4 full course units (12 credit hours) per term is required to graduate in the prescribed program timeline.

11. Student population:

a) Degree-seeking students:

Fall, 2018	Undergraduate	Graduate	Total
Full-time student headcount	4,311	2,044	6,355
Part-time student headcount	1	67	68
FTE*	4,311.33	2,066.11	6,377.44

*Part-time is .33 FTE

b) Number of students (headcount) in non-credit, short-term courses: 0

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

Program	Agency	Accredited since	Last Reviewed	Next Review
Geisel School of Medicine - MD	LCME	1934	2013	2020-2021
Geisel School of Medicine – MPH Program	CEPH	2003	2016	2022-2023
Geisel School of Medicine – MPH Program	ACCME	1975	2017	2022-2023
Thayer School of Engineering	ABET	1936	2016	2021-2022
Tuck School of Business	AACSB	1976	2018	2022-2023

13. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year.
Add more rows as needed.

	Full degree	50%-99%	FTE
A. In-state Locations	Not Applicable		
B. Out-of-state Locations			

14. International Locations: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as "any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program." **Do not include study abroad locations**.

Name of program(s)	Location	Headcount
Not Applicable		

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate's, baccalaureate, master's, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Name of program	Degree level	% on-line	FTE
Not Applicable			

16.   Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits
Not Applicable				

17.   List by name and title the chief administrative officers of the institution. (Use the table on the following page.)

18.   Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:

a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;

b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;

c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;

d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

19. Record briefly the central elements in the history of the institution:

The charter establishing Dartmouth—the ninth-oldest institution of higher education in the United States—was signed in 1769, by John Wentworth, the Royal Governor of New Hampshire, establishing an institution to offer "the best means of education." For nearly 250 years, Dartmouth has done that and more.

Dartmouth's founder, the Rev. Eleazar Wheelock, a Congregational minister from Connecticut, established the College as an institution to educate Native Americans. Samson Occom, a Mohegan Indian and one of Wheelock's first students, was instrumental in raising the funds necessary to found the College. In 1972—the same year the College became coeducational—Dartmouth reaffirmed its founding mission and established one of the first Native American Programs in the country. With nearly 1,000 alumni, there are now more Native graduates of Dartmouth than of all other Ivy League institutions combined.

Dartmouth was the subject of a landmark U.S. Supreme Court case in 1819, Dartmouth College v. Woodward, in which the College prevailed against the State of New Hampshire, which sought to amend Dartmouth's charter. The case is considered to be one of the most important and formative documents in United States constitutional history, strengthening the Constitution's contract clause and thereby paving the way for American private institutions to conduct their affairs in accordance with their charters and without interference from the state.

Daniel Webster, Class of 1801, passionately argued for the original contract to be preserved. "It is … a small college," he said, "and yet there are those who love it."

Modern Traditions
For more than a quarter of a century, Dartmouth has hosted debates featuring presidential candidates. The College is a frequent stop on the campaign trail, giving students the chance to experience firsthand New Hampshire's first-in-the-nation presidential primary that every four years attracts candidates hoping to woo voters locally and capture attention nationally.

The annual Winter Carnival began more than 100 years ago as a way to showcase the College's winter athletes. In 1955, Another beloved tradition is First-Year Trips, Dartmouth's outdoor orientation program for incoming students. Led and organized by returning students, the first years get to know Dartmouth and each other while exploring the region's exceptional natural environment. Students can opt for local excursions—the Appalachian Trail passes through downtown Hanover—or venture as far as Dartmouth's Second College Grant, a 27,000-acre wilderness 140 miles northeast of Hanover that provides recreational opportunities as well as a unique research laboratory.

For more than four decades, every spring brings the Dartmouth Pow-Wow, honoring Dartmouth's historic mission of educating Native students. Each year it draws hundreds of competitors and participants from across the Northeast who gather on the Green to celebrate and experience Native culture and history.
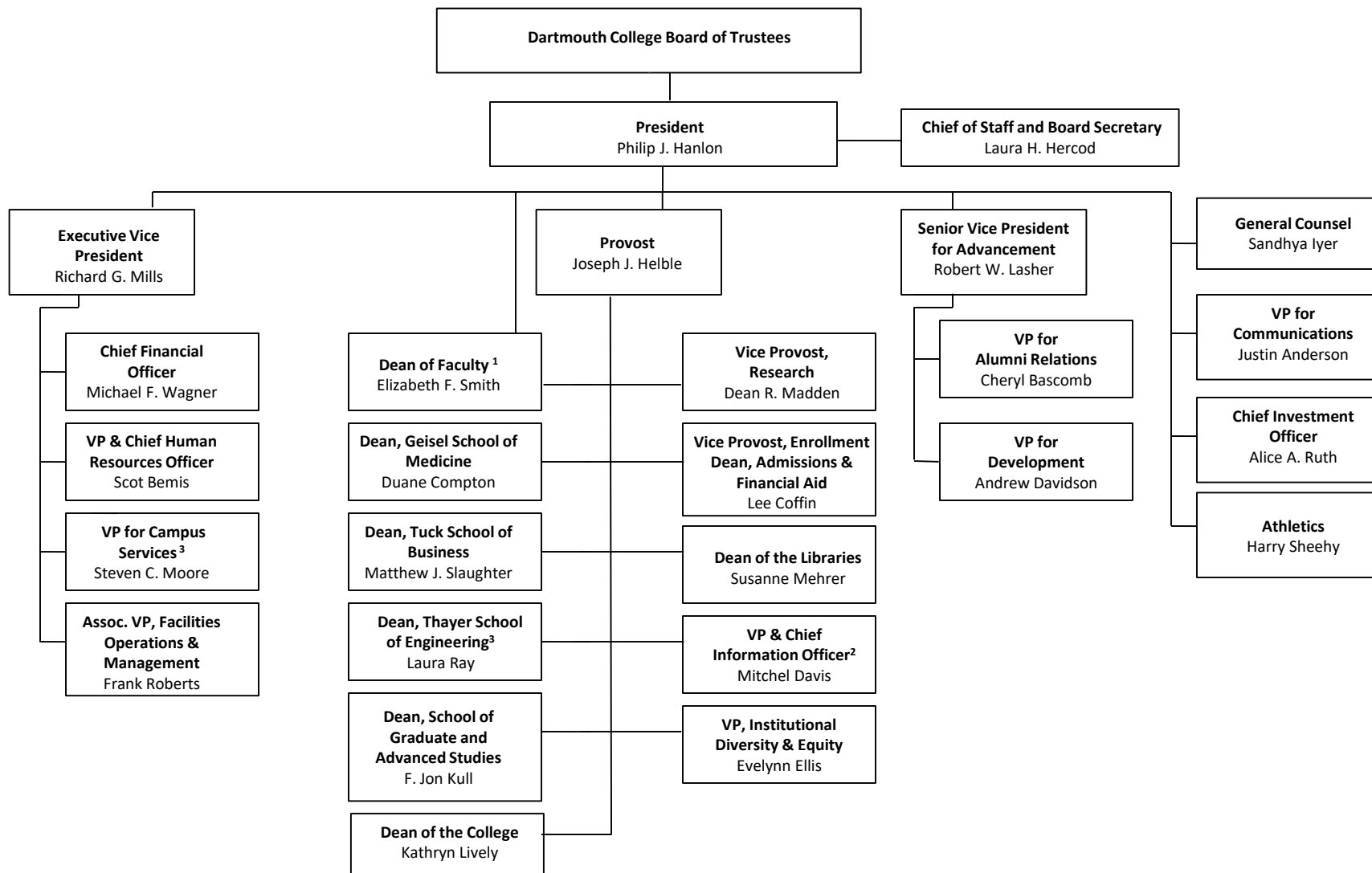
CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Laurel Richie '81	Chair of the Board of Trustees	2017
President/CEO	Philip Hanlon '77	President	2013
Executive Vice President	Richard Mills	Executive Vice President	2013
Chief Academic Officer	Joseph Helble	Provost	2018
Deans of Schools and Colleges	Elizabeth Smith	Dean of the Faculty of Arts & Sciences	2017
	F. Jon Kull '88	Dean of the Guarini School of Graduate and Advanced Studies	2012
	Kathryn Lively	Dean of the College	2019
	Duane Compton	Dean of the Geisel School of Medicine	2017
	Alexis Abramson	Dean of the Thayer School of Engineering	2019
	Matthew Slaughter	Dean of the Tuck School of Business	2015
Chief Financial Officer	Michael Wagner	Chief Financial Officer	2014
Chief Student Services Officer			
Planning			
Institutional Research	Alicia Betsinger	Associate Provost, Institutional Research	2014
Assessment			
Development	Robert Lasher '88	Senior Vice President for Advancement	2013
Library	Susanne Mehrer	Dean of Libraries and Librarian of the College	2016
Chief Information Officer	Mitchel Davis	Vice President and Chief Information Officer	2017
Continuing Education			
Grants/Research	Dean Madden	Vice Provost for Research & Institutional Official for Human Subjects	2017
Admissions	Lee Coffin	Vice Provost for Enrollment & Dean of Admissions and Financial Aid	2016
Registrar	Meredith Braz	Registrar	2006
Financial Aid	Gordon (Dino) Koff	Director of Financial Aid	2015
Public Relations	Justin Anderson	Vice President of Communications	2015
Alumni Association	Cheryl Bascomb '82	Vice President of Alumni Relations	2018
Other	Sandhya Iyer	General Counsel	2017
	Evelynn Ellis	Vice President of Institutional Diversity and Equity	2011
	Steven Moore	Vice President of Campus Services	2019

Senior Administration

DARTMOUTH

Dartmouth College Board of Trustees

President
Philip J. Hanlon

Chief of Staff and Board Secretary
Laura H. Hercod

Executive Vice President
Richard G. Mills

Provost
Joseph J. Helble

Senior Vice President for Advancement
Robert W. Lasher

General Counsel
Sandhya Iyer

Chief Financial Officer
Michael F. Wagner

VP & Chief Human Resources Officer
Scot Bemis

VP for Campus Services [3]
Steven C. Moore

Assoc. VP, Facilities Operations & Management
Frank Roberts

Dean of Faculty [1]
Elizabeth F. Smith

Dean, Geisel School of Medicine
Duane Compton

Dean, Tuck School of Business
Matthew J. Slaughter

Dean, Thayer School of Engineering[3]
Laura Ray

Dean, School of Graduate and Advanced Studies
F. Jon Kull

Dean of the College
Kathryn Lively

Vice Provost, Research
Dean R. Madden

Vice Provost, Enrollment Dean, Admissions & Financial Aid
Lee Coffin

Dean of the Libraries
Susanne Mehrer

VP & Chief Information Officer[2]
Mitchel Davis

VP, Institutional Diversity & Equity
Evelynn Ellis

VP for Alumni Relations
Cheryl Bascomb

VP for Development
Andrew Davidson

VP for Communications
Justin Anderson
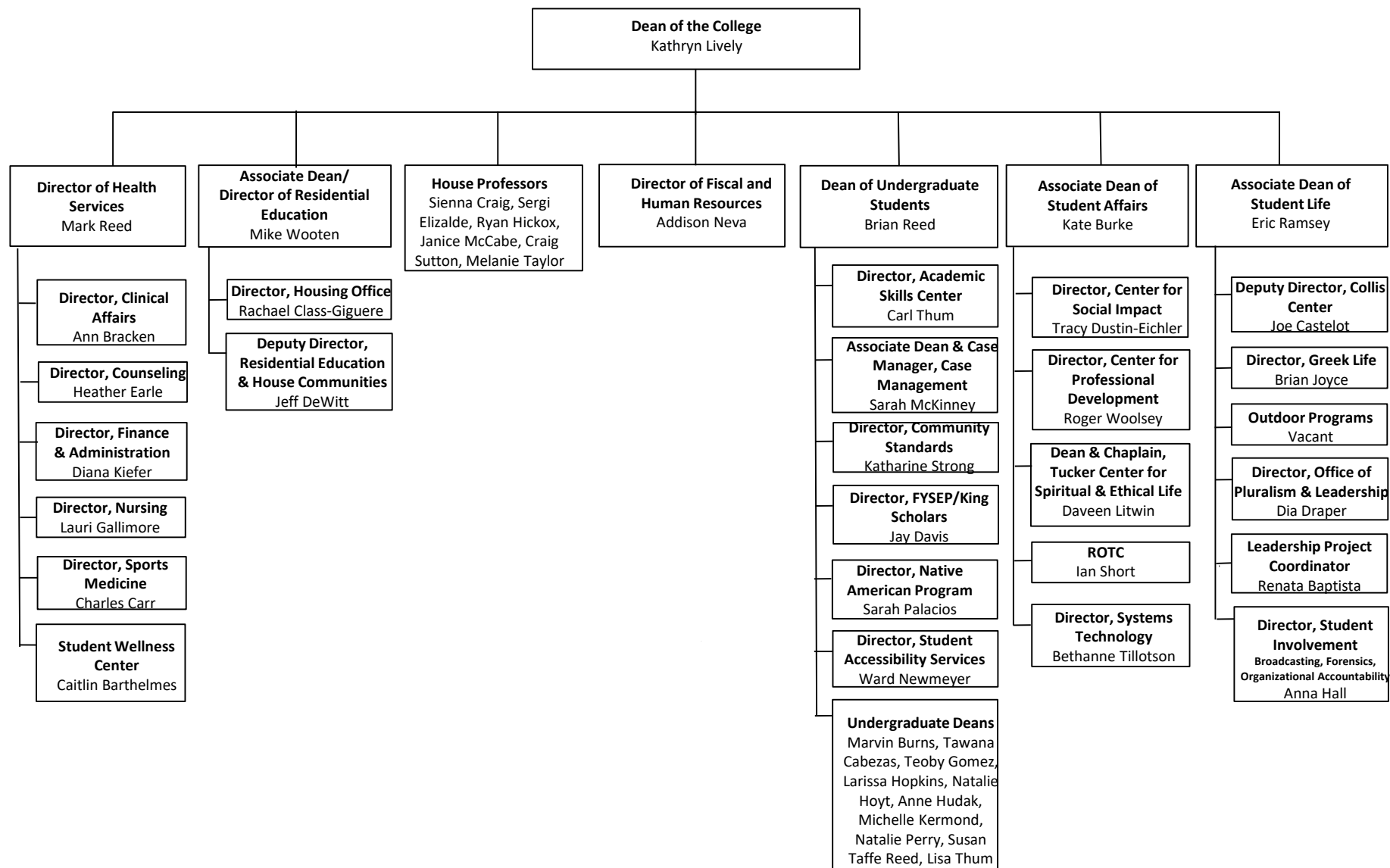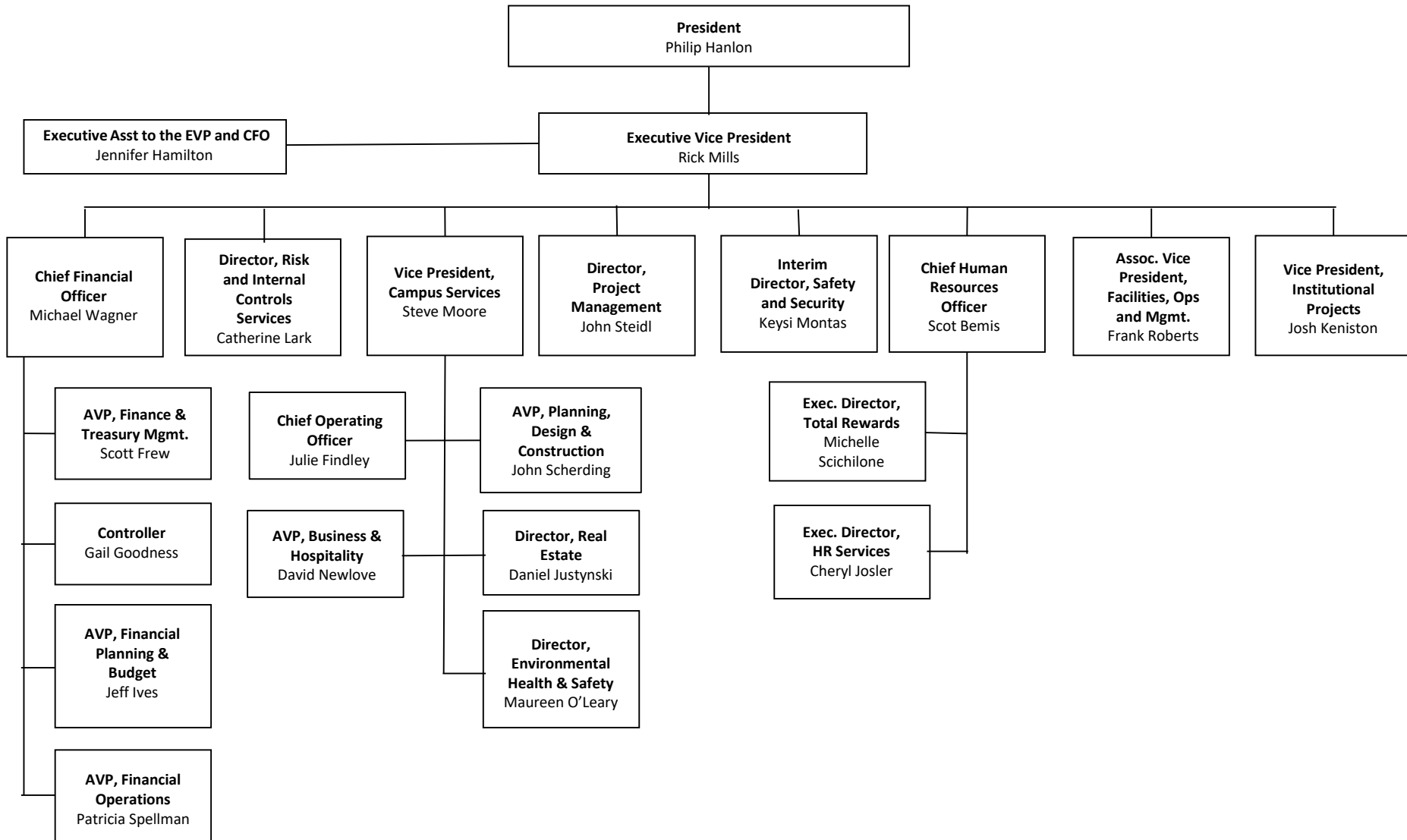
Chief Investment Officer
Alice A. Ruth

Athletics
Harry Sheehy

1. Reports to President with a dotted line to Provost
2. Dotted line to EVP
3. Dotted line to Provost on campus space allocation

July 2019

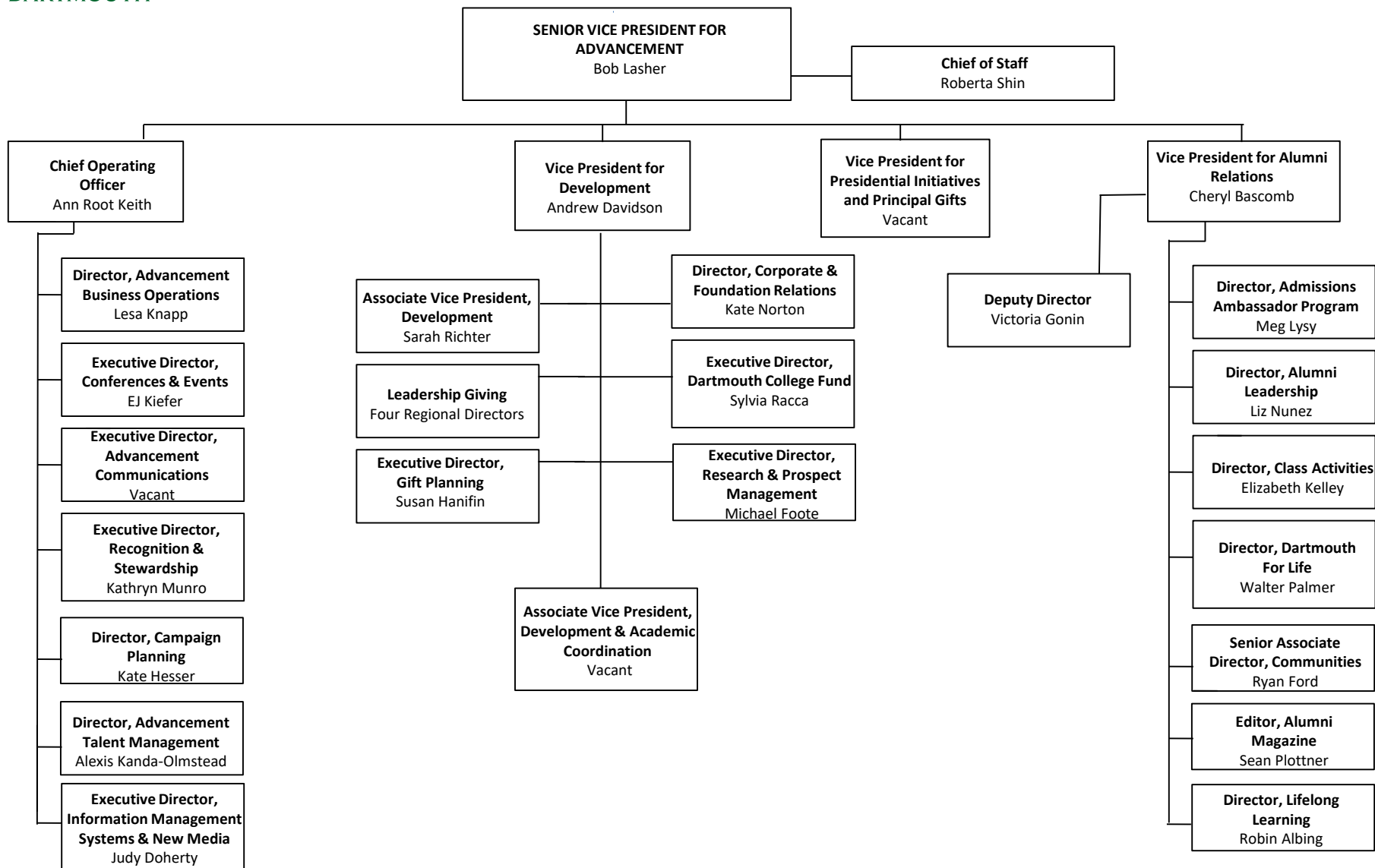# Student Affairs Division

DARTMOUTH

Dean of the College
Kathryn Lively

Director of Health Services
Mark Reed

- **Director, Clinical Affairs**
  Ann Bracken
- **Director, Counseling**
  Heather Earle
- **Director, Finance & Administration**
  Diana Kiefer
- **Director, Nursing**
  Lauri Gallimore
- **Director, Sports Medicine**
  Charles Carr
- **Student Wellness Center**
  Caitlin Barthelmes

Associate Dean/ Director of Residential Education
Mike Wooten

- **Director, Housing Office**
  Rachael Class-Giguere
- **Deputy Director, Residential Education & House Communities**
  Jeff DeWitt

House Professors
Sienna Craig, Sergi Elizalde, Ryan Hickox, Janice McCabe, Craig Sutton, Melanie Taylor

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Director of Fiscal and Human Resources
Addison Neva

Dean of Undergraduate Students
Brian Reed

- **Director, Academic Skills Center**
  Carl Thum
- **Associate Dean & Case Manager, Case Management**
  Sarah McKinney
- **Director, Community Standards**
  Katharine Strong
- **Director, FYSEP/King Scholars**
  Jay Davis
- **Director, Native American Program**
  Sarah Palacios
- **Director, Student Accessibility Services**
  Ward Newmeyer
- **Undergraduate Deans**
  Marvin Burns, Tawana Cabezas, Teoby Gomez, Larissa Hopkins, Natalie Hoyt, Anne Hudak, Michelle Kermond, Natalie Perry, Susan Taffe Reed, Lisa Thum

---

Associate Dean of Student Affairs
Kate Burke

- **Director, Center for Social Impact**
  Tracy Dustin-Eichler
- **Director, Center for Professional Development**
  Roger Woolsey
- **Dean & Chaplain, Tucker Center for Spiritual & Ethical Life**
  Daveen Litwin
- **ROTC**
  Ian Short
- **Director, Systems Technology**
  Bethanne Tillotson

Associate Dean of Student Life
Eric Ramsey

- **Deputy Director, Collis Center**
  Joe Castelot
- **Director, Greek Life**
  Brian Joyce
- **Outdoor Programs**
  Vacant
- **Director, Office of Pluralism & Leadership**
  Dia Draper
- **Leadership Project Coordinator**
  Renata Baptista
- **Director, Student Involvement**
  Broadcasting, Forensics, Organizational Accountability
  Anna Hall

July 2019

Finance & Administration

DARTMOUTH

President
Philip Hanlon

Executive Asst to the EVP and CFO
Jennifer Hamilton

Executive Vice President
Rick Mills

Chief Financial Officer
Michael Wagner

Director, Risk and Internal Controls Services
Catherine Lark

Vice President, Campus Services
Steve Moore

Director, Project Management
John Steidl

Interim Director, Safety and Security
Keysi Montas

Chief Human Resources Officer
Scot Bemis

Assoc. Vice President, Facilities, Ops and Mgmt.
Frank Roberts

Vice President, Institutional Projects
Josh Keniston

AVP, Finance & Treasury Mgmt.
Scott Frew

Chief Operating Officer
Julie Findley

AVP, Planning, Design & Construction
John Scherding

Exec. Director, Total Rewards
Michelle Scichilone

Controller
Gail Goodness

AVP, Business & Hospitality
David Newlove

Director, Real Estate
Daniel Justynski

Exec. Director, HR Services
Cheryl Josler

AVP, Financial Planning & Budget
Jeff Ives

Director, Environmental Health & Safety
Maureen O'Leary

AVP, Financial Operations
Patricia Spellman

Advancement

SENIOR VICE PRESIDENT FOR ADVANCEMENT
Bob Lasher

Chief of Staff
Roberta Shin

Chief Operating Officer
Ann Root Keith

- **Director, Advancement Business Operations**
  Lesa Knapp
- **Executive Director, Conferences & Events**
  EJ Kiefer
- **Executive Director, Advancement Communications**
  Vacant
- **Executive Director, Recognition & Stewardship**
  Kathryn Munro
- **Director, Campaign Planning**
  Kate Hesser
- **Director, Advancement Talent Management**
  Alexis Kanda-Olmstead
- **Executive Director, Information Management Systems & New Media**
  Judy Doherty

Vice President for Development
Andrew Davidson

- **Associate Vice President, Development**
  Sarah Richter
- **Leadership Giving**
  Four Regional Directors
- **Executive Director, Gift Planning**
  Susan Hanifin
- **Director, Corporate & Foundation Relations**
  Kate Norton
- **Executive Director, Dartmouth College Fund**
  Sylvia Racca
- **Executive Director, Research & Prospect Management**
  Michael Foote
- **Associate Vice President, Development & Academic Coordination**
  Vacant

Vice President for Presidential Initiatives and Principal Gifts
Vacant

- **Deputy Director**
  Victoria Gonin

Vice President for Alumni Relations
Cheryl Bascomb

- **Director, Admissions Ambassador Program**
  Meg Lysy
- **Director, Alumni Leadership**
  Liz Nunez
- **Director, Class Activities**
  Elizabeth Kelley
- **Director, Dartmouth For Life**
  Walter Palmer
- **Senior Associate Director, Communities**
  Ryan Ford
- **Editor, Alumni Magazine**
  Sean Plottner
- **Director, Lifelong Learning**
  Robin Albing

Areas of Special Emphasis

In response to our 2015 Interim Report, the Commission identified three areas of special attention (see Interim Response Letter[1]), and this report addresses those areas. Examination of these special emphasis areas offers candid reflection, assessment, and data-informed projections for the future.

The areas of emphasis are summarized in the following table.

Date	Area & Cited Standard(s)	2019 Self-Study Reference	Self-Study Page(s)
12/02/2015	1. Developing financial plans that address the College's needs to enhance its facilities and computing environment and that create a sustainable model for the Geisel School of Medicine. (Standards 7.2, 8.4, and 9.3)	See Standard 7: Institutional Resources	69-72
	2. Accomplishing the College's planning goals and initiatives. (Standard 2.4)	See Standard 2: Planning and Evaluation	6-7
	3. Implementing the recommendations of the undergraduate curriculum review committee and moving forward a faculty-invested approach to the assessment of student learning. (Standards 4.14, 4.48, and 4.51)	See Standard 4: The Academic Program See Standard 8: Educational Effectiveness	26-27 85-86

Introduction

This self-study coincides with Dartmouth's 250th-year celebration and presents the opportunity to reflect on the College's past while also looking to the future. Since our last reaccreditation review in 2009, the institution has undergone substantial change through leadership transition. In 2009, Dartmouth welcomed new President Jim Yong Kim, and a strategic planning process began. However, in 2012, President Obama nominated President Kim to lead the World Bank, and Dartmouth undertook another presidential search. Philip J. Hanlon '77 became Dartmouth's 18th President in June 2013 and is the 10th alumnus to serve as its President.

The College welcomes this opportunity for candid reflection and accountability. Dartmouth is among a small number of private Ivy League institutions willing to publicly share our accreditation reports and response letters online, and we value the continued transparency during this reaccreditation process.

Self-Study Process

Dartmouth's process began in spring 2017, approximately two and a half years prior to the anticipated on-site evaluation in October 2019 with planning meetings among senior-level administrators within the Provost Division. That summer, the Provost invited various institutional officers to serve on a reaccreditation Steering Committee that she chaired, and the Committee officially began its work in September 2017. In addition to the Provost, the Steering Committee included the Dean of the College, Dean of the Faculty of Arts & Sciences (hereafter referred to as the Dean of the Faculty), Dean of the Geisel School of Medicine, Dean of the Thayer School of Engineering, Dean of the Guarini School of Graduate and Advanced Studies, General Counsel, Dean for the Tuck School of Business, Vice Provost for Research, Dean of Libraries, Executive Vice President, and the Associate Provost of Institutional Research and Accreditation Liaison Officer.

In October 2017, it was announced that the Provost would step down at the end of the term to return to academic life. In early November, Dean of the Guarini School of Graduate and Advanced Studies F. Jon Kull agreed to serve as the new Steering Committee Chair. Rather than rely on the Standards Leads process used for the 2009 comprehensive review, Dartmouth utilized an Implementation Group (IG) comprising faculty and administrators to draft the narrative and engage community members through the process. A timeline[1] was used throughout with numerous constituent groups.

Various communication and outreach efforts were conducted throughout the two-and-a-half-year process, including but not limited to:

- Board of Trustee updates at regular meetings starting November 2017
- A One-Dartmouth email message[2] outlining the process and timeline in November 2017
- *Dartmouth Now*[3] and *The Dartmouth*[4] articles in January 2018
- A Faculty of Arts & Sciences meeting[5] update in February 2018
- One-on-one meetings between IG members and campus constituents from February 2018 to May 2018
- Town Halls with Executive Vice President Rick Mills in October 2018 and March 2019
- A Dartmouth News story[6] and posting of the self-study for campus community feedback[7] in March 2019
- NECHE Reaccreditation Forum[8] in April 2019

In January 2018, members of the Steering Committee and IG participated in a session with Vice

President Carol Anderson from the Commission on Institutions of Higher Education (CIHE) for the New England Commission of Higher Education (NECHE), formerly the New England Association of Schools and Colleges (NEASC).

The Implementation Group completed the first draft of the self-study in May 2018. During the summer, the draft was reviewed and edited to speak in "one voice." In fall 2018, the draft self-study was shared with President Hanlon and the NECHE Steering Committee as well as the Board of Trustees. Another draft was shared with the campus community for a three-month comment period in March 2019. A draft was also shared with NECHE staff for their review and comment. The final round of edits was completed in June–July 2019, and the Dartmouth self-study was submitted to the Commission in August 2019. Notification of the comprehensive evaluation and invitations for public comment were placed in local and campus media as well as the reaccreditation website[9].

During the process, the Office of Institutional Research (OIR) served as the project manager, including coordinating and completing the Data First and Effectiveness forms. OIR also led the efforts surrounding the accreditation software (Xitracs) employed for the 2019 self-study. The software contains pre-installed Standards based on the most recent July 2016 update from the Commission. Most importantly, the software automatically built a reaccreditation website, including evidence and forms links, while also allowing publication in the required PDF format.

To the extent possible, the self-study document avoids repetition; however, in cases where information or activities are cognate to multiple Standards, appropriate cross-referencing is utilized to direct the reader. The report uses the description, appraisal, and projection structure recommended by NECHE to organize the Standards chapters. Finally, given the complexity of the institution and the 100-page narrative limit, evidence links are used extensively throughout the self-study. However, if there are additional documents the visiting team wishes to review, we will gladly provide them.

Lessons Learned

Working on the self-study has helped us to frame institutional changes over the last decade and summarize their combined impact on current efforts, most notably related to the Call to Lead Campaign. Overall, Dartmouth is thriving and continues to be one of the world's leading institutions of higher learning.

We feel that Dartmouth has been extremely effective at quickly deploying new initiatives to address campus concerns. Because most of these initiatives have been reactive, Dartmouth, like many institutions of higher education, should continue to strive to anticipate campus issues and address them proactively.

Unsurprisingly, we also found that effective assessment and data-informed decision-making related to new initiatives in academic and co-curricular programs continues to be a challenge, although through the efforts of the four Faculties, the Dartmouth Center for the Advancement of Learning, and our Educational Design team, we continue to steadily improve in this area.

The last 10 years have seen significant leadership transition. As Dartmouth celebrates its 250th-year anniversary, the current relationship among the Faculties and faculty governance, an effective and aligned senior leadership team, and a supportive and attentive Board of Trustees are all enabling Dartmouth to nimbly respond to challenges as it shapes and implements its vision.

Institutional Overview

Dartmouth College is a private, Ivy League institution whose mission is to "educate the most promising students and prepare them for a lifetime of learning and of responsible leadership, through a faculty dedicated to teaching and the creation of knowledge." Dartmouth is deeply committed to the teacher-scholar model in which our faculty are not only leaders in their fields, but also devoted teachers and mentors. This focus has made us one of the country's top-ranked institutions for undergraduate teaching.

The institution's values, traditions, and aspirations are reflected in five key themes:

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

Together, these themes reinforce Dartmouth's distinctive identity as a world-class institution of higher learning, situated in a beautiful natural environment. It is a place where students learn and challenge existing paradigms; work intimately with world-class faculty and staff to produce and share knowledge; develop a diverse and close-knit community of scholars and leaders; and take what is learned at Dartmouth into the broader world for the collective good.

Through an unshakeable commitment to undergraduate liberal arts education as well as to highly customized student support services, Dartmouth welcomes the most promising students from all backgrounds and carefully fosters their intellectual, social, and professional development. The institution invests in this approach because of the proven lifelong value of active, collaborative learning and close relationships among students, faculty, and staff.

In addition to its outstanding undergraduate liberal arts education, Dartmouth also has a long and distinguished history in graduate and professional education. The Faculty of Arts & Sciences conferred its first graduate degree in 1885, and in 2016, Dartmouth established the Guarini School of Graduate and Advanced Studies, the first new school in over 100 years. The Guarini School currently offers 16 programs leading to the PhD, and 11 leading to a Master's, and supports Dartmouth's postdoctoral scholars. The Geisel School of Medicine at Dartmouth is the fourth oldest in the country (founded in 1797); the Thayer School is the oldest professional engineering school in the country (founded in 1867); and the Tuck School is the oldest graduate school of business education in the country (established in 1900).

Over the last decade, and particularly during President Hanlon's presidency, the institution has undertaken several major initiatives. In May 2014, President Hanlon convened a committee of faculty, students, staff, and alumni to study and recommend strategies to address the root causes of extreme student behavior. The President's Moving Dartmouth Forward (MDF) plan[1], presented in January 2015, includes a number of measures to fundamentally transform residential life, promote a safer and healthier campus, clarify and strengthen expectations of individuals and student organizations, and strengthen intellectual engagement, while enhancing learning outside the classroom.

The Inclusive Excellence[2] initiative was launched in 2016 to increase inclusion and diversity at Dartmouth. Recommendations from cross-campus working groups were presented to an Executive Committee, which then created and shared an Action Plan[3] outlining steps the College will undertake. The Action Plan not only outlined specific actions, but also noted which units were accountable for each

task and identified ways to increase transparent communication with campus stakeholders.

In January 2019, Dartmouth announced the creation of the Campus Climate and Culture Initiative (C3I) [4], a comprehensive set of actions aimed at creating a learning environment free from sexual harassment and the abuse of power. The project is organized into five categories: campus climate, academic and professional development, recruitment, resources, and mandatory reporting. It is the third pillar, alongside MDF and Inclusive Excellence, established to create a welcoming, inclusive, and equitable environment for all students, faculty, and staff.

Additional initiatives and activities undertaken to further **strengthen our teacher-scholar model while keeping liberal arts at our core** are outlined here.

In early 2012, a committee was appointed to review the undergraduate curriculum. The **Curricular Review Committee** (CRC) agreed on a set of basic principles and shared assumptions that define Dartmouth's approach to undergraduate education, including the articulation of student learning objectives. See Standard 4: The Academic Program for more information.

In 2004, Dartmouth established the **Dartmouth Center for the Advancement of Learning** (DCAL[5]) as an incubator of innovation in teaching and learning. Staffed by a team of PhDs with expertise in evidence-based teaching methods and the scholarship of learning, DCAL provides Dartmouth faculty with resources, consulting, and design expertise that allows them to unleash their creativity in the classroom and maximize student learning. DCAL's mission is broad and central to Dartmouth's vision of the teacher-scholar model: it aims 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 scholar-educator community." DCAL has worked closely with the Learning Designers in the Division of Information Technology and Consulting (ITC) to develop and carry out several initiatives aimed at transforming the classroom experience for students and faculty alike, including the Experiential Learning Initiative[6] (ELI), the Gateway Initiative[7], and Dartmouth X[8]. In 2015, DCAL and ITC launched the Learning Fellows program. Learning Fellows are talented Dartmouth undergraduates who work directly with Dartmouth professors to help encourage active learning by facilitating group problem-solving sessions, leading small-group discussions, and promoting deeper engagement with course material. Dartmouth's model builds on the Learning Assistants model used by many colleges and universities nationwide, but is distinctive in that we deploy Learning Fellows across the entire curriculum, and because of our emphasis on "teaching huddles"—training sessions where faculty and students plan pedagogical strategies with one another. A series of Learning Impact reports[9] was created for these initiatives.

Founded in 2014, under the leadership of President Hanlon, the Society of Fellows[10] aims to foster intellectual community at the highest levels and broadly across the institution. Comprising Senior Fellows from the Dartmouth faculty and postdoctoral Junior Fellows, the Dartmouth Society of Fellows is an interdisciplinary community that supports the integration of research with teaching excellence. The Society encourages both individual and collaborative scholarship.

Dartmouth continues to expand its faculty, in particular by establishing cohorts of scholars (**academic clusters**) focused on intellectual themes or questions that cut across disciplines, departments, and schools. Through faculty collaboration and targeted hiring, these academic clusters provide the critical mass and spectrum of expertise necessary to shape and advance the understanding of complex problems, emerging issues, and future societal challenges.

Various **new facilities** and entities have been brought to bear on these efforts as well. The Class of

1978 Life Sciences Center (opened in 2011) brought the Department of Biological Sciences into a single building and provides classrooms designed for more interactive learning. The six-story, 161,000-square-foot Williamson Translational Research Building (WTRB) opened in 2015 at the Geisel School of Medicine, making collaborations between biomedical researchers, engineers, data scientists, physician-researchers, and health policy analysts—and their clinical colleagues—easier than ever before. A new Engineering/Computer Science/Entrepreneurship building is being constructed on the West End of campus, with occupancy planned for fall 2021. Dana Hall is being renovated for faculty offices, administrative offices for the Guarini School, a graduate student lounge, and additional student study space. Blunt Alumni Center was renovated in 2018 to provide new faculty offices, seminar rooms, and a classroom.

The Black Family Visual Arts Center opened in 2012 and houses the Department of Studio Art, Department of Film and Media Studies, and the Digital Humanities program, along with a new screening room, auditorium, and classroom and studio spaces. A major renovation and expansion of the Hood Museum of Art began in 2016, and the museum reopened early in 2019. The project created space for increased access to the collections and a new Center for Object-Based Inquiry to triple the museum's capacity for teaching opportunities. In 2017–2018, an arts and culture planning process was undertaken to assess the effectiveness of Dartmouth's arts programming and supporting infrastructure, particularly within the Hopkins Center for the Arts. Recommendations from this process will help define future priorities.

In September 2018, Dartmouth's Trustees approved the construction of a new, 350-bed residence hall at the intersection of Crosby and East Wheelock Streets. The facility will become a new home for one of our House Communities, and will provide the "swing space" needed to implement a 10-year plan to renovate older residence halls.

A long-standing leader in international education, Dartmouth expanded and strengthened its off-campus study opportunities through the establishment of the Frank J. Guarini Institute for International Education. The endowed Institute will allow the College to offer new programs and more fully integrate on- and off-campus curricula.

In November 2016, the Executive Vice President announced that the annual operating budget process would focus on aligning its spending with the academic priorities that allow the College to attract and retain the brightest students and the most talented teacher-scholars. The work includes reallocating $20 million to $25 million from nonacademic spending to the academic budget over four years.

Other efforts over the last decade are aimed at **addressing global challenges** and **preparing students to be wise leaders**:

- Ten new academic clusters[11] were established between 2013 and 2016. Each cluster is composed of a faculty team focused on using interdisciplinary approaches to address worldwide challenges and emerging issues. These include global poverty, cybersecurity, healthcare delivery, digital humanities, and climate change.
- Announced in 2016, the **Arthur L. Irving Institute for Energy and Society** addresses issues at the intersection of energy and society through the creation of ideas, technologies, and policies. The Institute will be physically located in a new building to be constructed, with groundbreaking in late 2019, between the Tuck School and Thayer School at the West End of campus.
- The **House Communities** system, a new residential life model born of MDF, was implemented to provide undergraduate students, graduate and professional students, faculty, and staff more opportunities for intellectual engagement and to bring more continuity to students' living

experiences. The Class of 2020 will be the first to have been members of a House Community for their entire undergraduate careers.

- Dartmouth is also developing a four-year coordinated and sequenced set of programs and experiential learning opportunities to enable undergraduate students to develop concrete **leadership skills** regardless of their academic field or interests.

In April 2018, a $3 billion fundraising campaign was launched. The Call to Lead: A Campaign for Dartmouth seeks investments to elevate the College's ambitions to make a lasting, positive impact on the world through Dartmouth's faculty and graduates. The Campaign is expected to run through 2022 and will support many of the aforementioned priorities and initiatives. When fully funded, it will also:

- ensure need-blind admissions for all students, including international students; eliminate loans from financial aid packages; and enhance scholarship funding at the Tuck, Guarini, and Geisel Schools;
- transform the West End of campus into a dynamic intersection of entrepreneurship, technology, design, and business, including the co-location and expansion of computer science and engineering;
- expand the capacity for undergraduate students to participate in research and amplify Dartmouth's research in areas such as the study of the Arctic and the development of cancer treatments; and
- focus on experiential learning and foster the development of student leaders through the Dartmouth Center for the Advancement of Learning, the Rockefeller Center for Public Policy, Dartmouth Athletics, the Center for Professional Development, the Center for Social Impact, and the William Jewett Tucker Center for Spiritual and Ethical Life.

Standard 1: Mission and Purpose
Description

> *Dartmouth College 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.*

The fundamental purpose and intent of the institution is to provide students at all levels of higher learning with an education that will enable them to contribute to solving global challenges. Dartmouth continues to live by this mission statement, using these tenets to drive student recruitment, curricular and co-curricular activities, and support for all elements of the faculty life cycle. The graduate and professional schools offer mission statements that build upon Dartmouth's general mission statement, and that speak to the specific aims of their schools. These statements, like the Dartmouth mission statement, are each displayed on the schools' respective websites (see 1.1 Data First Form[1]) and used in both print and online materials.

The Dartmouth mission has remained the same since 2007, while both the Geisel School of Medicine and the Tuck School of Business revised their school-specific mission statements in 2016.

Dartmouth's Geisel School of Medicine mission statement now reads:

We address the world's health problems through research and discovery, the evaluation and improvement of systems of healthcare, and the education of the best future physicians and scientists.

After undergoing a comprehensive review of its mission, vision, and strategy, the Tuck School of Business succinctly declares its mission:

Tuck educates wise leaders to better the world of business.

The founding of the Guarini School of Graduate and Advanced Studies prompted the drafting of a mission statement that echoes the College's mission statement within its own particular academic context. Through a process of broad community consultation, and building on the 2010 mission statement for Graduate Studies (documented in Dartmouth's 2010 self-study), these have become Dartmouth's aims for the Guarini School:

To foster postgraduate academic programs of the highest quality, catalyze intellectual discovery, and prepare a diverse community of scholars for global leadership.

The mission statement for the Thayer School of Engineering is inscribed on the side of its most visible building. The mission remains:

To prepare the most capable and faithful for the most responsible positions and the most difficult service.

Appraisal

During President Hanlon's tenure, Dartmouth has reaffirmed the continued relevance of the institutional mission statement. It emphasizes the extraordinary potential of Dartmouth's students and the commitment of faculty to spark students' lifelong leadership and learning. These ideals remain core to Dartmouth, are integral to recruiting students and faculty members, and are central to budgetary

priorities and campus planning.

The mission informs strategic decision-making at all levels. For example, in its recent decision to limit undergraduate enrollment growth, the Chair of Dartmouth's Board of Trustees stated publicly that "the board was guided by a commitment to Dartmouth's distinctive model of close student-faculty engagement in an intimate, collaborative community that honors our profound sense of place." Dartmouth's current fundraising campaign is grounded in furthering the College's mission and purpose by focusing on developing students of unusual promise, fostering faculty as teacher-scholars, and bolstering the deep commitments through which Dartmouth continues to change the world.

In 2016–2017, Dartmouth engaged in a strategic communications and messaging project to identify and highlight distinctive institutional characteristics. Engaging students, alumni, faculty, staff, administration, and Trustees, the project drew out five themes, as noted in the Institutional Overview, that together form a distinguishing framework for Dartmouth.

These themes find deep resonance within Dartmouth's constituencies and increasingly frame both our internal and our external communication. Admissions, Advancement, and other divisions build their materials on this base. Dartmouth's mission and principles are underscored in the new mission statement of the Guarini School of Graduate and Advanced Studies and in the revisions of the Tuck School of Business and Geisel School of Medicine's mission statements. These new and revised statements are more concise, explicit, and routinely used.

For example, the brevity and precision of the Tuck School's new mission statement is intended to facilitate its integration into everyday life at Tuck, and indeed it has become ubiquitous in paper and electronic publications, in verbiage at presentations and programming, and as an instrument for strategic framing. This new mission statement—and its accompanying strategic vision—grew out of a yearlong series of meetings, focus groups, and discussions involving the Tuck School's faculty, staff, students, alumni, and advisory boards. The process was spearheaded and substantially facilitated by the School Dean, Matthew Slaughter, upon his appointment in 2015.

Revisions to the Geisel School's mission statement explicitly call out Dartmouth's focus on healthcare delivery systems along with a continued commitment to both discovery and education within a global context. The new mission statement was created during the restructuring of the school, including substantial changes to its relationship with Dartmouth-Hitchcock Medical Center (DHMC) and the creation of the Geisel School's Department of Medical Education, as discussed in Standards 3, 4, and 7.

Broad community consultation in the revisions of the mission statements of the Tuck and Geisel Schools, and in the creation of the Guarini School, have helped to reinforce Dartmouth's mission more generally. Institutional and school mission statements appear in Trustee, faculty, staff, and student handbooks, and are featured prominently on the web and in other communications materials.

Projection

The deeply introspective communications work that Dartmouth has recently completed, the incorporation of distinguishing principles of Dartmouth into the newly launched capital campaign, and recent institutional initiatives such as Inclusive Excellence have provided tremendous opportunities for community discussion around and promotion of Dartmouth's mission. The College will continue to revisit and update the institutional mission as needed in the next five years to ensure that it continues to honor Dartmouth's priorities, preserves its historic purpose and values, and reflects the College's distinctive way of embodying them. An example of this is an effort currently underway to incorporate mention of Dartmouth's staff into its mission statement.

Standard 2: Planning and Evaluation
Description
Planning

Planning is a regular, well-integrated feature of Dartmouth's central operations. We undertake both short- and long-term planning, including candid and realistic analyses of internal and external opportunities and constraints. We also continue to explore cross-functional and cross-divisional planning to take advantage of economies of scale and the efficiencies of shared tasks.

Strategic

Strategic planning has evolved over the course of the past 10 years and no longer entails a formal document. The President and Provost regularly hold team and individual meetings with executive leadership. These meetings ensure that the senior leadership team is focused on institutional strategy, aligned with presidential and provostial objectives, and up to date on current institutional events and issues. For major institutional priorities, planning begins with senior administration who engage with community members either through formal committees or task forces. These groups may meet for a few months or be engaged for longer periods, depending on the charge or goals. Examples demonstrating long- and short-term planning are found throughout the self-study, most notably the Appraisal sections of this Standard as well as Standards 4, 5, and 7.

Academic and Instructional

Standing faculty committees in Arts & Sciences are charged to address issues related to undergraduate academics and instruction at Dartmouth (see *Organization of the Faculty of Dartmouth College*[1]), and meetings of the Faculty of Arts & Sciences occur at least once a term. Within each of four Arts & Sciences discipline areas (Sciences, Social Sciences, Arts & Humanities, and International and Interdisciplinary Studies), an Associate Dean is responsible for oversight and management of academics and instruction. Associate Deans meet regularly with the Dean of the Faculty to discuss academic and instructional issues, course evaluations, and curricular changes. The Committee on Instruction (COI) maintains and reviews requirements for the Bachelor of Arts (AB) degree, and reviews all proposed changes in interdivisional course offerings, College Courses, and Student-Initiated Seminars. The COI also reviews all proposals for new majors and minors, and all requests for new programs. Curricular guideline flowcharts are available for courses[2], majors and minors[3], and other curricular changes[4].

Graduate courses approved and instructed by faculty in the Thayer School of Engineering are reviewed and approved by the relevant graduate committee (MS and PhD Committee or MEM Committee) and brought to Thayer School faculty for their review and approval. The undergraduate faculty committee in Thayer School is charged with planning and review of the undergraduate engineering curriculum. All course major changes and additions are brought to Thayer School faculty by the relevant committee and are reviewed and approved. Those courses counted toward the engineering sciences AB degree program are also brought for final review and approval by the Committee on Instruction and Science Division Council.

Faculty

Faculty planning is a collaborative process among the Provost, Dean of the Faculty, Dean of the Geisel School of Medicine, Dean of the Thayer School of Engineering, and Dean of the Tuck School of Business. Within each school, the Deanery follows formal recruitment, review, and promotion processes and procedures. Explicit departmental justifications accompany annual requests for faculty lines that may be tied to departmental/program reviews.

Over the past few years, special attention has been paid to increasing faculty diversity through Dartmouth's Inclusive Excellence Action Plan. Increasing faculty diversity has two primary purposes: (1) ensuring that Dartmouth has a full spectrum of creative minds engaged in innovative scholarship, and (2) exposing the College's increasingly diverse student body to a faculty that is just as diverse. Dartmouth is implementing long-term, creative recruitment strategies and seeking to improve sensitivity to issues that affect retention. Inclusive Excellence also calls for a careful reexamination of faculty development opportunities, workloads, and promotion and tenure policies, all while keeping in mind the need to embed policies that support underrepresented faculty within a framework that is consistently supportive of all faculty. These efforts are already showing results, as discussed in Standard 6.

Administrative

Annual reports request plans for the upcoming year(s). Planning meetings are held regularly at the departmental level. Division leaders maintain a regular schedule of meetings with department directors within their division. Many areas have undertaken formal strategic planning exercises, and examples of their plans and process will be discussed in the Appraisal section. Division and department leaders also participate in individual goal-setting activities with their teams. In the past couple of years, Human Resources has piloted 360-degree feedback mechanisms for a small group of divisional leaders.

Facilities, Budget, and Resources

Dartmouth's Board of Trustees has ultimate responsibility for the financial, administrative, and academic affairs of the College, using several committees and subcommittees to oversee the institution's finances. The Finance Committee makes recommendations regarding business affairs and financial operations of the College, including the annual operating budget and capital budget, financial policy, and external financing of capital projects. The Investment Committee oversees the Investment Office, which manages the endowment as well as other College financial assets. The Audit Committee is responsible for assessing processes to manage key business risk areas, reviewing internal and external audit functions, and recommending actions to address concerns of accounting, business conduct, accountability and stewardship, and compliance.

The President, Provost, Executive Vice President (EVP), and Chief Financial Officer (CFO) comprise a senior leadership team, which collaborates closely to develop a financial strategy that supports Dartmouth's institutional vision and ensures that resources are aligned with institutional priorities and strategic plans. In addition, the Provost and the EVP co-chair Dartmouth's Budget Committee, a standing committee. The Committee considers resource and budgetary issues, and provides advice and recommendations to the President, Provost, EVP, and CFO on an ongoing basis.

The Campus Services Division leads the annual capital budgeting planning process, addressing new construction, space programmatic changes, and deferred maintenance in consultation with the senior administrators and academic officers. The division is also responsible for the implementation and oversight of planning for space, buildings, land use, transportation, growth or interim relocation, and

sustainability strategies in conjunction with the Provost's Office, the Town of Hanover, and the surrounding region on community planning projects. In 2019, the Dartmouth Strategic Master Plan was launched and is detailed in Standard 7: Physical Resources.

Evaluation

Evaluation occurs at all levels of the organization on a regular basis—monthly, quarterly, annually, and multi-annually—depending on the performance being evaluated. Tools deployed include qualitative and quantitative measurements, 360 review, and performance and outcomes assessment.

Within higher education, the terms "assessment" and "evaluation" are often used interchangeably. These efforts are often associated with assessing achievement against clearly defined objectives. While outcomes are important, structures and processes must be examined to contribute to improvement, adoption, or adaptation across departments, programs, and the institution as a whole.

Making value judgements is at the root of evaluation, and such examinations occur at many levels at Dartmouth, across various constituent groups, and at various intervals. The majority of evaluative work is formative in nature. The goal is to modify, shape, and improve, and to share information quickly for mid-course corrections. The intent behind summative evaluations is the determination of the value and worth of an effort based on results, which tends to provide "before and after" snapshots.

The Office of Institutional Research is a key partner in evaluation efforts across campus, especially around survey research[5] efforts. In addition to providing "system of record" and other data to campus constituents through self-service dashboards, OIR also partners on various efforts aimed at evaluating programs, services, departments, and concepts. When and where possible, a logic model[6] and a mixed methodology is utilized to enhance the dependability of conclusions and yield appropriate levels of circumspection. In addition, the Registrar is the main contact point for queries regarding student-level data contained in Dartmouth's Enterprise Resource Planning (ERP) system, Banner, most notably course information.

Academic

External reviews are required for each of the academic programs/departments in Arts & Sciences on a 10-year review cycle[7], including off-campus and graduate programs ((see Academic Review Examples[8]). Graduate programs contained mainly in departments (e.g., chemistry; physics; mathematics) participate in the Arts & Sciences process, while the Guarini School reviews interdepartmental graduate programs (e.g., molecular and cellular biology; ecology, evolution, ecosystems and society). For Arts & Sciences, a team of three external and two internal reviewers conducts the review. The process normally begins approximately one year prior to the program or department's review when the self-study is sent to the external review chair. See the Appraisal section of Standard 8 for examples of external reviews used to make curricular changes.

In 2017, the then Associate Director of Accreditation and Assessment partnered with the Dean of the Faculty Office on documentation of the external review process. The main goal was to be transparent about the current 10-year process, including the addition of a more specific structure to the self-study document, and the insertion of a section on student learning outcomes. A significant amount of the effort was merely formal documentation of the current external review process, including different forms shared with department chairs (see the updated document[9]).

Administrative

Administratively, external reviews are required for some administrative departments. Certain divisions have multi-year review schedules (see Provost Administrative external review schedule[10]) and a standard review process document and template[11]. Similar to the academic review process, an external team consisting of experts suitable to each department reviews the department and provides recommendations to the relevant senior administrator. Feedback from the review is shared with the department. Examples of such reviews and how the results informed updates in the department are found in Standard 5: Admissions; and in Standard 7: Financial Resources and Information, Technology and Consulting.

Annual performance reviews are completed for all staff each January. Department heads and employees are provided with templates and training opportunities to assist with the process. See Standard 7: Human Resources for additional details regarding the annual performance review process.

Appraisal
Special Emphasis

Requested updates on *accomplishing the College's planning goals and initiatives* are provided in this section.

Establishment of a Graduate School

On January 27, 2016, the Board of Trustees voted to establish the School of Graduate and Advanced Studies at Dartmouth, creating the College's first new school in more than 100 years. The new graduate school consolidated resources supporting over 800 students in 16 PhD programs and 11 Master's programs, as well as 220 postdoctoral scholars. The school is administratively independent, and the inaugural dean, F. Jon Kull, reports directly to the Provost (see Senior Administration Organizational Chart[12]). The Council on Graduate Studies[13] (CGS) continues oversight of policies involving graduate education at Dartmouth. In April 2018, the school was named the Guarini School of Graduate and Advanced Studies. See Standard 4 for additional information on the graduate school.

Thayer School of Engineering Expansion

The number of students majoring in engineering, based on degrees awarded[14], has grown substantially since 2010. Bachelor of Engineering majors have nearly doubled, from 57 in 2010 to 113 (98% increase), while undergraduate majors grew 50%, from 64 to 96. Tenure-track faculty have increased approximately 45% (27 to 39) with an eventual goal of 70, while research funding increased from $12.2 million to $27.5 million.

The increased demand on engineering, coupled with President Hanlon's focus on experiential learning and innovation in the classroom, led to the proposed 50% growth of the Thayer School and its programs by 2025. Given recent fundraising campaign efforts, discussions on the planned expansion have resulted in fundraising commitments to enable the first significant step, construction of a state-of-the-art, 160,000-square-foot facility in the West End of campus to accommodate further growth among students and faculty, and co-location of an expanded Department of Computer Science, which in turn will increase research funding and opportunities. Construction has begun, with occupancy expected in 2021.

Magnuson Center for Entrepreneurship (formerly the Dartmouth Entrepreneurial Network (DEN) Innovation Center)

Since its opening in 2014, and during its pilot phase, the Magnuson Center has incubated more than 100 ventures, awarded more than $400,000 in grants, matched and funded 30 start-up internships, and provided hundreds of hours of one-on-one mentorship. In May 2018, a $20 million commitment was made by Allison and Rick Magnuson '79 to create and endow the Magnuson Center for Entrepreneurship at Dartmouth. The Center will enable expansion in the aforementioned areas and will serve as a dynamic hub for faculty, student, and alumni entrepreneurs across all schools; organize and energize Dartmouth's full entrepreneurial ecosystem; serve as the home of the Center; and permanently endow entrepreneurship activities at Dartmouth. The Center is supported with another $16 million from the Dartmouth Founders Circle, a consortium of leading Dartmouth alumni in technology, venture capital, and private equity.

For all its strengths, the Center had more community demand for entrepreneurial resources than it could meet. With a goal to support as many students, faculty, and alumni as possible, the Center worked to expand its services, deepen all community members' understanding and use of modern technologies, and drive innovation in social as well as technological entrepreneurship. To realize this vision, Dartmouth sought an investment in endowed funds to expand the Center's services in four key areas:

- **Experiential learning**: Because faculty involvement in entrepreneurship is so powerful, the Center will involve more teacher-scholars from a range of departments—including the sciences, social sciences, arts, and humanities—in teaching on-campus and online courses, and in designing and leading more off-campus, hands-on workshops.
- **Start-up support**: The Center will broaden its support for student and faculty initiatives, and engage more alumni experts to mentor budding entrepreneurs through the process of translating promising ideas into tangible innovations.
- **Alumni engagement**: The Center will heighten its support for student, faculty, staff, alumni, and community entrepreneurs by leveraging a community of 5,000 leaders through additional outreach and by building a stronger connection between alumni and students.
- **Community involvement**: By establishing Dartmouth as a thought leader in economic development and entrepreneurship, the Center will strengthen community relations and provide expanded networking support at the community and regional levels.

In addition, the Center's team will expand to six employees; a newly formed board of advisers of 20 alumni will provide ongoing strategic guidance; and the Center will be located in the new engineering and computer science building once completed.

Planning and Evaluation[15]

The three examples that follow, Moving Dartmouth Forward (MDF), Inclusive Excellence, and the Campus Climate and Culture Initiative (C3I), are the product of working group studies that included representatives from faculty, students, and staff. These groups focused on their short-term charges to inform the development of longer-term action plans. Each incorporates the collection and analysis of data to track progress and assess impact. All mandate transparency and accountability through external review committees and other mechanisms to ensure that Dartmouth stays true to its goals. Taken together, the initiatives aim to eliminate any barriers that may impede our pursuit of academic excellence, and in doing so, are essential to our long-term success.

Moving Dartmouth Forward

As noted in the Institutional Overview, President Hanlon presented the MDF initiative to the community in January 2015. Planning for the initiative began in May 2014 when President Hanlon convened the MDF Steering Committee, which submitted its report[16] in January 2015. Following the announcement, an implementation group was formed to ensure that progress was being made, and was reporting this progress on a public-facing website[17]. An External Review Committee was also formed to assist with assessing progress and holding Dartmouth accountable to the details put forward in the plan. The External Review Committee submitted its first annual report[18] in September 2015 and its second annual report[19] in November 2016. The second report highlighted how the Moving Dartmouth Forward plan has been implemented. Currently, the College is now focused on assessing the impact and perception of MDF on harmful behaviors.

One area of critical review and evaluation has been sexual assault and misconduct. In 2015, the Association of American Universities (AAU), in conjunction with Westat, a private research firm, fielded a survey in which Dartmouth participated (AAU Survey). Westat conducted the survey in spring 2015 with students from 27 institutions, including Dartmouth. Westat produced an aggregate report[20] across the institutions as well as an individual report for each participating institution. In conjunction with the public release of Dartmouth's report[21], the College also provided an executive summary[22] of the results for the campus community. The results provided two, clear takeaways: (1) the rate of sexual assault and harassment—at Dartmouth, and on campuses across the country—is unacceptable; and (2) Dartmouth must continue to further strengthen its efforts in prevention, response, and accountability.

Since the release of the 2015 AAU Survey, Dartmouth has taken a wide range of steps in three distinct areas: (1) preventing sexual violence; (2) supporting survivors of sexual violence; and (3) increasing communication and transparency. These steps include:

- Implementation of extended interactive presentations during orientation to address knowledge of and access to Title IX resources.
- Appointment of Deputy Title IX Coordinators in each of the graduate and professional schools. The Deputy Title IX Coordinators assist in response and support, implementation of protective and supportive measures when needed, and educational programming for their communities.
- Creation of three new staff positions in the Title IX office, including a Deputy Title IX Coordinator for Response and a Deputy Title IX Coordinator for Training, reflecting the institution's commitment to supporting the office's ability to be responsive and accessible to all community members.
- Streamlining of websites to centralize and publicize information on sexual violence prevention, policy, and response.

In early 2017, the Title IX Coordinator requested that another survey on sexual misconduct be fielded. Institutional Research partnered with Title IX and other departments across campus to develop the instrument. The 2017 Dartmouth Sexual Misconduct Survey (2017 Survey) used the 2015 AAU Survey as its foundation, with modifications based on lessons learned and campus-specific needs for further information.

The 2017 Survey was confidential and incentivized at $10 compared with the 2015 Survey, which was anonymous and incentivized at $5. The 2017 response rate was 47%, up from 42% in 2015. Similar to 2015, an executive summary[23] document was created as well as a series of dashboards[24]. Overall, the results indicate that students are reporting higher rates of sexual assault but remain skeptical of the

administration's handling of the issue. Reported rates of sexual assault and misconduct among graduate and professional school students were slightly lower than those reported in the 2015 Survey.

The 2017 Survey results confirm widely known patterns of sexual violence from other studies, including our own 2015 findings. Most importantly, the rates of sexual assault and misconduct continue to be unacceptable and gravely impact the overall well-being of those who are harmed. Dartmouth must use this information to reexamine and continue its efforts in prevention, response, and accountability, especially among undergraduates. A formal action plan[25] was created. Further details on MDF's progress can be found in the Appraisal section of Standard 5.

Inclusive Excellence

Dartmouth's Inclusive Excellence initiative kicked off in February 2016 after student[26], faculty[27], and staff[28] working groups submitted reports. It was similar to MDF in design and process and was informed by a Community Study undertaken by an outside firm specializing in campus climate assessments, Rankin & Associates (see executive summary[29], final report[30], and PowerPoint presentation[31]). The initiative also included a website[32] where updates and progress are tracked. Of the six initiatives detailed, two related to transparency[33] and accountability[34] and included the creation of an External Review Committee, also similar to MDF, and a Dartmouth Assessment and Research Team (DART). The Committee was designed to include national thought leaders in diversity and inclusion in higher education with the express purpose of evaluating Dartmouth's accountability for the commitments outlined in the Action Plan. Meanwhile, the Associate Provost of Institutional Research led DART, formed in September 2016; this was a recommendation set forth in the faculty working group report. Membership included two faculty members, as well as professional staff from across the institution. The team used a mixed-methods approach to the evaluation of campus efforts.

The External Review Committee's report[35] followed a June 2017 on-site visit and noted that the "initiative has made significant progress and achieved several notable successes consistent with the Action Plan."

In July 2018, DART submitted its Academic Year (AY) 2017–2018 report[36] to the External Review Committee, including Appendix C, containing the two years' worth of report cards tracking progress on task completion. One of the main activities discussed in the report was the qualitative analysis of open-ended comments from Dartmouth's Community Study by demographic characteristics.

As noted in the Recommendations section of DART's report, going forward, the collection, reporting, and analysis of metrics should be the joint responsibilities of the Office of Institutional Diversity & Equity (IDE) and Office of Institutional Research. The report also reminded readers about the Community Study recommendations put forward by Rankin & Associates and the need for consensus regarding the list of ongoing metrics to track.

Appraisal on the other four initiatives making up the plan—Increase Faculty Diversity[37], Increase Staff Diversity[38], Build a More Inclusive Community[39], and Confront and Learn from the Past[40]—are discussed in later Standards (see Standards 5, 6, 7, and 9).

Campus Climate and Culture Initiative

As noted in the Institutional Overview, President Hanlon announced the creation of this initiative in January 2019. It is the third pillar, alongside Moving Dartmouth Forward and Inclusive Excellence, forming a broad-based program to ensure that behaviors and relationships in all contexts on campus are consistent with our values. C3I tracks with its sister initiatives in design. Specifically, there is a C3I website[41] where updates are provided, and an External Advisory Committee has been created to evaluate progress.

C3I has as its foundation a report from the National Academies of Sciences, Engineering, and Medicine (NASEM), called Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine[42]. The report is the first evidence-based exploration of the damaging toll of sexual harassment on both research integrity and retaining talented students and faculty.

C3I is made up of measurable actions that address recommendations from the NASEM report. It also addresses the types of sexual harassment that the report identifies—gender harassment, unwanted sexual attention, and sexual coercion. Dartmouth has committed to adopt all of the higher-education-specific recommendations in the report.

C3I is made up of new programs and several initiatives that have been in the works for some time. The project is organized into five categories: campus climate, academic and professional development, recruitment, resources, and mandatory reporting.

Accomplishments to date include:

- Theodosia Cook was named the C3I Director in March 2019, transitioning from her role as the Director of Institutional Diversity and Equity.
- In June 2019, the Board of Trustees voted to adopt a new, unified sexual and gender-based misconduct policy for faculty, students, and staff. It came after several months of consultation and revisions with input from the community that culminated in votes to adopt the policy by the Faculty of Arts & Sciences and the faculties of the professional schools. The new policy and associated processes will be implemented later in 2019.
- Mandatory Title IX training for faculty and staff was initiated in January 2019 and completed in summer 2019. As noted earlier, the Title IX office added new positions, including two new mental health professionals.
- The first two academic department climate reviews began. The reviews are being led by University of Michigan Professor Abigail Stewart[43], a national expert in creating inclusive academic environments, in conjunction with Dartmouth Professor of Engineering Vicki May, who is already engaged in the review process at Dartmouth.
- A new requirement was enacted whereby all graduate programs must establish research advisory committees for the oversight of theses and dissertations, making it mandatory for graduate students to have a committee rather than one adviser overseeing their work.

Professional Schools

The professional schools are required to demonstrate effective planning and evaluation processes to their respective accrediting agencies. In 2013, the Geisel School of Medicine received its reaccreditation from the Liaison Committee on Medical Education (LCME) [44]. The next full LCME visit will be in 2020–2021. In 2018, the Tuck School of Business was reaccredited by the Association to

Advance Collegiate Schools of Business (AACSB) [45]. The BE degree program of Thayer School of Engineering was reaccredited by the Accreditation Board for Engineering and Technology (ABET, Inc.) [46] in 2016. The next comprehensive ABET review will take place in 2021–2022.

Projection

- We will successfully complete the Call to Lead Campaign. This fundraising effort will help Dartmouth achieve numerous academic, co-curricular, and fiscal goals.
- Both Inclusive Excellence and Moving Dartmouth Forward will transition from stand-alone efforts to become standard operating procedures. Metrics will continue to be tracked by administrative offices and through the Office of Institutional Research, and new metrics will be added when warranted.
- A leadership development program, as part of C3I, will be launched and focus initially on deans, faculty chairs, and others in positions of significant leadership.
- The institutional role and responsibilities for assessment will be revisited and finalized.

Standard 3: Organization and Governance
Description
The Board of Trustees

Dartmouth College's 1769 Charter[1] established a Board of Trustees (the Board), originally consisting of 12 members, including the President of the College. The Governor of New Hampshire was also named as a Trustee ex officio and has not played an active role.

Currently, there are 16 Charter Trustee positions and 8 "Alumni" Trustees (nominated by alumni and elected by the Board). A list of current Trustees and their biographies may be found at this website[2].

Both Charter and Alumni Trustees normally serve no more than two four-year terms, and their duties and powers are the same. Following a governance study, the Board voted in 2007 to expand the number of elected or Charter Trustees (nominated and elected by the Board itself, not including the Governor and President) to not more than 24.

In recent years, the Board has made concerted efforts to ensure that membership represents the breadth of experience needed to effectively advance Dartmouth's mission and goals. The Board has sought to diversify the backgrounds and skills of its members, including by electing members who do not hold a Dartmouth degree or whose primary affiliation is through a Dartmouth graduate or professional school.

The College's Charter grants the Board the authority to appoint faculty and administrative officers, award degrees, and make "ordinances, order, and laws" to benefit the College. In 2013 the Board adopted its first set of bylaws[3], which clarified and formalized a variety of subjects, including Board authority and responsibilities, officer positions, committees, and indemnification.

The Board expects that its members will act in the College's best interests, both financially and in pursuit of its academic mission. To this end, the Board employs a robust committee structure in which all Trustees participate. As required by the bylaws (see Series 3 Data First Forms[4]), the Board adopted Charters for each Standing Committee (excluding the Executive Committee), which outline each committee's composition and responsibilities and are reviewed and updated annually. Currently, the Standing Committees are Academic Affairs, Advancement, Audit, Finance, Governance/Nominating, Investment, Master Planning and Facilities, and Student Affairs. The majority of the Board's work is channeled through these committees, which report to the Board in an advisory capacity, but significant policy and financial matters are put before the full Board. As needed, the Board stands up limited-term task forces to address critical matters. Recent task forces have addressed the Geisel School of Medicine, marketing and communications, and information technology.

Trustees also serve on a number of advisory boards across the institution, including, but not limited to, *Dartmouth Alumni Magazine*, Athletics Advisory Board, Hood Museum of Art, Hopkins Center for the Arts, and the Rockefeller Center for Public Policy. Trustees are also members of the Geisel, Guarini, Thayer, and Tuck School Advisory Boards.

Regular meetings of the full Board are held at least four times per year. The Board has proactively identified education-related topics to explore, such as innovation and the role of diversity in fostering creativity. External experts are invited to one or more meetings each year. The Board also meets with faculty and students to hear about their experiences or to help announce new initiatives. In recent years, the Board Chair has also participated in open forums sponsored by the Executive Vice President

(EVP) where audience members are predominantly employees.

Internal Governance

Dartmouth's President is the Chief Executive Officer and reports to the Board of Trustees. Dr. Jim Yong Kim stepped down as President of Dartmouth in July 2012, and then Provost Carol Folt was appointed Interim President while a search was conducted. The Board of Trustees elected Philip J. Hanlon as Dartmouth's 18th President, effective July 1, 2013.

Shortly after his arrival, President Hanlon made several key administrative appointments (all directly reporting to him), including the roles of Provost (the Chief Academic Officer), Executive Vice President (EVP), Senior Vice President for Advancement, and Senior Vice President for Public Affairs (now VP for Communications).

In 2014, the roles of Chief Financial Officer (CFO) and EVP were separated to allow the EVP to focus on the most important strategic initiatives of the College, while the CFO focuses on management of College finances. Richard G. Mills was appointed EVP in 2013, and Michael F. Wagner was appointed CFO in September 2014.

Other leadership changes include:

- In 2017, Provost Carolyn Dever decided to step down from her position, and Computer Science Professor David Kotz was appointed Interim Provost while an international search for a successor was conducted. Joseph Helble, Dean of the Thayer School of Engineering, was appointed as Provost effective October 29, 2018.
- Elizabeth Smith, the Paul M. Dauten Jr. Professor of Biological Sciences, was appointed Dean of the Faculty of Arts & Sciences on July 1, 2017, succeeding Michael Mastanduno.
- After an international search, Matthew Slaughter, the Tuck School's Signals' Companies Professor of Management and former Associate Dean, was named Dean of the Tuck School in January 2015, and took office in July 2015.
- Wiley "Chip" Souba ended his term as Dean of the Geisel School of Medicine in 2014. Duane Compton, Professor of Biochemistry and Cell Biology, served as Interim Dean for nearly three years and was appointed Dean of the Geisel School in April 2017.
- After a national search, Alexis Abramson, a mechanical engineer and a leader in sustainable energy technology from Case Western Reserve University, was named Dean of the Thayer School of Engineering effective June 2019. She succeeds Professor of Engineering Laura Ray, appointed Interim Dean in October 2018.
- As previously noted, F. Jon Kull, Professor of Chemistry, was named the inaugural Dean of the Guarini School of Graduate and Advanced Studies.
- Dean of the College and Professor of Spanish and Comparative Literature Rebecca Biron returned to the faculty in summer 2018, and Kathryn Lively, Professor of Sociology, was appointed as interim, and then permanently in summer 2019.

The Provost remains the Chief Academic Officer and works closely with the academic deans to support and advance teaching, scholarship, and the integration of academic and student life. The Provost convenes monthly meetings of the academic deans and Dean of the College and attends meetings for several standing faculty committees. The Provost partners with the EVP to manage the academic budget.

The Office of the Provost also oversees areas related to institutional research, the libraries, faculty

research, technology transfer, international partnerships, student affairs, and several academic centers.

Faculty continue to hold primary appointments in one of four Faculties: Arts and Sciences, Tuck School of Business, Thayer School of Engineering, and the Geisel School of Medicine. Faculty who teach in the Guarini School of Graduate and Advanced Studies are subject to the policies and procedures of their school of appointment.

Each of the four Faculties is responsible for its educational programs, degree requirements, and the overall quality of its academic program, including affiliated off-campus programs and continuing education. The Organization of the Faculty of Dartmouth College (OFDC)[5] describes functions and membership of the Councils of the General Faculty and the Standing Committees of the Faculty of Arts & Sciences, as well as other committees and councils. The *Handbook of the Faculty of Arts & Sciences* describes its organization of the College and identifies operating policies and procedures as well as available resources. The Geisel School of Medicine, Thayer School, and Tuck School maintain their own practices. Standard 4 details how existing academic departments, programs, and degrees are systematically evaluated, and how new programs or degrees are approved. The Provost oversees a number of consortial agreements, although some of these are managed at the school or department/program level. In all cases, agreements are reviewed at regular intervals, and provisions are made to enable the College to discontinue agreements as appropriate.

There are a number of student governing organizations and ways in which students engage in institutional committees. The undergraduate Student Assembly, the Graduate Student Council, the Geisel Student Government, the Thayer Council, and the Tuck MBA Council represent student interests for their constituencies. Other significant student governance entities include the Undergraduate Class Councils, the Undergraduate Finance Committee, the Council on Student Organizations, and House Community Executive Boards. Students are appointed to serve on various faculty committees (e.g., the Committee on Student Life, the Committee on Standards) and ad hoc task forces (e.g., Moving Dartmouth Forward, the Sustainability Task Force), and to participate in various search processes. Students also have access to senior leadership of the College through open office hours with the President, the Provost, and the Dean of the College.

Appraisal
The Board of Trustees

The Board of Trustees regularly seeks opportunities to evaluate and assess its structures, areas of focus, and performance. Examples include:

- Each year, the Board of Trustees conducts a self-assessment and individual performance reviews of Trustees being considered for reelection. Evaluations of the full Board of Trustees are conducted every three years. The Board of Trustees also completes an annual evaluation of the President.
- In 2013, the Board determined that due to increased collaboration between the Nominating Committee of the Alumni Council and the research arm of Dartmouth's Development Office, the Committee on Trustees should be dissolved.
- An Audit Committee was formed in 2015. The Committee's purpose, as provided in its Charter[6], is to exercise oversight with respect to financial reporting; internal controls, data security, and risk management; internal and external audits; and to have general oversight of compliance matters across Dartmouth. The Audit Committee also looks at trends in areas such as health and safety, as well as reputation, and works with the College's Risk Council to identify

risks.

In March 2014, alumni voted to approve amendments to the Association of Alumni constitution eliminating the requirement of alumni-wide balloting if there is an uncontested Alumni Trustee election. Alumni-wide balloting will still occur in Trustee elections where two or more candidates are running for a seat. The amendments had no impact on the number of candidates nominated or the ability of alumni to run by petition and did not alter the petition process. The amendments also clarified that the Association of Alumni Executive Committee may send ballots to alumni via email unless an alumnus/alumna asked to receive paper ballots.

Beginning in late 2015, the Board of Trustees initiated a review of existing governance boards of schools and centers, with several objectives in mind: to clarify and improve each group's distinct role; to more closely align advisory boards with the overall strategic advancement of Dartmouth; to ensure high-quality experiences for all members; and to adopt best practices.

As a result of this review, the Boards of Overseers at the Geisel School of Medicine, Thayer School of Engineering, and Tuck School of Business were renamed as Boards of Advisors (approved in March 2018). The Trustees also approved new Charters for both advisory boards to clarify the nomination and approval process, including the Trustees' role in this process, and to set new term limits. Similar changes have also been made for the Magnuson Center for Entrepreneurship (formerly the Dartmouth Entrepreneurial Network (DEN) Innovation Center), the Dartmouth Center for Social Impact (formerly the Center for Service), the Tucker Center, and the Arthur L. Irving Institute for Energy and Society.

The Board members, along with the President and senior leadership, have focused on enhancing Dartmouth's capacity for academic excellence and innovation, and on developing structures to support nimble operations. Members of the Board of Trustees have played key roles on the Campaign Planning Committee, participated in a recent Task Force on Enrollment Expansion, and helped develop a strategic messaging project, which led to the development of both a new visual identity and an integrated strategic framework for telling Dartmouth's story.

Internal Governance

Changes in senior leadership over the last decade have presented opportunities to evaluate and reconfigure organizational structures to better align with our academic mission and meet changing student and faculty needs. After several years of experimentation, President Hanlon's senior leadership group now meets weekly, with biannual retreats. Weekly meetings are focused on the strategic direction of the institution, with time reserved for smaller group discussions on specific topics.

Following more than a year of evaluation and discussion, in 2016, the financial and operational oversight of the academic enterprise in the clinical departments (and the financial and operational oversight of the academic and clinical enterprises for the Department of Psychiatry) were transferred from Dartmouth College/Geisel School to the medical school's primary clinical partner, Dartmouth-Hitchcock Medical Center (DHMC). This transfer of oversight did not affect the academic status of individuals in these clinical departments—they remain members of the Geisel School faculty.

The restructuring of the Geisel School included not only this transfer of the oversight of the academic clinical enterprise to DHMC and the formation of the Department of Medical Education, but also the restructuring of the foundational science departments coalescing three departments (Genetics; Pharmacology & Toxicology; Physiology & Neurobiology) into a newly formed Department of Molecular and Systems Biology (MSB). MSB joined two recently approved new departments at the Geisel School

(Biomedical Data Science; Epidemiology) that underscore Geisel's focus on multidisciplinary, integrated units within the school.

A new Campus Services Division, reporting to the EVP, was created in 2015 to bring together units dedicated to the care of the physical plant, including off-site facilities. The division combines all departments previously under Campus Planning and Facilities with units previously under the Provost's Office: Dining Services, Residential Operations, the Morton Farm and Equestrian Center, Environmental Health and Safety, and the Skiway.

In 2017, the Provost eliminated the position of Vice Provost of Student Affairs, created in 2015, and realigned all student affairs functions under the Dean of the College. The reorganization better aligns student affairs, residential life, and student academic support with Dartmouth's academic mission and priorities. The Dean of the College serves as a member of the President's and the Provost's leadership teams, promotes the integration of academic life into the full range of student experiences, provides direction on student inclusivity and diversity issues, and participates in strategic planning.

Institutional leadership seeks input from students, faculty, staff, and alumni in a variety of ways, including scheduled and advertised office hours and termly Town Halls hosted by the EVP (open to the entire community). Stakeholders are often invited to share thoughts and ideas on senior-level searches and initiatives under consideration, such as the Task Force on Enrollment Expansion, academic clusters, and efforts to build a more inclusive community.

Faculty Governance Changes

Dartmouth's faculty regularly review and assess membership, roles, and processes for committees and councils. For example, from 2010 through 2017, the Faculty Coordinating Committee (FCC), Councils of the General Faculty, and several Standing Committees of the Faculty of Arts & Sciences (see FAS Governance documentation[7]) all made changes to their membership to reflect new administrative and faculty titles and roles, and to include members whose responsibilities and areas of oversight more clearly overlap with the work of the committee or council.

Following a two-year pilot, a new Council on Undergraduate Research (see FAS Governance documentation[8]) was formed to advise the Office of Undergraduate Advising and Research, to help communicate with students and faculty about undergraduate research opportunities, and to make recommendations to the General Faculty for major policy and procedure changes regarding undergraduate research.

Demands on faculty time for institutional service has been a recurring topic of discussion and reflection on campus. In 2015, the Committee on the Faculty (COF) recommended that its charge be amended to include responsibility for review of the use of faculty time. The COF also recommended changes in faculty appointments to the Council on Benefits to help balance COF commitments and to seek members who have expertise in the areas that the Council addresses (see FAS Governance documentation[9]).

More recently, the President's Office has looked for ways to solicit faculty input while mitigating the burden on the standing committees of the schools. For example, the 2018 Sexual Misconduct Steering Committee included faculty representation from across campus and received extensive support from the President's Office. The Committee focused on developing policy recommendations to minimize creeping scope, and its cross-institutional perspective minimized the burden on school committees.

In response to concerns raised about tenure and promotion decisions, the Committee Advisory to the

President recommended that the OFDC be revised to allow members of the department or program tenure committee, individually or collectively, to request reviews based on their awareness of possible procedural errors or discrimination in reappointment, tenure, and promotion decisions for the Faculty of Arts & Sciences. This change was approved in October 2017 (see FAS Governance documentation[10]).

Projection

- Review of the Boards of Schools and Centers will continue as we seek to clarify membership, processes, and purpose for these organizations. Assessment of these governance changes is likely to take place three to four years after the time changes were implemented for each Board; this assessment will provide more data on the experiences of members and the impact of these changes over time.

Standard 4: The Academic Program

The liberal arts are at the core of all of Dartmouth's academic programs, placing our students into a culture of critical thinking, creativity, and collaboration, and empowering them for a life of thoughtful leadership in a complex world. The liberal arts imperative informs every field of study here, including those at our graduate and professional schools. Dartmouth students learn to ask bigger questions and apply multiple perspectives to the answers. They gain a deeper understanding of humanity, and a broader view of the implications of new discoveries and technologies for societies throughout the world.

Description
Assuring Academic Quality

The Faculty of Arts & Sciences is responsible for all academic issues related to undergraduate instructional programs and courses, including course content and delivery, the selection of faculty, evaluation of students' prior learning for purposes of placement, evaluation of student performance and progress, and oversight of graduation requirements. The Faculty of Thayer School of Engineering is responsible for the Bachelor of Engineering (BE) requirements. The Faculty of the Geisel School of Medicine and the Tuck School of Business provide and oversee research opportunities for undergraduate students, including, in some cases, thesis projects via collaboration with or adjunct appointments in the Faculty of Arts & Sciences.

Pursuant to the authority of the Board of Trustees, the Faculty of Arts & Sciences oversees degree requirements and approves any changes to them after consideration by the appropriate faculty committees as described in the Organization of the Faculty of Dartmouth College (OFDC)[1]. The Committee on Instruction and the Arts & Sciences Divisional Councils exercise authority on behalf of the faculty over routine curricular changes such as adjustments to the requirements of specific majors or minors, approval of new course offerings, and approval of individual courses as satisfying general education requirements. The Committee on Off-Campus Activities represents the faculty in approving changes to the curriculum of Dartmouth's study-abroad and other off-campus programs. All courses offered on campus, as well as those on Dartmouth's off-campus programs, are full-term courses.

PhD, MS, and MA graduate courses and programs are overseen by the Guarini School and the Council on Graduate Studies (CGS), which approves all new graduate programs, degree requirements, and course syllabi. The CGS also approves any changes to existing program degree requirements and courses.

At the Thayer School, the Master of Engineering (MEng) degree is administered by the Thayer MS/PhD Program Committee, and the Master of Engineering Management (MEM) degree is administered by the MEM Program Committee. Any changes in courses or programs must be approved by vote of the Thayer School faculty.

At the Tuck School, the Curriculum Committee and the Executive Committee oversee MBA courses. The Curriculum Committee makes recommendations to the Executive Committee regarding new course syllabi and significant changes to existing courses, and the Executive Committee has the decision rights regarding these changes. Changes to MBA program degree requirements must be approved by a vote of the Tuck School faculty.

For the Geisel School education program leading to the MD degree, the Medical Education Committee, a permanent standing committee of the Geisel School faculty, is charged by the Dean to oversee and

direct the entire four-year curriculum leading to the MD degree. The Committee has direct responsibility and authority for determining what is taught, learned, and assessed in all of the major competency areas. The Committee is also responsible for ensuring that all relevant requirements of the Liaison Committee on Medical Education (the U.S. Department of Education–recognized accrediting body for programs leading to the MD degree in the United States) are addressed by our undergraduate medical education curriculum.

The Geisel School MPH graduate courses and its two programs are overseen by the Curriculum Committee for the Dartmouth Institute for Health Policy and Clinical Practice (TDI), which approves all new courses and degree requirements. The Curriculum Committee, along with TDI's Executive Committee, also approves any changes to existing program degree requirements. Any changes to the MPH program are presented to the CGS for informational purposes.

As discussed under Standard 2, undergraduate academic planning is carried out through numerous faculty committees in conjunction with the Dean of the Faculty and Associate Deans. The 10-year external review cycle of all Arts & Sciences departments and programs is also spearheaded by the Associate Deans.

All new Dartmouth departments and degree-granting programs are also reviewed by and must be approved by the Provost's Academic Planning Council. The Council reviews department and school proposals and rationale, and then assesses how a new program addresses student demand and fits into current offerings, and whether sufficient faculty expertise and resources exist to support the new initiative. Approval of new degrees, including new graduate degrees, requires a vote of Dartmouth's Board of Trustees.

As discussed here under General Education, Dartmouth's requirements include expectations related to collegiate-level skills in writing, foreign language, critical judgement, and inquiry. These expectations are articulated by faculty in their syllabi and through the Canvas learning management system.

Undergraduate Degree Program

Dartmouth offers one primary undergraduate degree, the Bachelor of Arts (AB). Our mission is advanced through shared undergraduate academic experiences in the first year, general education requirements, opportunities for hands-on learning through projects and creative practice, access to an array of study-abroad programs led by Dartmouth faculty, and the completion of one or more majors.

Nearly all students are full time and degree-seeking, and on average, there are approximately 4,400 enrolled undergraduates taking over 39,000 credit hours. These students take courses in 41 departments and interdisciplinary programs housed under Arts & Humanities, Interdisciplinary Programs, Sciences, and Social Sciences Divisions.

General Education

In order to acquire the 35 required credits for graduation, in addition to completing a major, all Dartmouth students must complete distributive (general education) requirements, which are discussed in more detail here.

Undergraduate degree requirements fall into several basic categories: Residence, Course Count (35 courses passed), Specific Course Requirements (including Writing and First-Year Seminar, Foreign Language, and General Education Requirements), a Physical Education Requirement, and a Major

Requirement. The details of each of these requirements are described in the [Organization, Regulations, and Courses (ORC)](#)[2].

Residence Requirement: All students must, as an absolute minimum, complete six terms in residence while registered and enrolled in courses. (Terms spent elsewhere while enrolled in absentia in the various Dartmouth off-campus programs do not serve for any part of this requirement, nor do exchange or transfer programs.) A student must be in residence for all three terms of the first year; for the summer term following the sophomore year; and for the fall, winter, and spring terms of the senior year, in every case being registered and enrolled in courses. A student will normally be enrolled for 12 terms but will be allowed 13 if two of these are summer terms.

Physical Education Requirement: All students must complete three terms of physical education classes and successfully complete a 50-yard swim test.

Specific Course Requirements: In addition to completing a major (see section that follows, The Major or Concentration), all Dartmouth students must complete these requirements:

- One term of Writing 5, or the equivalent Writing 2–3
- A first-year seminar
- Foreign languages numbered 1–3, or demonstrate equivalent proficiency, or fluency
- One course in each of three areas:
    - Western Cultures
    - Non-Western Cultures
    - Culture and Identity
- Ten courses in distributive requirements, as follows:
    - one in the Arts
    - one in Literature
    - one in Systems and Traditions of Thought, Meaning, and Value
    - one in International or Comparative Study
    - two in Social Analysis
    - one in Quantitative and Deductive Sciences
    - two in the Natural Sciences
    - one in Technology or Applied Science
    - one of the courses in the Natural Sciences or Technology categories must have a laboratory, field, or experimental component.

International Opportunities

One of the signature elements of a Dartmouth undergraduate education is studying off-campus, typically outside of the United States. Currently, with 51% participation, Dartmouth is ranked 2nd in the Ivy League and 20th nationally for students who study abroad. Dartmouth students earn academic credit by studying off-campus in a number of ways.

Foreign Study Programs (FSP) are designed by departments and programs to offer major-level courses. There are currently 30 distinct FSPs. Some are field-based (e.g., Classics in Greece and Environmental Studies in southern Africa); others are university-based (e.g., Spanish at the Universidad Compultense de Madrid in Spain). Since 2009, new programs have been created in Ghana, South Africa, India, Austria, and the United Kingdom. Domestic Study Programs (DSP) are the domestic equivalent to FSPs. There are currently four DSPs, one each in California, Florida, New Mexico, and Washington, D.C.

Dartmouth also offers Language Study Abroad and Advanced Language Study Abroad programs (LSA/LSA+). The programs provide students the opportunity to learn language in an immersion setting. Students take three courses on language and culture while living with local families. The LSA is a program designed for students who have satisfied the language requirement and are prepared for a more advanced language study-abroad experience. There are currently 7 distinct LSAs and 10 distinct LSA+ programs. New programs include opportunities to study in Morocco, Spain, and Peru.

Dartmouth has 14 exchange programs with other educational institutions in the United States and 14 with institutions in other countries, including 3 exchange programs in engineering. Students participating in exchange programs are directly enrolled at the partner institution, which enables them to have a university experience very similar to that of a student of the host institution.

The Major or Concentration

While the first-year writing, language, and general education requirements ensure that students receive educational breadth, the major ensures depth via a minimum of eight courses at the advanced level, plus prerequisites and a culminating experience. Students must receive credit for completion of a major program (as described in the ORC) at least satisfactorily, as certified by the department, program, or other appropriate body supervising the major. The supervising body may in advance require a minimum grade average in the major or other demonstrations of learning in the field of the major. Students may elect a major no earlier than the first day of the fourth term in residence and must do so by the end of the student's fifth term, or immediately thereafter, depending on the student's enrollment pattern. The major is elected by securing the approval of the appropriate department/program using the online major/minor system. A student may change major, or type of major (including the addition of a second major), at any time through the end of the first week of the last term in residence, but not thereafter.

Each department/program is responsible for developing the majors and minors that draw from the courses it offers. There are also several minors offered through academic centers and institutes. All new minors and majors must be approved by the appropriate divisional council, the Committee on Instruction, and the Committee of Chairs.

Additionally, each department/program includes among its major requirements a culminating activity, normally during the senior year, that is academically challenging and appropriate to the discipline and mission of the department or program.

Students can combine any of more than 60 majors with a pick of minors; fine-tune a major by adding studies from other departments and programs (the modified major); or design a special major around their particular passion. Minors consist of at least six courses, no more than two of which can be prerequisites. Currently, about 50% of undergraduates undertake multiple majors and/or combinations or majors, minors, modifications, and special majors.

Graduate and Professional Degree Programs

Graduate and professional degrees at Dartmouth are offered by the Guarini School of Graduate and Advanced Studies, the Thayer School of Engineering, the Geisel School of Medicine, and the Tuck School of Business (Table 4-1). There are also a number of joint degree programs at the graduate and professional level. With only a few exceptions (e.g., the Master of Arts in Liberal Studies [MALS], Master of Public Health [MPH], and Master of Healthcare Delivery Science [MHCDS] programs), Dartmouth assumes students will work full-time toward their degree in an uninterrupted series of academic years. Dartmouth offers no exclusively online degrees or certificates, although two programs,

the MPH and the MHCDS, have significant online components supplemented with on-campus instruction.

Table 4-1: Degrees Offered by School

School	Degree(s) offered
Guarini School of Graduate and Advanced Studies	PhD, MS, MA
Thayer School of Engineering	BE, MEM, MEng, MS, PhD
Geisel School of Medicine	MD, MD-PhD, MS, MPH
Tuck School of Business	MBA
Joint Degrees	MD/PhD, MBA/PhD, MPH/MBA, MD/MBA, MHCDS

Currently, there are nearly 2,100 graduate and professional students at Dartmouth. Graduate programs at Dartmouth (PhD, MS, and MA) enroll over 800 students in 11 Master's degree programs and 16 PhD granting programs. Graduate programs involve faculty from all four divisions of the Arts & Sciences (heavily concentrated in the Science Division), the Thayer School of Engineering, and the Geisel School of Medicine. In the professional schools, there are 384 MD and 113 MPH students at the Geisel School, 102 MEM students at the Thayer School, and 574 MBA students at the Tuck School.

In addition to the combined AB/BE program at the Thayer School, Dartmouth has several 4+1 programs in which Dartmouth undergraduates can spend an additional year and receive a Master's degree (e.g., Biophysical Chemistry, Digital Arts though Computer Sciences, and Quantitative Biomedical Science).

Graduate and professional degree programs are normally proposed by faculty members and developed in collaboration with School Deans. They must be reviewed and approved by the CGS, the Provost's Academic Planning Council, and the Board of Trustees. This process assures that the requirements of such degrees provide advanced mastery of material and adequate assessment; that courses offered cover material significantly deeper than any existing undergraduate program; and that the new degree does not overlap with current offerings.

Graduate and professional courses are almost exclusively taught by tenured and tenure-track professors who are leading experts in their field of research, and who are expected to bring this expertise to classes at this level. The pace and depth of Dartmouth's graduate and professional courses exceeds that of undergraduate course offerings. While some graduate courses are cross-listed with undergraduate courses, these are usually taken only by seniors as part of their major's culminating experience. Any course cross-listed to be available for undergraduate credit must be approved by the Arts & Sciences' Committee on Instruction (COI).

The Guarini School of Graduate and Advanced Studies

As described under Standard 2, the School of Graduate and Advanced Studies was established in 2016, and in 2018 was named the Frank J. Guarini '46 School of Graduate and Advanced Studies in recognition of a landmark gift by the former congressman from New Jersey. The Guarini School awards all of Dartmouth's PhD, MS, and MA degrees, including the Master of Healthcare Delivery Science

(MHCDS), a program offered jointly by the Geisel School of Medicine and the Tuck School of Business.

Graduate training is program-specific, with most areas of scholarship based in both theory and practice. All graduate programs start with classroom-based instruction, and most then have a research thesis phase, where the students work with individual faculty to complete a focused research project, write, and present the results to a thesis committee. At the Master's level, this is a learning experience that may lead to published work. Publishing peer-reviewed papers is expected throughout the PhD programs, though the scope of this requirement varies by department and discipline.

In collaboration with DCAL, the Guarini School has implemented a Professional Development[3] module for PhD graduate students in order to encourage all graduate students to develop a core set of skills (e.g. in writing, presentation and communication, mentoring, supervising, leadership, team building, project management, and time management). Students can augment these core skills with sessions focused on research, teaching, and career-specific skills including entrepreneurship, industry experiences, and intellectual property management. Once students have completed 35 in-class hours of these sessions, they each receive one credit of "Professional Development and Leadership Training" on their official transcript.

In 2017, the Guarini School established the new position of Assistant Dean for Postdoctoral Affairs, who is responsible for supporting the postdoctoral community at Dartmouth, including professional development, career counseling and mentoring, and acting as a liaison to the Dartmouth College Postdoctoral Association.

The Geisel School of Medicine

Two degrees are awarded by the school: Medical Doctor (MD) and Master of Public Health (MPH). The MPH degree, overseen by the Dartmouth Institute for Health Policy and Clinical Practice, has both on-campus and online tracks, and explores the interface between traditional public health and the U.S. healthcare system.

The Thayer School of Engineering

The school awards three degrees: Bachelor of Engineering (BE), Master of Engineering Management (MEM), and Master of Engineering (MEng). The degrees of Master of Science (MS) and PhD in engineering are awarded by the Guarini School. The BE program is a professional degree program accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET). The MEM is a professional degree program offered by the Thayer School in conjunction with the Tuck School of Business, with a mission to develop managers who understand both the engineering and business aspects of technology. The MEng program is designed around tracks centered on professional areas of activity and is intended for engineers who want to add depth to their knowledge or acquire new specialized knowledge. Thayer School's PhD Innovation Program, the first of its kind in the nation, allows students to complete the PhD requirements and additional coursework to prepare them to build an enterprise based on technical innovation.

The Tuck School of Business

The school offers one degree, the Master of Business Administration (MBA). The Tuck School's integrated core curriculum provides rigorous coverage of key functional areas and disciplines with courses that build on and complement one another: Statistics and Decision Science; Corporate Finance and Capital Markets; Managerial and Global Economics; Marketing; Organizational Behavior and

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Personal Leadership; Strategy, Communications, and Operations. Students who have extensive previous background in a particular discipline may exempt out of a course and take an elective course in its place. With the core curriculum as a foundation and more than 100 electives to choose from, the Tuck School's elective curriculum gives students the flexibility to chart their own paths.

Integrity in the Award of Academic Credit
Degree Requirements and Credit Hours

All undergraduates are governed by the same academic rules with regard to meeting degree requirements, as described in the ORC.

Authority and academic oversight of undergraduate degree requirements are overseen by the COI, whose members include the Dean of the Faculty, the Registrar, six faculty members from Arts & Sciences (two from each division, and no two from the same department), the Director of the First-Year Seminar Program (ex officio), and two students without vote. Its responsibilities include: to maintain and review requirements for the AB degree; to review all proposed changes in interdivisional course offerings, College Courses, and Student-Initiated Seminars; to receive those minutes of Divisional Council meetings pertaining to changes in course offerings, course numbers, course title, course descriptions, and requirements for majors, and, at its discretion, to review such changes; to appraise the educational policies of the faculty, and, when appropriate, to recommend to the Committee on Organization and Policy the establishment of an ad hoc committee or the temporary enlargement of the COI to study and make recommendations on these policies; to serve as an advisory body to the Registrar on matters dealing with the curriculum, admission with advanced standing, and transfer credit; to oversee the First-Year Seminar Program; to monitor the First-Year Advising Program and the Intensive Academic Support Program; to review all Third- and Five-Year Program reviews; to review all requests for Non-Western credit (old requirements) and all requests for distributive, World Culture, or Interdisciplinary credit (new requirements); to review all proposals for new majors and minors and all requests for new programs; and to review all proposals regarding the culminating experience in the major. Academic oversight of graduate and professional courses and degree requirements are as described previously.

Dartmouth undergraduate courses are each worth 3.5 credit hours, with laboratory classes being counted as 4.5 credit hours. Because at least one laboratory class must be taken by every undergraduate, the minimum number of credit hours associated with a Dartmouth major is 34 x 3.5 + 4.5 = 123.5 credit hours. Many majors significantly exceed this level (see 4.5 Data First Form[4]).

The Guarini School of Graduate and Advanced Studies offers Master's degree programs, which all require at least 30 credit hours of coursework, as well as 16 Doctoral and five special Interdisciplinary programs.

The Dartmouth Academic Honor Principle[5] was adopted unanimously by the Dartmouth College faculty in 1962 and updated by faculty vote in 1999. The faculty, administration, and students recognize the Academic Honor Principle as fundamental to the education process. Any instance of academic dishonesty is considered a violation of the Academic Honor Principle. All entering students sign a statement affirming that they have read and understood the Academic Honor Principle. Course syllabi address the ways in which the Academic Honor Principle applies to specific course expectations. Any student who submits work that is not that individual's own, or commits other acts of academic dishonesty, violates the purposes of the College and is subject to disciplinary actions, up to and including suspension or separation.

Each Dartmouth student accepts the responsibility to be honorable in the student's own academic affairs, as well as to support the Academic Honor Principle as it applies to others. Any student who becomes aware of a violation of the Honor Principle is bound by honor to take some action. The student may report the violation, speak personally to the student observed in violation, exercise some form of social sanction, or do whatever the student feels is appropriate under the circumstances.

A number of actions are specifically prohibited by the Academic Honor Principle. These focus on plagiarism and on academic dishonesty in the taking of examinations, the writing of papers, the use of the same work in more than one course, and unauthorized collaboration.

Violations of the Honor Principle by undergraduates are adjudicated by the Committee on Standards (COS). Violations by graduate and professional students are overseen by the Guarini (PhD, MS, MA, MEM, MPH), Geisel (MD), and Tuck (MBA) Schools.

Evaluations of Teaching and Learning

The quality of teaching is under the purview of the respective deans and instructional departments. Each department/program has a process of evaluation in place for its faculty, including Geisel and Tuck School faculty who aren't assessed under the Arts & Sciences process like Thayer and Guarini School faculty. Typically, this involves visitations by senior members of a department/program to courses taught by new and non-tenured faculty members. Observer feedback is then used by the department or program when making recommendations for reappointment or tenure. In the evaluation of teaching, consideration is given primarily to classroom instruction, but work with individual students and creativity in course development are also recognized.

Students enrolled in most courses (excluding labs, discussions, courses taught on study-abroad programs, and Physical Education) are asked to complete an online course evaluation, both at the undergraduate and at the graduate/professional schools. Undergraduate faculty can make course evaluation reports accessible online to students. The evaluation reports are not publicly available. Instructors have access to their own evaluations, as does the chair of the department or program and the Dean of the Faculty Office. Departments and programs can decide to make course evaluations accessible beyond the chair (e.g., to all faculty or to senior faculty), and in many instances have done so. Participation levels are high; approximately 90% or more students fill out evaluation forms for classes each term.

The Associate Deans of each division and the Dean of the Faculty also review course evaluations and include results in planning for curricular changes. Courses are evaluated on an annual basis by graduating seniors as well. In the spring, graduating seniors are invited to participate in a Teaching Award Survey to rate the overall quality of instruction in each class that they took during their Dartmouth career. Results are analyzed by the Office of Institutional Research (OIR) and provided to the Dean of the Faculty Office.

In addition, DCAL solicits nominations from undergraduates for the Outstanding Graduate Student Teacher award, and the Guarini School presents Graduate Teaching Awards to recognize exceptional performance by graduate teaching assistants.

Transfer and Advanced Placement Credit

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

required for individual courses being transferred. Policies ensure that work granted transfer credit is of the same quality as Dartmouth coursework and is applicable to the student's program. Institutional and departmental policies governing the awarding of credit or exemptions based on pre-matriculation work[6] are described online.

For students entering in the fall of 2014 and later, Dartmouth no longer awards pre-matriculation credit for performance on Advanced Placement (AP) exams, although exemptions from some introductory courses are still given based on AP performance. All courses are assigned one credit, and the Bachelor of Arts degree requires a student to earn 35 credits, either by passing Dartmouth courses or by receiving approval for up to four transfer credits.

Appraisal

The appraisal of the Academic Program relates most directly to educational effectiveness and is described in greater detail under Standard 8. Here, the focus is on (1) responding to a special emphasis area; and (2) evaluating the academic vision set forth by President Hanlon.

Special Emphasis

The requested update on *implementation of the undergraduate curriculum review committee recommendations* is provided here.

In the 2012–2013 academic year, the Curriculum Review Committee (CRC) undertook a comprehensive examination of the undergraduate curriculum and brought forward a set of recommendations for new distributive requirements (see CRC report[7]).

- Addition of a quantitative/formal reasoning requirement
- Change from the three-course World Culture requirement to one course
- Alternative; such courses will be designed to help students engage and understand a world of cultural and social "difference"
- Ten courses in distributive requirements, as follows:
    - three in Natural and Applied Scientific Inquiry;
    - three in Social Scientific Inquiry;
    - three in Humanistic and Aesthetic Inquiry;
    - one in Interdisciplinary Inquiry

Clarifying notes:

- Any particular course may be designated in multiple categories.
- One course in Natural and Applied Scientific Inquiry must have a sustained laboratory or field component.
- One course in Humanistic and Aesthetic Inquiry must be in critical analysis, and one in creative production.

The new distributive requirements were approved by faculty vote. However, in the course of implementing the new distributive requirements, the faculty raised several concerns. First, it was noted that only 78 faculty members attended the meeting where the motion to change the distributive requirements was presented, and the vote was close. Less than 10% of the Arts & Sciences faculty members voted in favor of this major change. Second, in the course of evaluating the new language requirement, the faculty raised questions about the pedagogical rationale for making such changes and

the implication on student enrollments. Third, in eliminating the current World Culture requirement and implementing the new Theories of Human Differences requirement, the faculty expressed concerns about which courses should receive this designation and whether there were enough qualifying courses for students to fulfill this requirement. Finally, it became clear that the number of staff members needed to upgrade and support systems necessary to implement the new requirements were inadequate.

Given these obstacles, the Dean of the Faculty requested a special meeting of the Committee of Chairs to discuss the possibility of pausing implementation of the new general education requirements until these issues could be resolved. The chairs unanimously agreed that implementation of the new requirement should be put on hold. On February 25, 2019, at the formal meeting of the Faculty of Arts & Sciences, the vote to rescind was approved.

Academic Vision

Over the last several years, significant progress toward President Hanlon's academic vision[8] has been achieved:

- *Emphasize Experiential Learning*
  - o Housed in DCAL, the Experiential Learning Initiative[9] (ELI) identified distinct competencies and outcomes. The four major outcomes include (1) Innovate and take risks; (2) Solve complex problems; (3) Collaborate across differences; and (4) Think critically and reflect on learning.
  - o To date, DCAL has awarded 47 grants totaling more than $1 million in seed funding to experiential learning projects in 21 Arts & Sciences departments, seven co-curricular centers, and all three professional schools. (This is explained further in Standard 8.)
  - o The Social Impact Practicum (SIP)[10], which grew out of the ELI, officially began in winter 2017. A SIP is a project-based experiential learning opportunity connecting undergraduate courses at Dartmouth with needs identified by nonprofit organizations throughout the surrounding community. To date, 57 courses have integrated a SIP practicum involving over 800 students and 31 faculty.
- *Lead in the Use of Learning Technologies*
  - o Dartmouth's Digital Learning Initiative (DLI) began in 2014 in response to recommendations from the 2013 Strategic Planning process. Initially a joint Provost/DCAL initiative, in 2015 DLI was brought fully into DCAL. DLI led a number of areas of the College's investment in advancing learning during the length of the program.
  - o The Gateway Initiative[11]: Designed to support faculty in achieving their teaching and learning goals for larger-enrollment foundational courses, the Gateway Initiative provides faculty with the opportunity to engage in deep collaboration with learning designers, media educators, librarians, and assessment specialists. To date, the program has worked with 23 faculty to redesign 14 larger-enrollment foundational courses at Dartmouth. These courses have, to date, enrolled over 4,000 Dartmouth students.
  - o The DartmouthX Initiative[12]: Dartmouth developed, or is in the process of developing, 22 open online courses on the EdX platform. These courses have reached more than 125,000 global lifelong learners, including Dartmouth alumni. Articulated goals include (1) Expand access to learning for everyone, including Dartmouth lifelong learners; (2) Enhance the Dartmouth liberal arts model of teaching and learning; and (3) Advance teaching and learning through research, experimentation, and collaboration.
  - o Strategy Development and Internal Consulting for Low-Residency and Online Programs: DLI provides consulting and advice for any school, program, department, or unit investigating the potential for a new degree or non-degree low-residency or online program. DLI also

works to connect Dartmouth's existing low-residency/online programs with one another to share resources and expertise.

- o Internal and External Communications and Outreach for Digital Learning Innovation: DCAL is committed to highlighting the learning innovation work of Dartmouth faculty, both within the College and in national conversations about higher education change. DLI staff give talks and keynote addresses at numerous academic and technology conferences, and have published extensively in higher education–oriented publications, highlighting innovative teaching and learning work of Dartmouth faculty.

- *Grow the Faculty in Clusters*
  The Academic Cluster Initiative extends Dartmouth's impact on the world through interdisciplinary faculty teams who collaborate to address complex, global problems and advance our understanding of societal issues. More than 50 faculty members wrote or contributed to cluster proposals, and the 10 clusters created draw on existing faculty strengths. The clusters will also create 30 new faculty positions and will shape new courses and research opportunities for students and faculty. To date, nine distinguished and three junior faculty have been hired. Of the $150 million target, $133 million is currently in hand. In addition, as of February 2018, programmatic guidelines[13] were established and have been shared with faculty and deans.

- *Increase the Flow of Young Scholars*
  The Society of Fellows program was founded in 2014 to foster intellectual community and energize academic life by bringing successive cohorts of postdoctoral scholars (Junior Fellows) to Dartmouth. Junior Fellows are chosen across a range of disciplines and allowed time and mentorship to develop their research and scholarship. Current Dartmouth faculty serve as mentors (Senior Fellows). Since its inception in 2014, a total of 19 Junior and 12 Senior Fellows have participated in the program.

- *Add Mechanisms to Stimulate Greater Productivity and Risk-Taking*
  The seed funding initiative was launched in 2014 and is designed to support the first steps in exploratory and potentially high-impact projects; cross-disciplinary collaborations to support new initiatives that address complex societal questions and grand challenge problems; and work in the arts, humanities, and social sciences that advances a field of study or a faculty member's own scholarly and artistic development. Since the initiative's launch, a total of 30 faculty-initiated projects have received seed funding through the Provost's Office.

  Examples of high-impact projects, so-called big bets on discovery, include initiatives to tackle some of the most urgent global issues, such as exploring challenges in the production of energy to support populations, while sustaining the planet, through the Arthur L. Irving Institute for Energy and Society; improving cancer treatment by recruiting new faculty in cancer genetics and bioinformatics at the Norris Cotton Cancer Center (NCCC); optimizing healthcare delivery by recruiting experts in healthcare shared decision-making and health informatics for the Dartmouth Institute for Health Policy and Clinical Practice; and tackling the challenges of climate change and urgent health issues in the North by growing faculty expertise in climate science, Arctic health, and science diplomacy into the Institute of Arctic Studies.

Projection

By any measure, Dartmouth's academic programs are healthy and vibrant. The hallmarks of a Dartmouth education—student access to faculty members, an international perspective, high-quality instruction, a broad array of curricular options, and active participation in faculty-led research projects—are even more acute now than 10 years ago. There is a greater degree of cross-fertilization between the professional schools and Arts & Sciences.

Looking forward, specific areas of concentration will include the following:

- The Institute for Writing and Rhetoric (IWR) will finalize the portfolio as a first-year writing component and continue broad faculty recruiting to portfolio use across the College.
- The Call to Lead Campaign will help strengthen the curriculum by:
  - Adding new faculty in areas that cross and blend disciplines through cluster hires, and in interdisciplinary programs;
  - Adding faculty in departments with high enrollment pressure, including computer science and engineering;
  - Expanding and enhancing experiential learning courses through the development and implementation of "embedded courses," a classroom experience paired with a short and intensive off-campus component and the expansion of undergraduate research;
  - Providing support to current and prospective faculty who strive to embody the teacher-scholar model;
  - Underwriting new courses in established and evolving fields of study;
  - Providing endowed support for curricular and co-curricular projects.

Standard 5: Students

Dartmouth's mission is to educate the most promising students for a lifetime of learning and responsible leadership. The College has a rich and long tradition in liberal arts learning, recognizing that education extends beyond the four walls of the classroom. Dartmouth provides a wealth of opportunities that integrate and strengthen learning and success. Since our last full review, the College has conducted numerous reviews related to the student experience, and has launched a variety of initiatives to enhance student services and programs.

Admissions
Description
Undergraduate

In 2019, Dartmouth offered admission to its most selective class ever, accepting 7.9% of the 23,650 students who applied to the Class of 2023. Undergraduate applications rose 7% over the prior year and represent the largest pool in Dartmouth's history (see 5.1 Data First Form[1]). Among the class that enrolled in the fall of 2018, 96% of those whose high schools calculate a class rank were ranked in the top decile; mean SAT scores were 730 EBRW (Verbal) and 750 Math, and the mean ACT Composite score was 33; first-generation college students made up 13% of the class, 10% were foreign citizens, and 13% were children of alumni; approximately half of the enrolling class qualified for need-based financial aid—Dartmouth disbursed nearly $28 million in scholarship aid to these students; students enrolled from throughout the United States and 56 other countries.

Each applicant to Dartmouth is evaluated against the overall criteria for selection. The selection process takes into consideration quantitative and qualitative factors in assessing academic achievement, intellectual potential, extracurricular accomplishment, and personal experiences. Through personal statements and information, transcripts and school profiles, results of standardized testing, extracurricular activities, letters of recommendation, and interviews, Admissions seeks to understand the accomplishments, talents, and potential of each applicant.

Students are evaluated in six broad areas: (1) academic performance within a classroom environment, (2) performance on standardized exams, (3) intellectual qualities, (4) extracurricular engagement, (5) personal qualities, and (6) evident fit with Dartmouth's offerings and enrollment priorities. The consideration of each applicant's personal circumstances and background is fundamental to the College's holistic and individualized review process. Background factors provide the context to most effectively evaluate student achievement and potential, and are critical to equitable, thoughtful, and accurate evaluation of candidates.

Dartmouth's admissions process is supported by a generous scholarship budget, which allows the College to admit U.S citizens, eligible noncitizens, and undocumented students residing in the United States without regard to their ability to pay the cost of attendance; and to admit a cohort of international students that is approximately evenly divided between those who are able to pay the full cost of attendance and those who are not.

In-depth information on Dartmouth's admissions policies and procedures is primarily available through the Admissions website[2]. The website contains information relevant to prospective first-year, transfer, and summer term applicants and the specific requirements, deadlines, and policies of each program.

Dartmouth financial aid awards are sufficient to meet every admitted student's full financial need based on an analysis of family income and assets (see 5.3 Data First Form[3]). The Dartmouth financial aid application process and the policy for determining need are published online[4]. The expected family contribution is determined using financial information submitted by the family directly to Dartmouth and through the College Scholarship Services' PROFILE and the Free Application for Federal Student Aid. Student financial aid award notices contain information regarding how aid eligibility is determined, including policy references and descriptions of adjustments made for individual family circumstances. Information intended to clarify rights and responsibilities and to disclose the terms of the award are included with each admitted student's aid award. Eligibility for aid is reviewed each year, and adjustments are made as necessary to assure that the aid package is commensurate with each family's need. Families may appeal their awards, and final decisions are made by the Financial Aid Review Committee to ensure consistent outcomes.

Graduate and Professional Schools

The graduate and professional schools manage their own highly competitive admissions and financial aid processes. Each school employs staff responsible for recruiting and admitting students and awarding financial aid, and each School Dean oversees these activities. Application requirements, deadlines for application, and interview processes for each degree are described on the respective school's website. Generally, each school requires transcripts for all previous degrees and official test scores appropriate for the degree sought (e.g. GMAT, GRE, or MCAT). International students may be required to submit results of the Test of English as a Foreign Language (TOEFL) or the International English Language Teaching Service.

As with undergraduate applicants, Dartmouth admits students not solely based on their test scores or academic record. Applicants are evaluated against a range of criteria, including academic promise and performance, demonstrated leadership (or capacity for leadership), interpersonal and communication skills, and other accomplishments.

Financial aid is provided to graduate and professional school students in many different ways. All doctoral programs provide full tuition scholarship, stipend support, and health insurance coverage for a minimum of five years. Tuition-paying programs provide need-based scholarships and loans. Information about costs of attending and financial aid availability is publicly available on school websites.

- Guarini School of Graduate and Advanced Studies Admissions[5]
- Geisel School of Medicine Admissions[6]
- Thayer School of Engineering Admissions[7]
- Tuck School of Business Admissions[8]

Appraisal
Undergraduate

Since Dartmouth's last self-study, the applicant pool has ebbed and flowed. As noted earlier in the Description, the Class of 2023 entering in the fall of 2019 is drawn from the largest applicant pool in the College's history (see Figure 5-1). Selectivity metrics have improved over the last decade, with higher yield and lower admit rates (see Figure 5-2). The Admissions Fact Book[9] provides additional statistics.

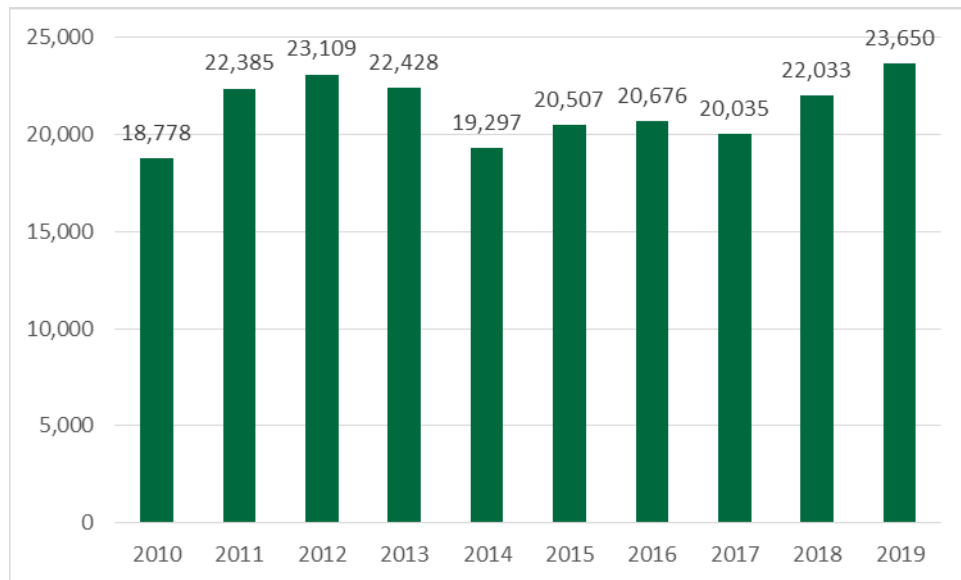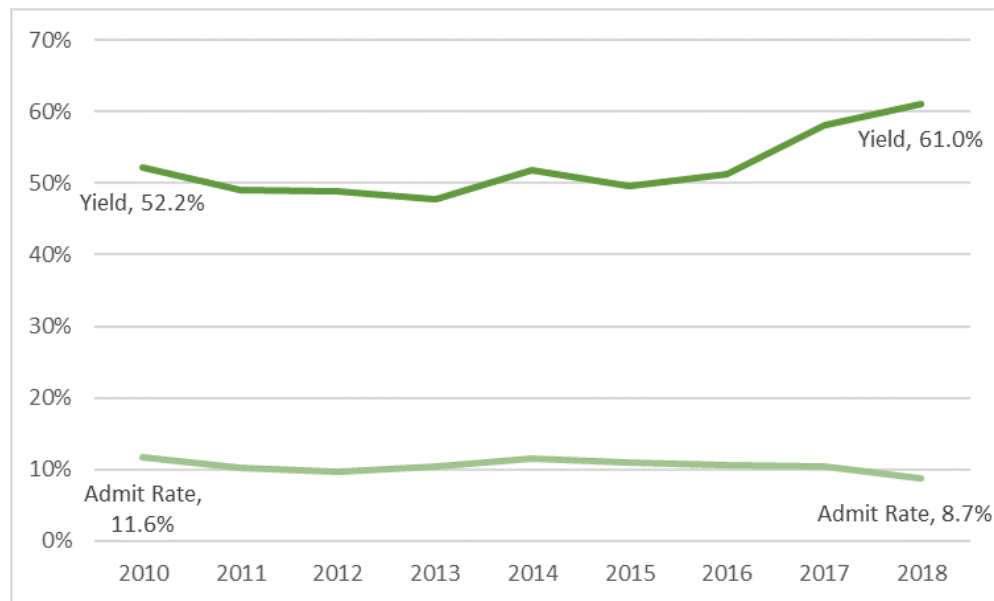**Figure 5-1: Undergraduate Applicants (2010–2019)**

Figure 5-2: Undergraduate Selectivity Metrics (2010–2018)

Dartmouth's commitment to financial support of its students has continued to grow since 2010, most notably in Dartmouth scholarships. In 2010, Dartmouth scholarships totaled $69,790,323, and in 2018 this amount increased to $101,406,429, an increase of over 30% (see Figure 5-3).

Figure 5-3: Undergraduate Financial Aid (2010–2018)
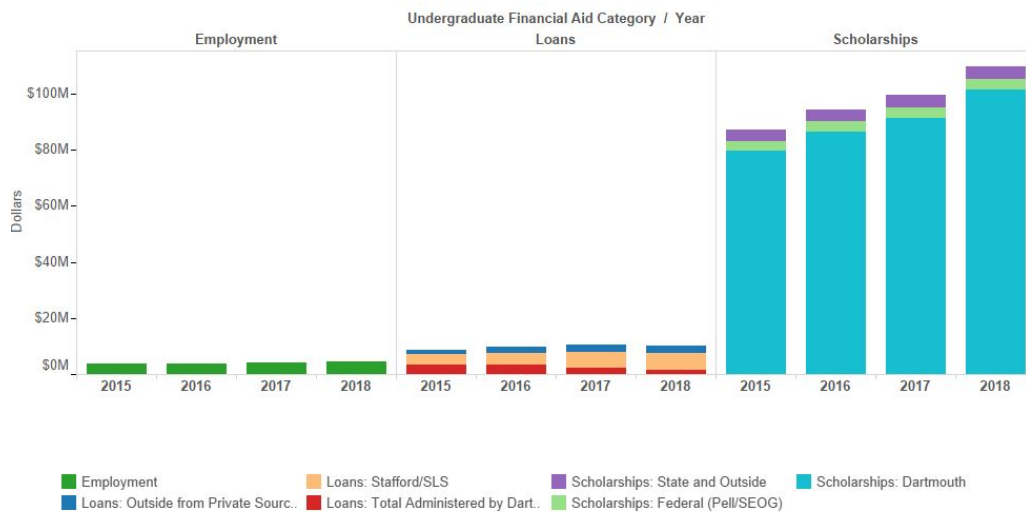
An external review of the Offices of Undergraduate Admissions and Financial Aid was conducted in 2014. Recommendations from this review included: (1) hire an appropriate number of admissions staff to compete with peer institutions; (2) review Admissions and Financial Aid position structures and funding to align with and fulfill institutional enrollment and student support goals; (3) engage in a cross-campus effort to develop a Dartmouth brand identity narrative, and orient communications and programming to support this narrative; and (4) review and update the Offices of Admissions and Financial Aid policies to appropriately steward resources while maintaining and enhancing Dartmouth's competitive position relative to peers. Actions to date include:

- Since 2015, the number of admissions officers has increased from 18 staff to 24, and the utilization of partial FTE employees was discontinued.
- An Enrollment Division structure was put in place to improve the efficiency and efficacy of Admissions and Financial Aid staff. A new position of Vice Provost for Enrollment and Dean of Admissions and Financial Aid was created and filled in 2016. Beginning with FY 2019, the Enrollment Division budget funds a doubling of the number of annual on- and off-campus recruitment events compared to 2015 and a significantly enhanced investment in digital and paper communications vehicles.
- In 2015, the Provost also commissioned an external review of messaging to prospective students. This coincided with the previously mentioned strategic communications work led by the Vice President of Communications and the Board of Trustees. The results of these efforts provided the basis for a clarified and distinguishing narrative that was used in a new suite of communications launched in 2017.
- The financial aid counselor role was strengthened, and a new portfolio of Financial Aid outreach events was added for both prospective and current students.
- Admissions shifted to a need-aware international admissions policy and aligned its percentage of enrolling students who are aid recipients across its international and domestic cohorts at

approximately 50%.

- Financial Aid has aggressively matched peer institutions' no-loan and reduced earnings expectations.
- Enhanced yield on offers of admission, increased applications, and a stronger response to the campus visit—in the form of survey responses and increased applications—are three early indications of the success of the efforts just noted.

Graduate and Professional Schools

Over the last decade, applicant pools across the Guarini School of Graduate and Advanced Studies as well as the professional schools have witnessed a level of volatility (see Figure 5-4). The Admissions Fact Book provides additional statistics.

Figure 5-4: Graduate and Professional School Applicants (2010–2019)
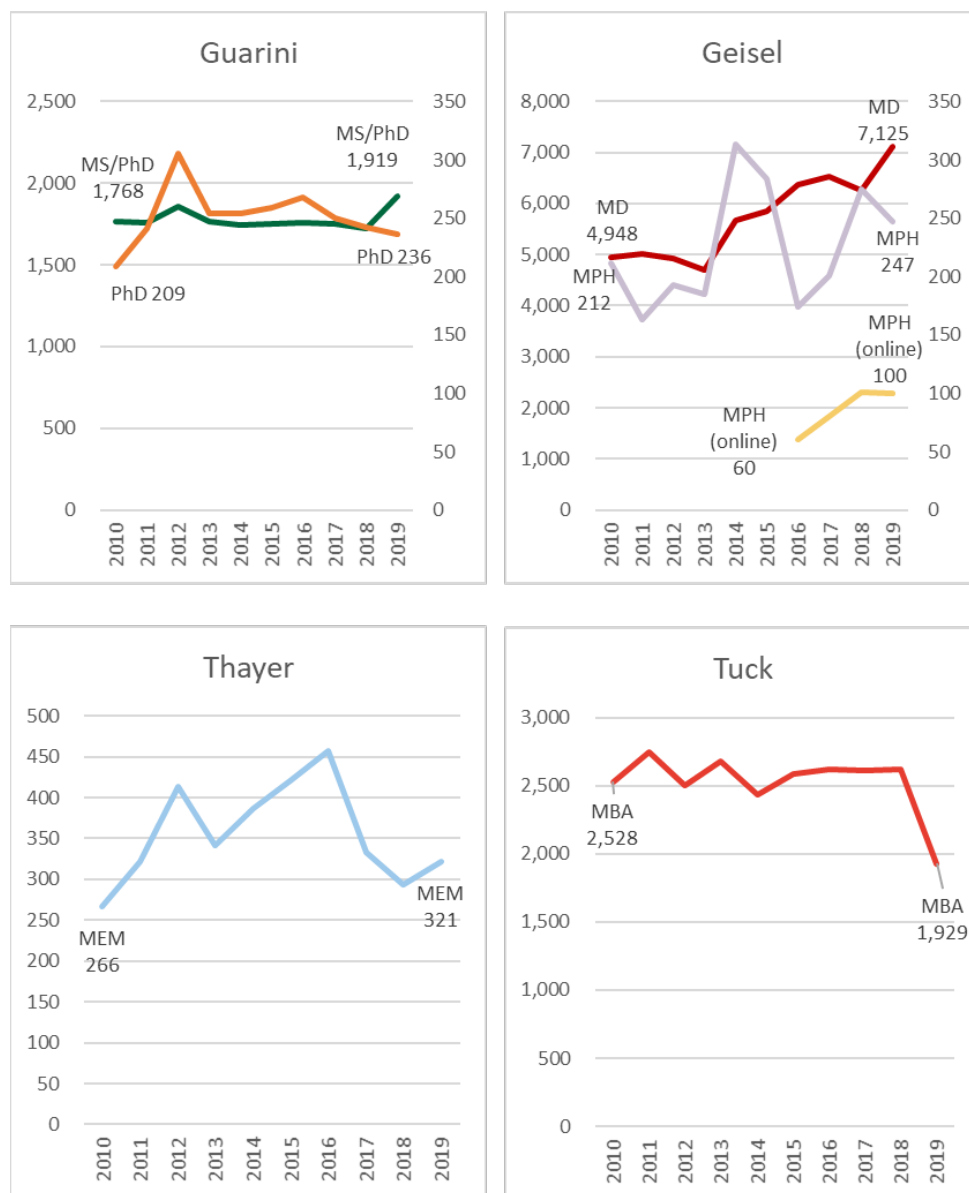
A growing body of literature suggests that GRE scores not only are a poor predictor of graduate student success, but also can bias graduate program admissions committees against students from historically underrepresented backgrounds. To address this problem, the Assistant Dean for Diversity, Inclusion, and Communications at the Guarini School has been meeting with program staff to encourage them to use a more holistic review process, which focuses on the complete student rather than an initial filter of GRE scores and GPA. Additionally, the Council on Graduate Studies voted unanimously in June 2018 to eliminate a Dartmouth-wide GRE requirement for our PhD, MS, and MA programs, leaving it up to the individual programs whether to require the GRE or not. It is expected that these changes will lead to a more diverse demographic makeup of enrolling graduate students, while at the same time increasing metrics of student success.

Projection
Undergraduate

In the coming years, the Offices of Admissions and Financial Aid intends to:

- Enhance global access: Increase recruitment of and financial aid support for international students to enable a 50% increase in the representation of undergraduate international students—from a baseline of 8% of all undergraduates to 12%.
- Strengthen enrollment across the full socioeconomic spectrum: Increase enrollment of middle-income and lower-income students by:
  - Increasing use of scholarship funds in lieu of loans among admitted middle-income students;
  - Increasing in-person and online outreach to public school and community-based-organization college counseling staff and students in urban, suburban, and rural communities;
  - Harnessing organizational partnerships - such as Questbridge, the American Talent Initiative, and Service-to-School - to enhance Dartmouth's ability to recruit, select, and enroll Pell-eligible and other lower- and middle-income students;
  - Exploring the development of a postgraduate partnership with a northeastern boarding school to support the transition of promising students whose secondary schools have not fully prepared them for the academic rigors and pace of Dartmouth's courses and calendar. A partnership of this kind would be particularly beneficial to students from rural communities who have had limited access to enrichment opportunities.

Graduate and Professional Schools

- Increase the percentage of students from traditionally underrepresented backgrounds enrolling in PhD and Master's programs.
- Dartmouth College granted 52% of its undergraduate engineering degrees to women in 2016, making it the first national research university to award more Bachelor's degrees in engineering to women than to men.

Student Services and Co-Curricular Experiences
Description
Undergraduate

Dartmouth has an unwavering commitment to undergraduate liberal arts education, and to the comprehensive student support services that ensure all our students benefit from it. The College has long welcomed the most promising students from all backgrounds, and we recently reinvigorated our commitment to the creation of an environment where we nurture all of our students intellectually, socially, and professionally by drawing on our distinctive traditions of active, collaborative learning and close relationships among students, faculty, and staff.

In his Moving Dartmouth Forward announcement in January 2015, President Hanlon shared a vision for Dartmouth "that is more inclusive, where faculty and graduate students play more influential roles in the lives of undergraduates, where students learn and grow outside the classroom, and where we have more options for social life and community interaction." He characterized the Dartmouth Experience as one of "around-the-clock learning . . . where every experience contributes to building leaders with the wisdom for a complex world." He also called for a more diverse and inclusive environment that "will enrich our community and strengthen the academic experience, increasing intellectual growth and innovation. Whether it is by increasing diversity in faculty, enrolling a student body that is more representative or providing more social options, we will work to ensure that our community conveys a message of inclusion to every student—no matter their gender, race, orientation, or socioeconomic background."

We continue to pursue these goals for the student experience, and have made significant improvements since our last self-study. The most noteworthy new initiatives, described more fully in this Standard, include:

- A new, faculty-led, residential House Communities system (Houses) for undergraduates;
- A comprehensive and ongoing review of institutional sexual misconduct policies, procedures, and service, and the development of an award-winning Sexual Violence Prevention Program (SVPP);
- Strategies to reduce and address undergraduate high-risk behaviors;
- Initiatives to promote campus-wide diversity and inclusion, including an enhanced focus on the experience of first-generation and low-income students;
- A comprehensive leadership development co-curriculum for all undergraduates, as a key priority in the Call to Lead Campaign.

The Dean of the College (a tenured member of the Arts & Sciences faculty) serves as the senior officer responsible for undergraduate academic and co-curricular life. The Dean reports to the Provost, and serves as a member of the President's senior leadership group. The Dean promotes a variety of cross-divisional initiatives to improve the student experience, and oversees the Division of Student Affairs. The division supports students with services in advising and academic support, faith and cultural identity, health and wellness, personal and professional development, residential life, student activities, student organizations, and student governance advising and support. Divisional departments and staff are guided by the institution's educational mission to prepare the most promising students for a lifetime of learning and responsible leadership. All Student Affairs staff have the education, professional experience, and licensing credentials necessary to perform their functions, and to represent and address the needs of students effectively.

<u>Student Educational Success</u>

Student Affairs departments share a common mission to promote student educational and personal success from admission through graduation. Admissions and Student Affairs staff work closely to review the needs of members of the incoming class and support a smooth transition. Staff from Student Academic Support Services collaborate with the Assistant Dean of Faculty for Pre-Major Advising, the Office of Pluralism and Leadership (OPAL), the Office of Residential Life, and other campus resources to provide pre-matriculation information and support, and to welcome new students and families to the community. Pre-Orientation programs for first-generation, international, Native, and veteran students address specific needs of those communities. The five- to seven-day New Student Orientation program introduces students to the liberal arts mission of the institution, curricular options and requirements, campus support resources, community behavioral standards, their House Communities, and student involvement and co-curricular opportunities.

Following matriculation, students are supported in their transition by a robust and integrated system of advisers and programs: first-year pre-major faculty advisers, dedicated first-year undergraduate deans, First-Year Student Enrichment Program (FYSEP) staff, accessibility services staff, Office of Pluralism and Leadership (OPAL) advisers, the Native American Program (NAP), case management staff, Residential Life staff, College chaplains and Tucker Center resources, and on-campus health resources. New students participate in the First-Year Residential Experience (FYRE) curriculum, House activities, and OPAL programs to develop community connections and facilitate their use of College resources and their adjustment to the Dartmouth community. Student Affairs academic and personal advising staff and other support resources work with individual students throughout the first year to promote academic and personal success.

As students progress through their undergraduate careers, Undergraduate Deans and academic support resources continue to provide academic and personal advising and work closely with students who are at academic risk. A new early-warning system enables faculty to alert the deans to students who are experiencing academic difficulties and may need support. A 24/7, year-round on-call system ensures that students have access to deans and Health Service counselors at all times. Case management staff coordinate responses and services for students facing complex personal or medical situations.

The College Health Service provides on-campus primary care, counseling, and mental health services, and a 10-bed inpatient department. Health Service clinicians also partner with the Student Wellness Center, which delivers health, wellness, and risk-reduction programs, to offer a wide range of support services responsive to student needs. Mirroring national trends in the increasing severity of college student mental health needs, Health Service counseling staff now see 22% to 24% of the student population each year (including undergraduate and graduate/professional students). Over the last six years (academic years 2012 through 2018), the number of on-call individual clients has increased by 45%, and mental health admissions to the Health Service inpatient department has increased by 60%. An average of 25 to 35 students are admitted to Dartmouth-Hitchcock Medical Center for psychiatric care each year.

The counseling staff use an enhanced triage model to respond to student mental health issues, including workshops on stress reduction and self-care strategies, and same-day clinical assessments for urgent psychological/psychiatric needs. A suicide prevention initiative, Dartmouth Cares, promotes mental health awareness and crisis intervention through outreach programs designed to reduce the stigma associated with seeking help, and by training campus community members to recognize and refer at-risk students. Residential Life staff, deans, and on-call counselors and clinicians provide 24/7, 365-day access to support resources. Students who need to take personal or medical leaves or other

time away may maintain contact with campus support resources and work with their Undergraduate Deans upon readmission to prepare for a successful return.

Student Leadership and Co-Curricular Opportunities

Dartmouth is known for providing a rich array of co-curricular involvement and leadership development opportunities. The Office of Student Life supports more than 200 undergraduate student groups. These range from governance organizations, such as Student Assembly and Class Councils, the Undergraduate Finance Committee, and the campus Programming Board, to student performing groups, culture-specific organizations, forensics, Dartmouth Broadcasting, clubs for students with common interests, Greek-letter organizations, and Outdoor Programs activities. The Center for Social Impact offers local, national, and international community service and experiential learning opportunities. The William Jewett Tucker Center for Spiritual and Ethical Life supports 25 different religious groups and a wide variety of multi-faith educational programs for all students—including those who are questioning, secular, spiritual but not religious, or simply seeking to learn. Dartmouth also offers a wide range of undergraduate co-curricular and leadership development programs, including the Magnusson Family Center for Entrepreneurship, the Dickey Center for International Understanding, the Hopkins Center for the Arts, and the Rockefeller Center for Public Policy.

Athletics

Dartmouth supports 35 varsity sports: 16 for men, 18 for women, and a coed sailing team. Dartmouth Athletics also offers 25 club sports, 24 intramural sports, and a wide variety of physical education classes. Varsity teams compete in NCAA Division 1 as well as in the Ivy League conference and the Eastern Collegiate Athletic Conference. Club sports participate in local, regional, and national competitions. Dartmouth graduation requirements for all students include three terms of physical education classes and successful completion of a 50-yard swim test.

In 2010, the College realigned Athletics oversight from Student Affairs to report directly to the Office of the President. Athletes are subject to the academic, community, and behavioral standards that govern all undergraduates and have the same opportunities to participate in academic and co-curricular life. The Athletics Compliance Office, consisting of an Associate and an Assistant Director of Athletics, promotes and monitors compliance with all applicable NCAA, Ivy League, state, and institutional athletic compliance policies and procedures. The Peak Performance Program, known as "DP2," serves as an umbrella for integration of services, leadership training, and resources for varsity athletes. The Student-Athlete Advisory Committee fosters communication regarding issues that impact the student-athlete experience. Athletics staff partner with the Division of Student Affairs to support individual students, promote athletes' health and wellness, and encourage their engagement in academic and co-curricular programs. Wherever possible, students are involved in the governance and management of their teams and activities.

Student Community Standards and Accountability

The *Student Handbook*[1] (published online) sets forth Dartmouth's Principles of Community, Academic Honor, Freedom of Expression and Dissent, and Equal Opportunity. The handbook also includes our Community Standards, the Unified Sexual Misconduct Policy and other institutional policies, disciplinary procedures, and an explanation of student rights and responsibilities. All incoming students receive information about community behavioral expectations, both prior to arriving on campus and during orientation. Beginning in 2015, every incoming student also signs the Dartmouth Pledge[2] at matriculation. The Pledge affirms acceptance of students' responsibilities as members of the Dartmouth

community. In addition, the syllabus for every class includes a section describing the faculty member's course-specific Academic Honor Principle expectations.

Beyond the first year, students are reminded of community expectations through messages from the Dean of the College, including the annual link to the updated *Student Handbook*. Athletes, members of Greek organizations, Outdoor Programs Trip Leaders, residential Undergraduate Advisors, and other upperclass students participate in educational sessions where they review expectations and Standards specific to their functions and activities.

The Judicial Affairs Office[3] administers undergraduate student disciplinary procedures and conducts a variety of educational programs. Following procedures set forth in the *Student Handbook*, members of the Committee on Standards and the Organizational Adjudication Committee (comprising faculty, students, and administrators) adjudicate allegations of serious misconduct. To promote transparency and engage the community in prevention, Annual Reports[4], posted on the Judicial Affairs website, include data on academic honor, major misconduct, Title IX, organizational and administrative hearings, and referrals. Figure 5-5 sets forth the 10-year history of major misconduct cases. Two particular issues are worthy of note. First, prior to academic year 2014–2015, sexual assault and sexual harassment cases were adjudicated by the College's disciplinary process and were included in conduct statistics. With the adoption of the Unified Policy and the independent investigator model in 2014–2015, Title IX statistics are now reported as a separate category.

Second, the significant increase in Academic Honor Principle cases in academic year 2014–2015 was attributable to circumstances that arose in a single, high-enrollment course deploying the use of "clickers" to record student participation. The Judicial Affairs Annual Report for 2014–2015 [5] provides more details of the case.

Figure 5-5: Major Misconduct Cases (2009–2019)
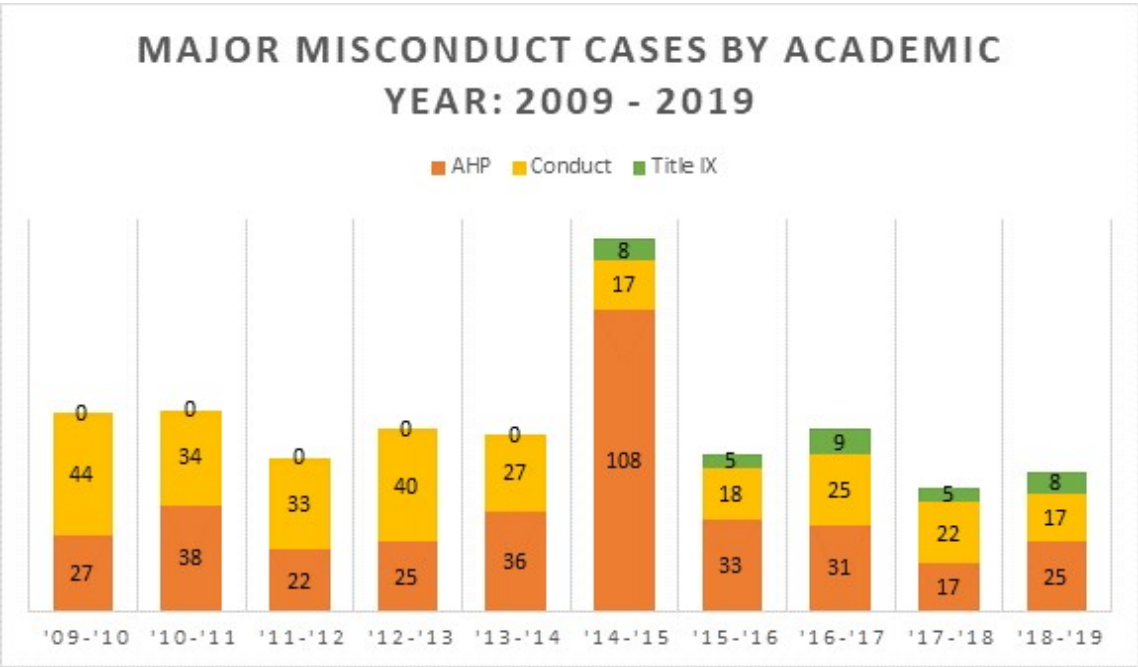
Graduate and Professional Schools

Dedicated student affairs professionals embedded within the graduate and professional schools provide academic and personal support to their populations, maintain on-call services, support co-curricular activities, and, where appropriate, partner with undergraduate Student Affairs departments to respond to student needs.

The Guarini School of Graduate and Advanced Studies offers professional development, academic support, and social programs to graduate students in its programs and the to broader postdoctoral fellow community at Dartmouth. The Thayer Assistant Dean for Academic and Student Affairs serves as a primary resource for Thayer School student academic and co-curricular needs. At the Geisel School of Medicine, Associate Deans in the Office of Student Affairs work closely with students to discuss the medical school experience, work-life balance, personal/academic difficulties, choosing a specialty, and related issues. The Tuck School's *AACSB Continuous Improvement Report* [6] describes recent developments in student support and the student experience. The Guarini School of Graduate and Advanced Studies offers professional development academic support and social programs to graduate students in its programs and to the broader postdoctoral fellow community.

Graduate and professional school students are served by several different student governance groups. The Graduate Student Council[7] exists to "nurture and enhance a sense of community among all graduate students" in the Guarini School of Graduate and Advanced Studies, Thayer School, and the Dartmouth Institute for Health Policy and Clinical Practice. The Council also includes non-voting representatives from the Geisel and Tuck Schools, and from the undergraduate Student Assembly.

Geisel School students have a separate Student Government structure [8], as do Tuck School students through the MBA Council[9]. Each of the graduate and professional schools supports a variety of clubs and co-curricular activities that serve the respective needs of their students.

At the graduate and professional school level, students are subject to institutional policies. Standards and procedures applicable to their respective student populations are set forth in their respective student handbooks. The Judicial Affairs Office consults on and provides support for graduate and professional student conduct matters as appropriate.

Appraisal
Undergraduate

Dartmouth has conducted a robust series of internal and external assessments of student services and co-curricular experiences over the last 10 years. Using Ivy Plus, COFHE, and field-specific professional associations and standards as benchmarks, the Division of Student Affairs has engaged in a cycle of continuous improvement and restructuring to strengthen the effective and efficient delivery of student services. In addition, the institution made the following changes in divisional reporting lines:

- In 2015, after several years of review, the Provost announced the division of the Tucker Foundation into two centers—the Center for Service (now Center for Social Impact) and the William Jewett Tucker Center for Spiritual and Ethical Life. These functions, which had been united in one program reporting to the Provost, were restructured to report to the Division of Student Affairs.
- Also since 2015, Dining Services, Residential Operations, and Safety and Security were realigned from Student Affairs to the Finance and Administration Division (F&A) under the Executive Vice President.

- In 2017, the Provost eliminated the Vice Provost of Student Affairs position and expanded the responsibilities of the Dean of the College (a tenured faculty member) to include oversight of Student Affairs.

The Student Affairs Division conducts regular internal and external departmental reviews. External reviews between 2011 and 2019 included the Health Service, the Collis Center for Student Involvement, Residential Education programs, the Department of Safety and Security, the former Tucker Foundation, Judicial Affairs, the Center for Professional Development (formerly Career Services), Outdoor Programs, Sexual Violence Prevention Programs, and Student Accessibility Services. Student Affairs staff also engage in benchmarking and assessments through national functional area professional organizations and other peer institution gatherings on specific topic areas (e.g., Ivy Plus and COFHE Deans, judicial affairs, mental health, residential life, and student life).

In addition, several institutional processes, including Moving Dartmouth Forward, the Inclusive Excellence initiative, and the Task Force on Enrollment, produced recommendations about the student experience, student support services, and student-related facilities. The Call to Lead Campaign planning process also contributed to assessing and prioritizing student needs in a number of key areas, including residential life, leadership development, mental health, first-generation and low-income student support, and programs and services offered by the Center for Professional Development, the Center for Social Impact, and the William Jewett Tucker Center for Spiritual and Ethical Life.

House Communities

A cornerstone of the 2015 Moving Dartmouth Forward initiative has been the transformation of undergraduate residential life through the creation of new, faculty-led, residential House Communities. Houses are designed to promote intellectual engagement, a stronger sense of community, and more continuity in the residential experience. Each House is randomly assigned approximately 700 undergraduate members, about half of whom are in residence in any given term. First-year students live in first-year residence halls on floors with other members of their House. After the first year, students live in and return to the residence halls associated with their House. In addition to a House Professor who lives in or near each residence, each House has live-in resident graduate students, undergraduate student staff, and an Assistant Director of Residential Life. Each House is also randomly assigned 200 faculty, staff, and graduate and professional student members who participate in House activities.

Although still early in the implementation process, Houses have quickly become part of the fabric of campus life:

- Faculty pre-major advisers are assigned first-year advisees who are members of the same House Community, creating opportunities for cohort advising.
- Orientation activities take advantage of the House assignments to help foster community while providing an introduction to the curriculum.
- Campus support services such as the Libraries, Academic Skills Center, Health Services, and others offer House-specific outreach programs and services.
- The Student Assembly now includes House representatives and partners with Houses to offer joint "Club House" events that attract hundreds of students.
- Formerly residentially based intramural sports leagues have been resurrected through House teams.
- Houses partner with the Hopkins Center, academic departments, and other campus programmers to host guest speakers and artists in House Professor residences, and to attend a

wide variety of campus programs for their communities.
- In 2018–2019, the Houses began adopting social impact initiatives that will include opportunities for alternative spring break trips by House.

The House Communities are assessed through an External Review Committee, institutional research surveys, House Community surveys and focus groups, and ongoing discussions with House Professors and student executive boards. As expected after the first two years of the initiative, first- and second-year students tend to be more engaged in House programs than are juniors and seniors, but not exclusively so.

Achieving more continuity in the residential experience without new residence hall capacity has required placing some limitations on student choice in the room selection process. After the first year, students living in residence halls must select rooms from within their House and live with roommates who are members of that House. Some have complained that increased continuity limits their ability to live with roommates of their choice in locations of their choice. For those students, options still exist within our topical living-learning communities, College and privately owned Greek-letter organization facilities, and off-campus apartments.

Sexual Violence Prevention

The Moving Dartmouth Forward initiative endorsed the continued development of a Sexual Violence Prevention Program (SVPP) for undergraduates. The four-year SVPP aims to reduce sexual assault, dating violence, harassment, and stalking on campus. The SVPP builds on the Dartmouth Bystander Initiative, the 2014 national Summit on Sexual Assault hosted by Dartmouth, and research on evidence-based interventions and prevention initiatives at peer institutions. More information on Dartmouth's efforts, including new staffing and investigative models, is included in Standard 2.
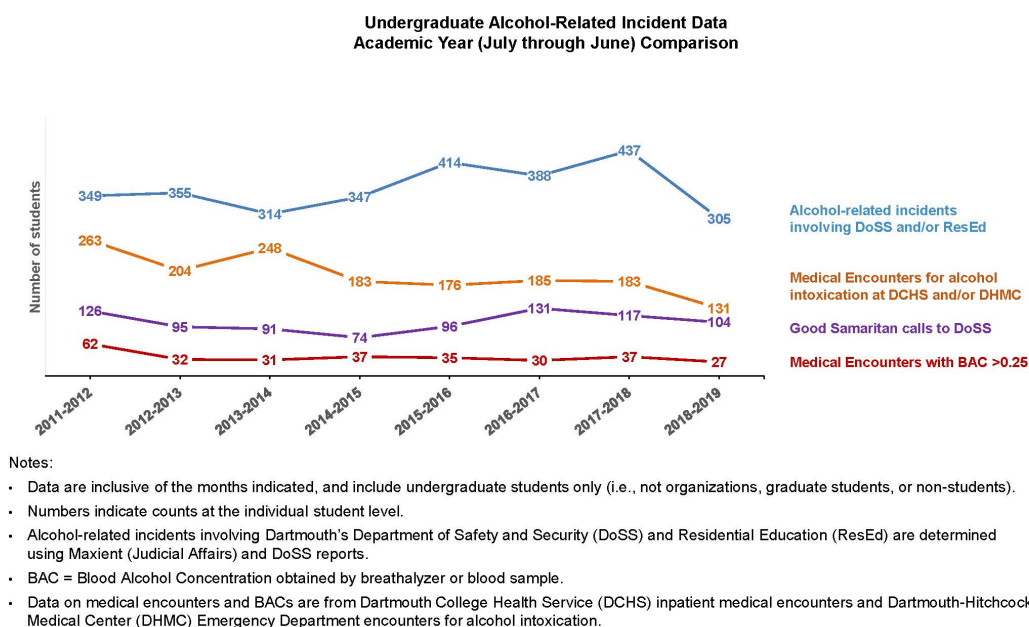
In 2017, the Campus Prevention Network announced that Dartmouth was one of five institutions nationwide recognized for outstanding achievements in sexual assault prevention. In 2018, the education technology firm EVERFI reported that Dartmouth is in the top 6% of institutions nationwide in adopting best practices in sexual assault prevention. These benchmarks, the successful transition to the investigator model, the strengthening of the Title IX office, and the resulting increase in reports and requests for services suggest that we are on the right path in our efforts.

Address Undergraduate High-Risk Behaviors

Moving Dartmouth Forward also produced other initiatives designed to contribute to risk reduction. In the spring of 2015, the College banned the on-campus possession and use of hard alcohol by undergraduates, and by anyone in designated student facilities (e.g., residence halls, dining facilities). The College also simplified procedures governing undergraduate events where alcohol is served to increase effectiveness in promoting student safety. These new policies and procedures are one component of a comprehensive long-term strategy to promote student safety.

Figure 5-6 presents undergraduate student intoxication incident data over the last seven academic years. Alcohol-related encounters with Safety and Security and/or Residential Life staff have increased over this period. Early intervention strategies by security officers and live-in residence staff contributed to the increase in the number of incident reports. Although annual variations continue, medical encounters involving extreme BAC levels of greater than .25 have declined during this period, as have medical encounters for intoxication involving the Health Service or Dartmouth-Hitchcock Medical Center.

Figure 5-6: Undergraduate Student Alcohol Intoxication Incident Data (2011–2019)

Undergraduate Alcohol-Related Incident Data
Academic Year (July through June) Comparison

Notes:
- Data are inclusive of the months indicated, and include undergraduate students only (i.e., not organizations, graduate students, or non-students).
- Numbers indicate counts at the individual student level.
- Alcohol-related incidents involving Dartmouth's Department of Safety and Security (DoSS) and Residential Education (ResEd) are determined using Maxient (Judicial Affairs) and DoSS reports.
- BAC = Blood Alcohol Concentration obtained by breathalyzer or blood sample.
- Data on medical encounters and BACs are from Dartmouth College Health Service (DCHS) inpatient medical encounters and Dartmouth-Hitchcock Medical Center (DHMC) Emergency Department encounters for alcohol intoxication.

Another element of Moving Dartmouth Forward—a new Student Organization Accountability Program—requires all student organizations to conduct comprehensive self-assessments at least every four years. Assessments are reviewed by a 10-member Student Organization Accountability Board, to determine whether the organizations under review "enhance students' academic and personal development and contribute to the health and well-being of the members of the organization and the community as a whole, and promote inclusivity." Those that do not may be placed on "at risk" status with specific requirements to fulfill, or may be derecognized.

Inclusive Excellence

Student Affairs continues to play a critical role in promoting diversity and inclusivity in our community. Historically, Student Affairs has been the most diverse division on campus. Divisional staff are deeply committed to equal access and supporting every Dartmouth student's academic and personal development. All divisional programs and services, including New Student Orientation, the Office of Pluralism and Leadership, co-curricular and House activities, and the new Leadership Project described in the next section, promote building cross-cultural competence to sustain a more welcoming and inclusive community and contribute to preparing undergraduates for a lifetime of learning and responsible leadership.

Over the last decade, services for first-generation and low-income students have been enhanced. The First-Year Student Enrichment Program (FYSEP) provides pre-orientation and first-year peer mentoring to incoming first-generation students. The program has grown from an initial cohort of 24 students to 91 members of the Class of 2022. FYSEP now has a half-time director, and an OPAL staff member serves as a designated adviser for low-income students. Financial Aid and Student Affairs partner closely to address financial and other barriers to full participation in the Dartmouth Experience. A new "Class in the Classroom[10]" educational video features reflections from students and key members of the faculty on challenges faced by first-generation and low-income students—including the cost of textbooks and

other instructional materials. The graduate and professional schools have also developed discussion groups, activities with relevant speakers, support systems, and other programs to address the needs of first-generation and low-income students in their programs.

<u>Leadership Development Co-Curriculum</u>

A coalition of faculty and senior administrators are developing a new co-curricular undergraduate leadership program. When fully funded through the Call to Lead Campaign, the Leadership Project will offer the only comprehensive, four-year leadership co-curriculum among our peer institutions, designed to prepare every Dartmouth graduate for effective and responsible leadership.

Each student participant will select eight "Foundations of Leadership" programs (two per year); join in a sophomore summer program of strategic planning, team-building, and leadership coaching; and design a senior capstone experience. The curriculum will be delivered through multiple mechanisms, including workshops, experiential learning activities, lectures and educational programs featuring alumni and national leadership figures, internships, and practical leadership experiences. The curriculum is grounded in four evidence-based foundations of strong leadership as defined by current research: self-awareness, other-awareness, community building, and cross-cultural communication skills.

Projection
Undergraduate

- The House system will continue to evolve as a signature element of the Dartmouth undergraduate student experience. When the Class of 2021 graduates, all students at that time will have been part of the House system since their matriculation. The MDF External Review Committee, Institutional Research, and Student Affairs will continue to assess the impact of the Houses on intellectual engagement, community, and continuity in the residential experience.
- Continued assessment of sexual violence prevention efforts will promote reporting and increase student confidence in the College's response to sexual misconduct in all schools.
- Continued assessment of high-risk drinking and related behaviors will inform ongoing institutional efforts to promote student safety.
- As funding is secured through the Call to Lead Campaign, we will:
  - Implement the Leadership project progressively over a five-year period. When that begins, we will undertake a comprehensive longitudinal assessment process.
  - Construct 350 new undergraduate beds to relieve pressure in the residential system. This will enable implementation of the deferred residential renovation plan and equalize the quality of the physical plants associated with each of the Houses.
  - Enhance support for first-generation and low-income students through the implementation of a four-week Pre-Orientation program; dedicated financial support to offset costs not covered by financial aid that may be barriers to full participation in educational and co-curricular opportunities (e.g., food security during term breaks, costs of professional attire, uninsured medical and dental copays and expenses, graduate and professional school test preparation costs, etc.); and academic peer coaching delivered using evidence-based best practices.
  - Increase access to mental health services by hiring five additional clinical staff and enhancing mental health access and suicide prevention outreach efforts.
  - Expand social impact, multi-faith, and other experiential learning opportunities.
  - Enhance professional development education programs for first- and second-year students, and broaden professional recruitment opportunities into new employment sectors and geographic areas.

Graduate and Professional Schools

- Ensure that during their first year at Dartmouth, all graduate students and postdoctoral scholars are trained and educated about professional ethics, responsible conduct of research, implicit bias, and intercultural dialogue.
- Formalize a graduate student and postdoctoral scholar alumni association and regularly communicate with our alumni.

Standard 6: Teaching, Learning, and Scholarship

Dartmouth is proud to have "scholars who love to teach." This philosophy resonates with faculty members across all schools at Dartmouth. By combining the strengths of a liberal arts college with the opportunities provided by world-class research, Dartmouth and its faculty are able to offer undergraduate, graduate, and professional students an education that is both deep and broad. Through teaching and research, Dartmouth seeks to equip its students with the skills and knowledge to solve problems, and to empower them to be thoughtful and responsive leaders. Dartmouth holds its faculty to the highest academic standards and competes with the best universities in recruiting and retaining world-class researchers [1] with a passion for teaching.

Faculty and Academic Staff
Description

The General Faculty at Dartmouth College consists of four entities: Arts & Sciences, the Geisel School of Medicine, the Thayer School of Engineering, and the Tuck School of Business. In 2018–2019, there are 639 faculty in Arts & Sciences, including 316 tenured (49%), 104 tenure-track (16%), and 219 non-tenure-track (34%) members. For the Geisel School of Medicine, there are 165 faculty on the Dartmouth College payroll, and 63% are tenure-line, which is due in large part to the non-tenure-line clinical researchers. Fifty-nine faculty, including 27 tenured (46%), 10 tenure-track (17%), and 22 non-tenure-track (37%), are in Thayer School of Engineering. The Tuck School employs 72 faculty, of which 72% are tenure-line. The Office of Institutional Research maintains faculty data[2] in its online Fact Book.

Searches, reappointments, promotions, and tenure procedures follow the guidelines that are specified in several faculty handbooks: The *Handbook of the Faculty of Arts & Sciences*[3] is the primary resource for both the Arts & Sciences and Thayer School; the Geisel School follows its own policies [4]; and the Tuck School has its own faculty handbook[5]. Coherence among all academic policies is maintained by the Office of the Provost and established in discussion among the academic deans as part of the Provost's Academic Planning Council. The Office of Institutional Diversity & Equity (IDE) works with each school to implement the principles set forth in the Board of Trustees–approved Affirmative Action Plan, and to work toward meeting established appointment goals for women and minorities. IDE is also responsible for monitoring searches for compliance with equal opportunity/affirmative action guidelines.

The College makes every effort to provide salaries and benefits, support for research and teaching, and teaching workloads that are competitive with those of other peer institutions and that allow for scholarly productivity and effective teaching and advising. The Committee on the Faculty (COF) is tasked with annually reviewing and reporting about the state of Arts & Sciences faculty compensation and its comparison to peer institutions. The professional schools also offer competitive salaries and benefits with benchmarking against peer institutions. More details are provided in the Appraisal section that follows.

Since our last self-study, the College has strengthened support for hiring, promotion, and tenure practices; compensation; and scholarship and innovation. As noted, the Inclusive Excellence Action Plan set ambitious goals related to increasing faculty diversity on campus. Meanwhile, the budget reallocation process is increasing faculty salaries and support for the faculty scholarship.

Appraisal
Recruitment, Appointments, Promotion, and Tenure
<u>Arts & Sciences</u>
Recruitment

Recruitment procedures are described in detail in the *Handbook of the Faculty of Arts & Sciences*, and the faculty search process is detailed in the *Faculty Recruiting Manual*[6].

An open and systematic process is followed for each search. Dartmouth not only meets the legal mandates related to equal employment opportunity, but also meets our own internal procedural requirements designed to help recruit a diverse faculty.

Growth in the Arts & Sciences faculty since 2010 is detailed in Table 6-1.

Table 6-1: Trends for Arts & Sciences Faculty Headcounts (2010–2018)

	2010	2011	2012	2013	2014	2015	2016	2017	2018	% Chg
Professor	191	194	201	209	216	209	220	226	215	13%
Associate	136	137	138	135	132	131	127	131	142	4%
Assistant	110	108	107	106	108	109	117	119	116	5%
Instructor/Other	123	137	133	138	153	158	142	156	166	35%
Grand Total	560	576	579	588	609	607	606	632	639	14%

In 2015, a new position of Assistant Provost for Faculty Recruitment was created. The position is designed to provide guidance to search committees throughout the search cycle on advertising, recruitment techniques, decision-making processes, and diversity strategies. The position also serves as the Principal Investigator (PI) on the Mellon Grant for Faculty Diversity. Several milestones have been met:

- Revised search forms in coordination with IDE and Arts & Sciences administration. Forms now include detailed recruitment and retention plans, including explicit articulation of plans related to diversity, demographic estimates of the availability pool, and potential candidate profiles from available databases and networks.
- Increased procedural consistency across departments, reducing inequities and improving outcomes.
- Increased communication across departments/divisions to improve collaboration around opportunities and shared goals. This includes automating the listing of all faculty searches at all ranks on the Dean of the Faculty web page.
- Engaged interested departments with ideas for improving diversity/inclusion beyond search (retention of faculty; curriculum and student experience).
- Improved overall diversity of applicant pools through well-crafted ads, including regularizing language.
- Increased requirements for justifying selection of finalists for hires.

In 2013, Arts & Sciences began utilizing the Faculty Search product from Interfolio. The tool assists faculty, search committees, deans and administrators, IDE and Institutional Research (OIR). In 2017, the College purchased an institution-wide license, which brought more consistency to the recruitment

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process and is helping Dartmouth track progress on diversity goals, discussed in more detail in the Faculty Diversity section. Since 2013, the College has collected information and documents for over 27,000 applicants and launched over 250 unique searches.

Appointments

The most common initial appointments are at the rank of Assistant Professor for individuals holding a PhD or appropriate advanced degree in the creative and performing arts. Initial appointments of Assistant Professors, negotiated by the Associate Deans for each division, are generally for a three-year term, after which the department can recommend a reappointment for a second three-year term. In the case of senior, tenured appointments, the Dean of the Faculty works with the Associate Dean in conducting the hiring negotiations.

When new faculty members begin their appointments, the Dean of the Faculty and Associate Deans hold an orientation at which they discuss reappointment and tenure, faculty and student research support, and the expectations of the teacher-scholar model, including undergraduate advising. The Library, the Office of Sponsored Programs, the Dartmouth Center for the Advancement of Learning (DCAL) and Undergraduate Advising and Research's pre-major advising program also offer orientation sessions for new faculty, including tenure-track and non-tenure-track.

Arts & Sciences employs approximately 220 non-tenure-track faculty (see 6.2 Data First Form[7]). These colleagues allow the College to respond to fluctuating enrollment pressures and to accommodate specialized fields that do not require a full-time tenure-track position. Non-tenure-track faculty may be hired for one or more courses or on a full-time basis. In some cases, the Dean of the Faculty offers multi-year contracts. Non-tenure-track faculty usually hold the title of Lecturer or Senior Lecturer.

Promotion and Tenure

The promotion of Assistant Professors to the rank of Associate Professor with tenure normally occurs in the sixth year. A tenure review committee is constituted for each candidate, usually consisting of all the tenured members of the department/program. Beginning in the spring quarter before the year of tenure review, both the tenure review committee and the candidate suggest to the Associate Dean the names of 8–10 appropriate experts in their field. The Associate Dean selects 8–10 reviewers from the two lists. Candidates are asked to present tenure review dossiers, which include a curriculum vitae; a personal statement of four or five pages; copies of their publications; and other examples of scholarly or creative work by December 1 of the academic year of review. These materials are sent to the external reviewers for assessment. The external reviewers then submit a letter presenting their assessment of whether the candidate should be promoted or receive tenure. The Dean of the Faculty's office solicits letters from 80 of the candidate's former students (excluding anyone accused by the candidate of an Honor Principle violation, and students who took classes with the candidate in their first year in rank and the tenure review year), asking them to send written evaluations of the candidate's teaching. The candidate is also allowed to recommend up to 20 students to be asked for evaluations. Typically, about 10–20 detailed student responses are submitted. Graduate training is a critical aspect of evaluation and promotion for faculty in departments with graduate programs, and graduate students are asked to submit comments on teaching and mentoring as part of the tenure and promotion process. The tenure review committee examines all the materials, and then votes to recommend to the Associate Dean that the candidate either be promoted to Associate Professor with tenure or not be promoted. The Associate Dean adds a recommendation and forwards the case to the Committee Advisory to the President (CAP). The CAP then recommends to the President that tenure and promotion be granted or denied. The CAP occasionally recommends promotion without tenure, in which case the candidate is reconsidered after two years.

The President and the Board of Trustees have final approval of all recommendations made by the CAP.

The promotion to the rank of Professor usually takes place during the sixth year of being at the rank of Associate Professor. The process and expectations are similar to those for promotion to the rank of Associate Professor with tenure. Solicited evidence of sustained excellence in research, teaching, and service continues to be a core component, but student letters on the candidate's teaching are not requested.

The Affirmative Action Plan (AAP) report, produced annually by the Office of Institutional Diversity and Equity (IDE) with support from the Office of Institutional Research (OIR), details faculty promotion and tenure statistics. Since the last self-study, across Dartmouth, nearly 300 faculty have been promoted with over 100 receiving tenure. Of those receiving tenure, 39% were women and 19% minority, while for promotions, 38% were women and 22% minority.

In spring 2016, the Dean of the Faculty requested that the Committee on Organization and Policy (COP) review the Arts & Sciences tenure and promotion procedures (which also apply to Thayer School faculty). In parallel, the Dean and Associate Deans reviewed the processes described in the faculty handbook. COP gathered data from peer institutions, and discovered great variation in tenure processes, with each institution devising a distinct system. The COP and Arts & Sciences Deans concluded that the faculty handbook required updating to improve clarity and consistency in the sections pertaining to tenure and promotion. Changes were incorporated into the *Guidelines for Appointments, Reappointments, Promotion and Tenure for Faculty*[8] in November 2017. In addition, in 2019, guidelines for *Faculty Mentoring and Professional Development*[9] were also developed.

Professional Schools
Recruitment and Appointment

At the Geisel School, all requests for new hires into tenure-track/tenure-line or non-tenure-line positions must be sanctioned by the Dean of the Geisel School of Medicine following review and approval of the rationale for how the requested hire meets institutional needs. Requests to the Dean for new faculty hires should follow appropriate input from relevant faculty, and approval of such requests requires review of the business plan by the Executive Dean for Administration and Finance, the Dean of Faculty Affairs at Geisel, and (where applicable) the Senior Associate Dean for Research or the Senior Associate Dean for Medical Education. Search committee membership is approved by the Dean of Faculty Affairs and the Director of Institutional Diversity & Equity (IDE). IDE is involved throughout the entire process, which is detailed at https://geiselmed.dartmouth.edu/faculty/pdf/geisel_faculty_apt.pdf.

The Thayer School follows the practices of the Faculty of Arts & Sciences in faculty hiring. The only significant difference is that decisions to initiate searches, hire candidates, and negotiate salary and start-up package terms are the responsibility of the Dean of the Thayer School. Thayer appoints non-tenure-track faculty to a research track and to an instructional track, each with specific policies for review and promotion that mirror those of tenure-track faculty where practicable. Initial appointments are reviewed by the Thayer Committee on Adjunct & Research Appointments and have specific published guidelines.

For the Tuck School of Business, hiring of non-tenure-track faculty is done by the Associate Dean for Faculty, who in turn consults with the Dean, the Associate Dean for the MBA program, and the area coordinator of the academic group that is closest to the prospective faculty member's area. Appointments with tenure are subject to the approval of the Provost and President. Recommendations to the Provost are made by the Associate Dean for Faculty after consulting with the Dean, the area

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coordinator, and other members of the faculty involved in the search process. At the Tuck School, the title of Adjunct Professor has been used to designate faculty members whose primary appointment is elsewhere within Dartmouth or who have an occasional counseling and lecturing relationship with the School. The title may also be used for an instructor whose credentials are in professional practice rather than in academic life. The title of Visiting Scholar is used infrequently, but can be given to established scholars and others with distinction in their fields whose association with the Tuck School and Dartmouth will be of mutual benefit. Teaching assignments are normally not required.

As the trends in Table 6-2 highlight, the Geisel School reorganization translated into a large decrease in faculty headcounts since 2010. Meanwhile, both Thayer and Tuck Schools have witnessed double-digit faculty growth.

Table 6-2: Trends for Professional School Faculty (2010–2018)

	2010	2011	2012	2013	2014	2015	2016	2017	2018	% Chg
Geisel School	331	328	348	352	350	335	193	180	165	-50%
Thayer School	52	51	50	50	50	58	53	60	59	13%
Tuck School	61	61	68	69	72	66	70	68	72	18%
Grand Total	444	440	466	471	472	459	316	311	296	-33%

Promotion and Tenure

As part of the ongoing Inclusive Excellence efforts, the Interim Provost asked all of the academic deans to review their School's tenure and promotion processes with a focus on whether they advantaged or disadvantaged certain groups, especially in the areas of service and workload distribution. Like the Arts & Sciences, each dean is asked to share retention outcomes with the Provost for reporting to the President, the Vice President for IDE, and the Board of Trustees.

The Geisel School had already undertaken a similar method to review its tenure and promotion processes with an eye toward diversity and inclusion. The Geisel School's policies for faculty appointments/promotions were reviewed and revised (approved by faculty recommendation) in 2012, 2016, and 2018[10]. Thayer School's promotion and tenure policies adhere to those set forth by Arts & Sciences. The Tuck School also began a review of its tenure and promotion policies and procedures in 2018 to ensure that the language reflects current processes. A subcommittee of Tuck's Promotion and Tenure Committee is driving this review, and the review is expected to conclude in 2019.

Compensation and Performance Reviews
Arts & Sciences

As noted earlier, the COF monitors faculty salary and compensation. While the COF members previously relied on confidential information from a peer consortium, to increase transparency, they recently began using data provided by the American Association of University Professors (AAUP). Beginning in 2018, this information is sent to all Arts & Sciences faculty following the last faculty meeting of the academic year (see COF dashboards[11]).

Determining individual compensation and annual increases is the responsibility of the Dean of the Faculty and the Associate Deans, who work closely with department/program chairs during the

recruitment process to ensure that initial salary offers are competitive with those from other institutions. Salaries for all faculty are also reviewed, in the aggregate, by the Provost.

In spring 2017, President Hanlon and the Board of Trustees announced a plan to close the gap between Dartmouth and its peers in faculty compensation. This plan followed a statement by the Board of Trustees, which affirmed this principle: "In order to provide the intellectual and pedagogical environment in which Dartmouth faculty can optimally thrive and contribute to their fields as well as to the Dartmouth community, compensation must be competitive in relation to select peer institutions." The previously mentioned $20 million reallocation from nonacademic to academic purposes includes a commitment to increase the salary-raise pool by $1.4 million annually, for a total of $5.6 million. This sum was higher than the $5.4 million that the COF estimated would be necessary to close the gap with the U.S. News Top 20 schools in 2016. An additional $2 million will be used to improve benefits. The Dean of the Faculty is responsible for determining distribution of the funds among faculty members.

All faculty are reviewed annually by the Dean of the Faculty Office at the time of the salary review. The review is based on the Faculty Record Supplement forms, where faculty list their scholarly and creative work, publications, presented papers, teaching initiatives, advising and mentoring work, as well as service in professional organizations, their departments, and the College. Course evaluations are also considered in faculty annual review conversations.

Faculty retention is an ongoing activity and priority in the Dean of the Faculty Office. Many of Dartmouth's outstanding faculty are attractive to other institutions precisely because at Dartmouth, they are able to develop cutting-edge research while cultivating adeptness and creativity as teachers. Dartmouth is generally successful at retaining faculty as well as hiring top faculty away from other institutions. Of course, some excellent faculty members also choose to leave, most often citing opportunities to join a larger faculty in their specific area or to address partner needs. Dartmouth recently developed an online exit interview tool to learn from each individual's experience, and all faculty have the opportunity to have an in-person interview if they choose. The Dean of the Faculty shares retention outcomes with the President, the Provost, the Vice President for Institutional Diversity & Equity (VP for IDE), and the Board of Trustees.

In 2016, as part of Inclusive Excellence, we undertook an analysis on turnover rates to determine whether we could achieve greater diversification of the faculty. The five-year average turnover rate for all faculty was found to be 5%, whereas the non-Asian minority turnover rate was a bit higher, at 6%. Since this benchmarking exercise, we have enhanced retention efforts to sustain recruitment successes, especially for women and minority faculty.

Professional Schools

Because the development of a research program is a key expectation for Geisel School faculty, compensation is influenced by the level of grant support. Beginning Assistant Professors receive competitive salaries funded 100% by the Geisel School during the initial three-year appointment or until extramural funding support is received. The expectation is that faculty will recover a fraction of their salary specified in offer letters (typically 50% in basic science departments), beginning no later than the end of the third year. Faculty recruited at the Associate or Full Professor level (with existing substantial research funding) are generally expected to immediately fund at least 50% of their salaries from grants on which they are the PI or Co-Investigator. The Geisel School has undertaken equity assessments for faculty salaries annually since 2016 to ensure that faculty members who are meeting comparable expectations are paid comparably. This practice has resulted in a significant number of underpaid faculty being provided compensation adjustments, and has ensured that women and underrepresented minority faculty are appropriately compensated.

Performance evaluations and merit review at Thayer School are conducted in accordance with Arts & Sciences practices. Salary decisions are made by the Dean of the Thayer School. Salary data for engineering professors compiled by the American Society for Engineering Education provide guidance in setting compensation at the time of hiring.

Every May, all tenure-track Tuck School faculty members submit their own activity report that describes their achievements and future plans in research, teaching, and service from May 1 of the previous academic year to April 30 of the current academic year. Based on these reports and teaching/course evaluations, the deans quantitatively evaluate each faculty member on those three dimensions (research, teaching, and service). Both numeric evaluation and qualitative factors are used in setting annual salaries. The key contributions are summarized in the letter that the Dean sends to the faculty member in June; this letter informs the faculty member of next year's compensation.

Support for Scholarship

Dartmouth has a variety of mechanisms in place to support faculty. Within Arts & Sciences, first-year Assistant Professors in all divisions receive a one-course reduction, and this is also typically granted to new senior hires. Faculty members with tenure currently receive $3,000 annually to support their research and teaching, whereas faculty holding an endowed chair are given $5,000. A limited number of endowed chairs include additional support in the form of extra funds or reduced teaching; these chairs are usually of shorter duration so that more faculty members may benefit from them.

Dartmouth provides start-up support for faculty with specialized research requirements, particularly for those in laboratory-based disciplines. Each Assistant Professor in Arts & Sciences receives a Burke award of $30,000 in research support during the first six years. Once a simple application process has been completed, funds are disbursed in two equal installments: the first $15,000 is available at the beginning of the initial contract; the second upon reappointment. New faculty members whose research involves sustained fieldwork or other cost-intensive requirements receive start-up funds substantially greater than the baseline.

Assistant Professors can apply for Junior Faculty Fellowships, usually at the time of reappointment. A Fellowship provides a one-term leave and is often combined with a one-term sabbatical and a summer leave term to provide nine months of consecutive leave. In recent years, almost all applicants have been awarded a Junior Faculty Fellowship. Senior Faculty Fellowships are more competitive: applications are submitted to the Associate Dean, who ranks them and forwards them to the CAP, and the CAP makes as many awards as funding availability will allow. The number of Senior Faculty Fellowships has recently been raised to six annually.

Faculty members may also access internal support from a number of the interdisciplinary centers, including the Rockefeller Center for Public Policy, the Dickey Center for International Understanding, the Leslie Center for the Humanities, and the Neukom Institute for Computational Science. These centers provide funds for research grants, hosting conferences, and, occasionally, teaching reduction.

Dartmouth's Arthur L. Irving Institute for Energy and Society aspires to be the world's premier institute for transforming humankind's understanding of energy issues, and is designed to be a hub of vibrant collaboration, engaging faculty, students, and staff from across all academic disciplines. This Institute issues broad calls for proposals annually, welcoming projects from all disciplines within a theme, for example, the 2019–2020 theme "Investing in Our Energy Futures" that highlights the multitude of interlocking needs for investments in society's energy transitions (financial and technical; personnel and

personal) and invites critical reflections on the social implications of our individual and collective energy choices.

The Provost's Fellowship (PROF) program is part of Dartmouth's ongoing efforts to diversify the professoriate. The PROF program aims to prepare early career scholars for long-term success in higher education. Through a partnership among the Guarini School of Graduate and Advanced Studies, Arts & Sciences, and the Provost's Office, PROF Fellows benefit from Dartmouth's flagship role in cultivating teacher-scholars. We seek future faculty invested in the transformative impact of a liberal arts education who are also producing innovative research at the forefront of their fields.

PROF Fellows are part of a multidisciplinary cohort of approximately 10 predoctoral and postdoctoral scholars committed to increasing diversity in their disciplines. Fellows teach one course during their residency, participate in mentoring and professional development programming, and receive guidance in preparing for faculty job searches. They also hold research appointments in departments and programs, where they participate in campus life.

The PROF program includes two types of fellowships: some are designated as dissertation-completion fellowships that convert to postdoctoral appointments in the second year; some are structured as one- or two-year postdoctoral appointments.

In order to support applications from Dartmouth's scholars for external funding, Dartmouth recently established a Grant Proposal Support Initiative[12] (GrantGPS) to assist in this process. Funded by pilot support from the Offices of the President and the Provost, and directed by the Vice Provost for Research, GrantGPS helps researchers navigate the grant proposal process. GrantGPS serves all of Dartmouth's scholars, specifically including those in the humanities, and assists with brainstorming and drafting proposal ideas; making connections to internal resources; identifying opportunities for funding; creating timelines for submission of applications; coordinating the various components of multiple application processes; and facilitating access to and covering costs for external editing and scientific review.

At the Geisel School, tenure-track Assistant Professors recruited to foundational departments are provided with highly competitive start-up packages and salaries, with expectations for recovery of compensation from extramural sources. Compensation provided to faculty members in clinical departments (e.g., DHMC and the White River Junction VA Medical Center [VAMC]) is also highly competitive.

Thayer School faculty are provided an annual $3,000 research discretionary fund, generally used to support travel to an academic conference or to visit a potential research sponsor. All tenure-track, research-track, and instructional-track faculty at Thayer School receive this support.

The Tuck School contributes faculty research support through three programs: Tuck Funding System to Support Teaching and Research (STAR); Summer Research Support; and Tuck Research Computing. As part of their annual activity reports, all faculty request funding support for their individual teaching and research through the STAR program.

Sabbaticals are also an important mechanism supporting scholarship at Dartmouth. For Arts & Sciences, sabbatical leave is accrued through terms in residence. For every nine terms in residence, typically accumulated over three years, a faculty member receives a term of sabbatical leave with a one-course reduction in the teaching load for that year. When this is coupled with a Junior or Senior Faculty Fellowship during the same year, the faculty member receives another term without formal teaching responsibilities, and a three-course reduction in teaching responsibilities (two courses in the

sciences). For faculty who receive prestigious awards (e.g., Fulbright, Guggenheim, or National Endowment for the Humanities grant) of at least $30,000 and with a duration of one academic year, the Dean of the Faculty Office makes up the difference between the amount of the award and the faculty member's annual salary and benefits. The faculty member, however, must teach an extra course after the term of the award is completed.

Each professional school establishes its sabbatical leave policies, which are outlined in the faculty handbooks.

Science Strategy

In November 2015, Provost Carolyn Dever established this working group charged with developing a strategy to guide future investments in science (broadly defined) across Dartmouth and building institutional reputation through research excellence, while recognizing that resources are limited. The strategy should leverage Dartmouth's scale, define areas of existing or developing strength, and address potential areas of emerging opportunity.

The working group made many detailed recommendations to ensure the future success of science, technology, engineering, and math (STEM) at Dartmouth, categorizing them broadly as People, Places, and Things:

People: Hire and retain the best faculty, students, and staff.

Places: Provide and maintain functional work spaces that inspire and enable the best science.

Things: Provide and maintain the necessary instruments and core infrastructure required for cutting-edge research and education in STEM fields.

The working group's report also suggested improvements in the culture of STEM research on campus.

Since the release of the report[13], a systematic review uncovered substantial institutional investments in scholarly activities that had not been included in the data upon which the working group based some of its conclusions. Improved reporting and new investments led to a restoration of Dartmouth's R1 ranking in the 2018 Carnegie classification. In parallel, Dartmouth has already taken steps to implement the group's recommendations, as detailed in a February 22, 2018 summary from the Vice Provost for Research. These steps are meant to catalyze the creative impulses of our outstanding faculty, staff, and students—and to streamline their realization—and include:

People: The Faculty Clusters have begun hiring into 10 areas where we can build on existing strengths and achieve a "critical mass"—several of these involve STEM areas. The newly founded Irving Institute for Energy and Society and the long-established Norris Cotton Cancer Center have hired directors and are developing exciting new programs. The establishment of the Guarini School of Graduate and Advanced Studies provides graduate students and postdoctoral fellows with centralized support and education, strengthening Dartmouth's teacher-scholar model across the entire spectrum from undergraduates to pre-faculty trainees, many of whom are in STEM.

Places: Modern scientific research and teaching requires state-of-the-art laboratory facilities. The deans are committed to the continual renewal of these spaces, as exhibited by the Class of 1978 Life Sciences Center and by the Williamson Translational Research Building. Dartmouth continues to pursue ambitious plans to rejuvenate and expand the West End of campus, including the expansion of Thayer School faculty and their integration with Computer Science faculty. Planning for the renovation of the Fairchild Science Center has also begun. At the Geisel School, renovations in the Remsen and Vail buildings will permit the consolidation of faculty, increasing research intensity and reducing costs.

Things: The Provost's Office is currently evaluating the financial and organizational models that support research infrastructure at Dartmouth, including many activities critical to scientific research and teaching. As one example, the Research at Dartmouth (RaDar) website, available at radar.dartmouth.edu, is a new campus-wide platform to access and manage scientific core facilities. In addition, the Office of the Provost, in conjunction with the recently established GrantGPS program (dartmouth.edu/gps), is actively working to support applications for program-project and shared-instrumentation grants that co-fund acquisition of critical new technologies.

Finally, based on the suggestion of the working group, the Provost's Office plans to establish a long-term science strategy advisory group. The group, comprising science faculty from all corners of campus, will provide advice on multi-school funding decisions or inter-institutional partnerships, in consultation with existing faculty governance bodies. In doing so, the advisory group will use the review criteria proposed by the working group for assessing the campus-wide impact of new proposals. The new advisory group will also serve as a "brain trust" for faculty seeking intramural or extramural support for new ideas and initiatives. The goal is for the advisory group to help leverage outside resources in service of the goals of our faculty. This includes monitoring Dartmouth's Carnegie Classification. Our current R1 classification enhances Dartmouth's ability to attract external research grants and negotiate a higher rate of reimbursement for the overhead costs that come with receiving federal grants; and it improves the recruitment of high-quality faculty, postdoctoral fellows, and graduate students. These factors in turn help the institution generate more research and more sophisticated research.

Faculty Diversity

Dartmouth has successfully increased the number of women and underrepresented faculty in Arts & Sciences. Results from this past year's searches suggest that recent changes to search practices are having a positive effect, as nearly 60% of the hires in Arts & Sciences during AY 2018 were faculty members from underrepresented groups (see 6.5 Data First Form[14]).

Both IDE and OIR support discussions and consistent faculty reporting. In 2017, OIR created the Faculty Employment Dynamics dashboards[15] not only to monitor progress on faculty goals set forth in the Inclusive Excellence Action Plan, but to track hiring and retention among tenure-line faculty. As previously discussed, the Inclusive Excellence Action Plan detailed numerous tasks related to increasing faculty diversity. In its 2017 report, the External Review Committee expressed concern regarding the goal of achieving 25% tenure-line underrepresented minority (URM) faculty by 2020, given market conditions. After examining institutional and Dartmouth data, the time frame for reaching the goal was updated to 2027.

For Dartmouth overall, Figure 6-1 shows the proportion of women and minority faculty has increased since 2010. Arts & Sciences women percentages decreased slightly (-1%) between 2013 and 2018. The proportion of women has increased for both the Geisel and Thayer Schools, while the Tuck School has also seen a small decrease. Across the board, the percent of minority faculty has increased since 2010. When examined in more detail, the growth rate has been highest among Asian faculty members, both overall and within Arts & Sciences. Each spring, the deans review the Faculty Employment Dynamics dashboards and supplement with school-specific updates in advance of discussions with the Academic Affairs Committee of the Board of Trustees at the June meeting. Dartmouth Arts & Sciences ladder faculty rates have rebounded from 2015, and compared to our peers, our URM rates are higher (see Figure 6-2[16]).

Finally, as noted on the Inclusive Excellence website, Dartmouth has completed many of the planned

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tasks related to [increasing faculty diversity](#)[17]:

- Doubling the faculty diversity recruitment fund
- Doubling the length of Chavez, Eastman, and Marshall Fellowship programs (see PROF Fellowship discussion in Standard 4)
- Adding four new postdoctoral fellowships in areas that support diversity
- Creating an Asian American studies fellowship
- Offering workshops by the National Center for Faculty Development and Diversity

Figure 6-1: Tenure-line Faculty Proportions: By Gender and Minority Status (2010–2018)
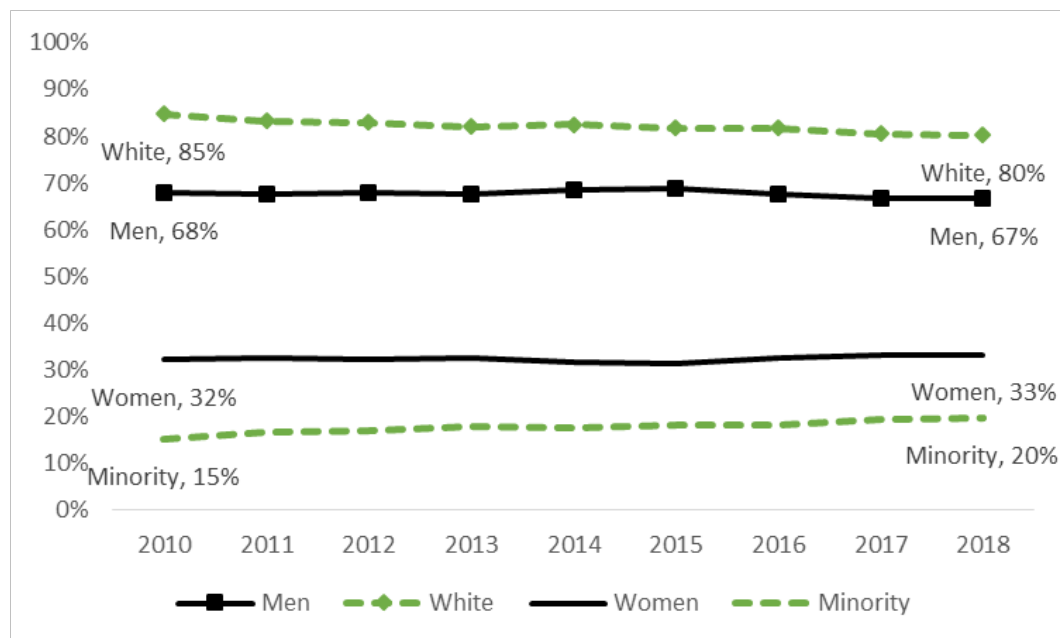
Table 6-3: Trends by School: Gender and Minority Status (2010 vs. 2018)

	2010		2018	
	Women	Minority	Women	Minority
Arts & Sciences	38%	17%	37%	21%
Geisel	25%	8%	27%	16%
Thayer	7%	14%	14%	24%
Tuck	21%	19%	20%	19%

Course Load and Assignments
Arts & Sciences

Dartmouth operates on a quarter system and expects faculty to be in residence for three of the four quarters. Typical course loads are four courses, except in the sciences, where the load is three courses. Faculty also regularly supervise undergraduates doing independent research, and science faculty additionally supervise graduate students and teach laboratory courses. Course loads, designed

to leave sufficient time for class preparation, enable faculty to excel in teaching, mentoring, scholarship, and creative work.

Faculty have considerable flexibility in organizing their schedules, and may plan their teaching quarters and their residence and free quarters as they wish, in consultation with their chairs and as consistent with the needs of their departments and programs. For example, a faculty member may elect to take a free term in any of the four quarters and teach all four courses in two consecutive quarters, thereby allowing for a stretch of six months without teaching responsibilities. In the residence term in which faculty have no teaching obligation, they still are expected to participate fully in advising, in supervision of independent studies and theses, and in departmental and committee work. Flexibility in scheduling is manageable through the cooperation that exists between departments and the Dean of the Faculty Office.

Toward the end of each fall term, the Associate Deans meet with department/program chairs to review the teaching schedule for the current year and plan for the next year. The meetings are also attended by the Associate Dean for Finance and Operations, Director of Dean of Faculty Operations and Arts & Sciences Finance Center. The College Registrar provides the relevant course enrollment data, and the Associate Dean & Chief Operations Officer provides a summary of offered courses, enrollments, student FTE, majors and minors awarded, faculty FTE, and student/faculty ratios. This data is discussed within the Dean of the Faculty, shared with the Provost, and used for planning.

Faculty members also serve as pre-major advisers to first- and second-year students, through a process overseen by the Assistant Dean of Faculty for Pre-major Advising. Faculty provide guidance in course election to twelve assigned advisees each year—six in the first year, and six continuing advisees during their sophomore year, prior to declaration of the major by the end of the student's fifth term in residence (see "Faculty Pre-Major Advising" later in this section).

Every year, faculty indicate on their Faculty Record Supplements whether they have served as advisers to first-year students or used undergraduates as research assistants; how many independent studies and theses they have directed; and, where appropriate, the number of graduate students and postdoctoral scholars they have supervised and advised.

Professional Schools

At the Geisel School, Assistant Professors are given minimal teaching loads during their first two years to help establish successful research activities. Beyond this period, typical teaching loads may be 9–12 lecture hours per year in a core course. Established faculty members typically teach an advanced graduate seminar class either yearly or every other year. All tenured and tenure-track faculty members are expected to have externally funded research programs and to instruct undergraduate, graduate, and postdoctoral students in the lab setting within the context of those programs.

The normal teaching load for a Thayer School tenure-track faculty member is three courses per academic year. Because the curriculum is substantially based on interdisciplinary design projects, each faculty member is also expected to supervise one to three student project design teams. Faculty members in the instructional track typically teach four classes per year and supervise a slightly larger number of project teams. Members of the research track are not required to teach, but do so when school needs and their interests coincide. Members of the tenure-track and research-track faculty are expected to maintain a funded sponsored research program and serve as major advisers of MS and PhD students as part of their normal responsibilities.

The normal course teaching load for a Tuck School tenure-track faculty member is three courses per

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academic year. Teaching loads are established in order to permit a significant portion of time to be devoted to research. Additionally, all faculty are expected to participate on committees and contribute to the success of the school.

Professional Conduct and Academic Freedom

Although the faculty handbook has always covered standards of professional conduct, given the #MeToo movement, Dartmouth joined many other higher education institutions in revisiting its standards. In January 2018, a Presidential Steering Committee on Sexual Misconduct[18] was created. The charge was to identify areas where Dartmouth should consider:

- How to incorporate best practices and approaches for educational and training opportunities;
- Improvements to our campus-wide sexual misconduct and consensual relationship policies and procedures;
- Ways to achieve greater clarity, consistency, and coherence between these policies.

In addressing the charge, the Committee reviewed current policies and procedures, key federal documents, and procedures and policies from 20 other colleges and universities that have established policies or programs noted for working well, and which also incorporate different approaches to this complex area. As noted in Standard 2, in June 2019, the Board of Trustees voted to adopt a new, unified sexual and gender-based misconduct policy for faculty, students, and staff.

The faculty handbook also outlines the membership and duties for the Council on Academic Freedom and Responsibility (CAFR). In 2017, the President made public statements[19] reaffirming Dartmouth's commitment to free speech given public discussions surrounding the issue.

Academic Staff

Dartmouth's librarians have been inspiring ideas for more than 200 years; they support faculty and student research, teaching, and creative works with extensive collections, expert staff, and inspiring environments. They are experts in the research and publishing process, from proposal to publication, and they support all aspects of the data life cycle, from data management planning to data storage and preservation. Librarians offer a broad range of workshops, classes, and events on a wide variety of topics. Each department, program, and major has its own subject librarian who specializes in research support for that subject area. Standard 7 provides additional details on librarians' work.

The Educational Technologies Group at Dartmouth—a growing team of Instructional Designers and Academic Technology Consultants—work together to support innovation in high-impact teaching and learning at Dartmouth. They consult with faculty on educational technology, course design, and solving teaching challenges, provide expertise to faculty in optimizing the learning management system (Canvas) for teaching and learning, support large-scale learning initiatives such as developing courses for the EdX platform and redesigning large "gateway" courses to increase student engagement, and collaborate with colleagues in the Library, Dartmouth Center for the Advancement of Learning, and the professional schools on projects. Similar curriculum or course designer positions are found in the Geisel and Tuck 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 (DALI) lab, where students design and build mobile applications, websites, virtual and augmented reality, digital installations, and more.

These academic staff total more than 100 across the institution (see 6.1 Data First Form[20]).

Projection

Support for faculty scholarship will be strengthened and expanded through Dartmouth's Call to Lead Campaign, in these specific ways:

- Increase faculty research support for identified areas of discovery where Dartmouth can have a global impact.
- Enhance start-up and faculty fellowship support at all levels.
- Develop talented librarians to guide students and faculty in the use of powerful new global resources for inquiry.

Dartmouth will continue to expand and leverage Interfolio Faculty Search and Promotion and Tenure modules while also examining whether, and how, a new product, Faculty180, might support faculty scholarly activities and our tracking/evaluation thereof. This will all be done with an eye toward an integrated system to improve and support recruitment and retention efforts.

Teaching and Learning
Description

Dartmouth ensures a rigorous and clear process for developing new courses. All Arts & Sciences course syllabi must be approved at three levels: (1) by the department/program; (2) at the divisional council; and (3) by the Committee on Instruction (COI). The Office of the Registrar maintains an online course approval portal (DCARS[21]) to guide faculty through the course development and approval process. DCARS is an automated workflow system used to propose new, update existing, or reinstate previous undergraduate courses according to Dartmouth's governance structure. Users can see exactly where proposals and updates are in the process, and upon final approval, DCARS writes the course information directly to Banner®, where it will be available in the timetable and ORC catalog. DCARS also contains links to DCAL and sample syllabi, ensuring that courses are developed with best practices in mind.

Support for course development is largely provided by the Dartmouth Center for the Advancement of Learning (DCAL) and Educational Technologies (ET; part of the Division of Information, Technology and Consulting). As previously noted, Canvas is Dartmouth's Learning Management System (LMS). Each professional school maintains its own LMS.

A community of advisers is available for undergraduate students: faculty adviser, deans in the Office of the Deans of Undergraduate Students[22], staff in the Office of Undergraduate Advising and Research[23], and many others. The Academic Skills Center[24] offers a variety of services and programs to support students in achieving their academic goals.

Appraisal

As described throughout this self-study document, DCAL is the main contact point for faculty and academic staff interested in improving instructional effectiveness. In collaboration with DCAL, learning designers in ET work closely with a wide range of faculty to support teaching and learning. This support ranges from basic information about using the Canvas Learning Management System to large-scale

course redesign. ET recently created a Learning Analytics Group that focuses on using Canvas data to assess learning in individual classes.

DCAL and ET collaborate to offer workshops aimed at improving pedagogy and meeting needs that faculty face at particular times of the term. DCAL produces a monthly newsletter, "Teaching and Learning Connections[25]," which provides information on evidence-based pedagogical practices and disseminates stories of innovative courses on campus. DCAL oversees a range of grant-funded programs to support teaching and learning innovation, including the Gateway Initiative[26], Experiential Learning Initiative Seed Grants[27], and the Learning Fellows program[28]. Additionally, the Dean of the Faculty offers grants for Innovative Courses[29]. Following on the success of these initiatives, the Thayer School recently implemented its own version of the Gateway Initiative to encourage redesign of classes to promote active learning. The Office of Communications reports frequently on teaching and learning innovation, thus raising awareness of the new initiatives and their impact on learning.

As explained further in Standard 8, classrooms designed to facilitate active learning are in high demand, and faculty interest currently exceeds availability (including Berry Innovative Classroom, Fairchild 101, Silsby 213, and LSC classrooms). Dartmouth's Classroom Committee submits classroom renovation requests and is developing a strategic plan for classroom renovation to align learning spaces with pedagogical goals and to address the growing demand for active learning classrooms.

During 2017, DCAL conducted a Faculty Needs Assessment[30]. The DCAL director and staff visited 30 academic programs and departments in Arts & Sciences and the Thayer School, and conducted a faculty survey with the goal of reassessing DCAL's programming and support strategy. Survey respondent results revealed a strong interest in learning more about assessment topics. Results also indicated a strong preference among respondents for learning via workshops rather than through one-on-one consultation or written resources. These findings have informed the planning process for future programming and resources, and provide a basis of evidence from which DCAL may make decisions, set appropriate strategy, and guide its own development.

One example from the Learning Analytics Group comes from EDUC 59/PSYC 51, titled "Thinking about Thinking," which enrolls a wide range of students with differing backgrounds. The course fulfills a requirement for several majors and minors, including the Cognitive Science and Psychology majors and the Education and Human-Centered Design minors. The course does not have a prerequisite, thus attracting first-year to senior students. Courses wherein students have diverse backgrounds, majors, and motivations for being enrolled can sometimes be tricky for promoting meaningful discussions. Professor Taylor used online discussions to promote students thinking more deeply about various course topics.

The online discussions aimed to have students integrate ideas from class and readings, to apply ideas to real-world situations, and to have students engage in meaningful ways. After posting, students then responded to each other's posts, and the professor also provided feedback to each student. Using data from Canvas, discussion analytics allowed Professor Taylor to see the dynamics of student interactions. This would be difficult information to glean by reading students' discussion posts, but it is important for promoting interaction between students with different backgrounds (majors/minors; year in school, etc.). Another aspect of the discussion analytics gave a sense of topics covered within the discussion as a whole. This allowed the professor to see the extent to which students brought in ideas from readings or from class discussion, in addition to other contributions.

Faculty Pre-Major Academic Advising

A three-year faculty advising pilot program known as Advising 360 led to the current pre-major advising model. From 2012 through 2015, 10 selected faculty members participated in a coordinated advising team of faculty, undergraduate deans and peer advisers. Office of Institutional Research pilot assessments found that the 200 participating students communicated with their faculty advisers significantly more during their first and second years than non-participating students, and were significantly more likely to approach their faculty adviser with academic planning questions.

In February 2016, in part based on the pilot results[31], the faculty voted to adopt a new two-year pre-major advising system that extended pre-major advising into the second year. Beginning in the fall of 2016, with the launch of the new House Communities, the Assistant Dean of Faculty for Pre-Major Advising assigns each Arts & Sciences faculty member to a House Community, and assigns each faculty member a group of up to six first-year advisees who are members of the same House. Faculty advisers are expected to meet with their advisees during orientation, in the fall and winter terms of the first year, and again upon their advisees' return for their second year. During the summer of 2017, a new online advising portal was created to support this two-year faculty advising model, through which students complete a series of "advising questionnaires" to inform their course election planning and advising discussions with faculty.

The Assistant Dean of Faculty, in conjunction with the Office of Institutional Research, continues to evaluate the faculty advising process through a variety of institutional surveys administered to first-year and sophomore students. The transition to this new model has also presented logistical and technical challenges, and has substantially increased the workload of managing student-faculty matches, conflicts, and communications. Students continue to express a desire for more or better faculty advising; many faculty have limited understanding of the broader curriculum or opportunities beyond their own department, and the current system necessitates pairing students with faculty who may be far removed from the student's area of interest.

Undergraduate Research

As an institution dedicated to the teacher-scholar model, Dartmouth continues to support and expand undergraduate research. The goal is to provide undergraduates with opportunities to conduct research mentored by Dartmouth faculty. Depending on the program and the nature of the project, students may serve primarily as assistants on faculty research projects, or they may generate more independent projects under the supervision and guidance of a faculty mentor. Research experiences may be part time while taking classes, or full time during a leave term. Research may be conducted for academic credit, as for an honors thesis, or be compensated via hourly wages or a stipend. Some students may opt to engage in faculty-mentored research experiences on a more informal or volunteer basis. Undergraduate research is overseen by the Council on Undergraduate Research, which consists of the Dean of the Faculty or their designee, the Provost or their designee, the Assistant Dean of Faculty for Undergraduate Research, a member of the Committee on Instruction, six members of the Faculty of Arts & Sciences (at least one from each of the four divisions of the faculty; no two from the same department; appointed by the Committee on Organization and Policy), and one member from each of the professional schools.

The nature of the research conducted by undergraduates varies broadly by academic discipline and encompasses creative endeavors and scholarly projects in addition to more traditional research. Academic departments and programs may administer their own undergraduate research programs, and there are also offices on campus that offer programs in specific areas (e.g., computational research

programs through the Neukom Institute; social science honors thesis funding through the Nelson A. Rockefeller Center). The Dean of Faculty's Office of Undergraduate Advising and Research (UGAR) offers the broadest range of opportunities available to students in all academic disciplines.

Some recent accomplishments to strengthen UGAR offerings and address demand include:

- The Sophomore Science Scholar program, renamed Sophomore and Junior Research Scholar Program, was expanded to all academic departments and programs and is now available to juniors as well as to sophomores.
- A new program was launched to provide funding for undergraduates to present research at national conferences.
- In 2016–2017, an assessment protocol was implemented for UGAR programs. Data will be analyzed to provide guidance on future programming.

However, there remain several challenges to meeting student needs. For example, Dartmouth does not have a system to track participation in undergraduate research outside of programs overseen directly by UGAR. Half of the funding for undergraduate research comes from current-use funds, which are not guaranteed year to year, thus limiting the ability to conduct long-term planning. Other challenges associated with funding (amount and consistency) arise from students wanting to do multiple terms of part-time research (when only two terms per year are currently available); and wanting to start research as early as spring term of their first year and continue through senior year. Current funding mechanisms are inadequate to support this.

Projection

The Call to Lead Campaign will support and advance Dartmouth's teacher-scholar model by investing in a number of areas, including:

- Helping DCAL incorporate new teaching methodologies, create new courses, and develop avenues to get undergraduates into their labs;
- Establishing the Center for Undergraduate Research and enabling faculty to double the number of undergraduates who publish or present original research to 33% by their senior year;
- Expanding opportunities for students to develop creative confidence, as well as skills in collaboration and communication, through an Arts District. Through this district, Dartmouth will:
  o Integrate creativity in key areas across the institution, including engagement with our professional schools, and leverage new and emerging technologies.
  o Attract and support the work of exceptional artists, scholars, and innovators, enhance experiential learning opportunities, and encourage students to practice creativity in every discipline.
  o Create spaces for object-based, hands-on learning and student curation of exhibitions through the Hood Museum of Art renovation.
  o Create more flexible and varied spaces for composition, rehearsal, and performance at the Hopkins Center. The Center will embrace new technologies to document and share artistic performances with communities around the globe.

Dartmouth will continue to evaluate and improve the pre-major advising system. Some currently proposed ideas include:

- Identify a time frame during the first week of fall term to systematize the expectation of a "re-entry" advising meeting for faculty advisers and their sophomore advisees.

- Add a reflective essay requirement prior to major declaration available through the Advising Portal where students upload their essays, and faculty advisers access them.
- Revisit using professionalized (faculty) pre-major advisers and/or compensating and training regular faculty to provide for advisers who have broad curricular and institutional knowledge, and who have the capacity (and leverage) to hold more regular and mandatory meetings with their advisees. This would require a substantial investment.

Support for undergraduate research will be expanded in the following ways:

- Increase stipends for research assistantships: increase from $850 to $1,000 per term to better conform to similar programs and to hourly wages for paid campus positions.
- Better highlight undergraduate research: develop initiatives to highlight undergraduate research to internal and external audiences, including a video series on students' research experiences that will be posted on the website.
- Establish a student advisory board: require a one-year commitment to gather feedback on ways to improve research programs and student outreach.

Standard 7: Institutional Resources
Human Resources
Description

The Office of Human Resources (HR) at Dartmouth College serves staff, faculty, retirees, and prospective employees. HR supports campus efforts to recruit, develop, and retain employees; coordinates and oversees employment policies and procedures; administers employee benefits; and provides opportunities for professional development.

On average, Dartmouth employs approximately 3,300 full-time and part-time staff (see 7.1 Data First Form[1]). Also, see Standard 6 for faculty and academic staffing level and procedures. The staff hiring process is standardized, including qualitative reference checking and post-offer, employment-contingent background checks. When creating job descriptions, hiring managers must provide clear role definitions with specific requirements for skills and experience. Once hired, staff have access to professional development and internal training programs. In addition, Dartmouth conducts annual performance reviews, encourages annual goal-setting activities, and offers employee and manager training on the assessment process and procedures.

All HR policies are available on the internet and all union members are provided a written copy of the contract. The manager training curriculum (DartSmart) provides managers with what "right looks like" relative to critical employment policies, interpretation and application, and compliance with State and Federal law. All critical policies are included in a cadence calendar managed by the Audit committee of the Board of Trustees. The committee requires annual review of policies, while HR regularly reviews and updates ambiguous or outdated policies on an on-going basis. Dartmouth has an Equal Opportunity Grievance Policy[2] to address possible discrimination.

Dartmouth's terms of employment are communicated to employees through a systematic employment notifications process and are based on type of employee and employment state. All employees receive automated invitations to new employee orientation. Compensation is calibrated through participation in relevant industry salary surveys, per position analysis of market-driven compensation, and the compensation committee of the Board of Trustees. Additionally, employees who have completed the annual performance evaluation are eligible for the annual merit increase program.

Appraisal

The Consortium on Financing in Higher Education (COFHE) Non-Faculty Staffing Study is Dartmouth's primary method of external benchmarking staffing quantitatively. Dartmouth participated in the 2010, 2013, and 2017 studies. The study highlights those areas where Dartmouth has chosen to invest in staffing in alignment with the overall priorities of the institution. Dartmouth's investment in staffing in the areas of Advancement and Student Services reflects the buildup to our current capital campaign and ongoing commitment to student support.

Qualitatively, HR has sought to improve staff hiring processes through additional services delivered in the last three years by the Talent Acquisition team. To reduce risk of noncompliance and potential bias in our staff, HR developed an overarching methodology of comprehensive candidate assessments. And to gather feedback on the top reasons staff voluntarily leave, including experiences within our culture, HR launched a comprehensive Exit Survey for faculty and staff in December 2018. This data is shared regularly with senior leadership through a suite a dashboards designed for this purpose.

Dartmouth's standard staff performance review form identifies core competencies for both individual performers and managers. For the 2018 staff annual performance review cycle, 84% of eligible staff received a written performance appraisal, which includes the definition of objectives or goals for the year ahead. Of the completed appraisals, 39% were rated as solid performers/exceeding (consistently meets or exceeds requirements for the position and demonstrates exceptional performance in several competency, accountability, or goal areas); and 21% were rated as exceptional (significantly and consistently surpasses performance expectations in the majority of competencies or accountabilities; exceeds role requirements; demonstrates exceptional depth and breadth of role knowledge; is highly recognized as a role model). Completion rates and rating trends are reviewed annually with the Board of Trustees.

In 2017, HR supported a pilot 360 assessment program for 46 leaders in the Finance and Administration Division. The program collected feedback from over 500 peers, customers, direct reports, and supervisors. HR provided a program orientation for participants and their supervisors, as well as support and training for understanding assessment results and application for goal-setting. Starting in 2016, HR rolled out a comprehensive manager training program (DartSmart) that includes three classroom sessions and one online session highlighting Dartmouth's employment policies as well as state and federal employment law. To date, we have had 246 supervisors and managers complete the curriculum, and we have 130 supervisors and managers scheduled to complete it in 2018. A project team is currently working to benchmark and evaluate a change to the College's staff paid time-off policy to support a reduction in class distinctions; availability of time in the first year of employment; and consistent application of the policy.

HR recently completed an assessment of the full inventory of employment policies to identify gaps and organize efforts to update those that have not been refreshed in the past three years. HR was also able to implement significant process improvements in 2017 through an automated employment notification service. This service sends an email link to employees when relevant employment information changes occur; employees log in, and then review and sign a notice that includes a reminder of the College's employment policies. Over 6,000 notifications have been provided through this service.

In 2016, HR implemented a partnership with a leading compensation survey management solution that houses the 19 salary surveys HR uses to understand the compensation markets relevant to the College's workforce. This partnership has allowed HR to assess each role's market pricing and support better leadership decision-making for fair and equitable pay.

The Training and Development team of Human Resources has developed a strategic approach to our offerings that aligns with the needs of the workforce. Needs are assessed based on the competencies associated with the various occupations in our workforce. The offerings are organized through three channels: (1) catalog of workshops, (2) programs, and (3) intact team support. The catalog of workshops is published each term and covers a full range of skills-based trainings. The programs include our comprehensive new employee orientation, a nine-month leadership development program, the DartSmart training for managers, and a three-day, focused offering for administrative professionals. In addition, the College offers tuition benefits[3] for Dartmouth classes as well as courses toward the completion of a degree or certification. In 2017, an additional tuition benefit was added specifically for our union workforce.

HR manages the alignment of our resources to the priorities through a project management portfolio structure. Through biweekly portfolio review meetings, HR leadership is able to align what we commit to with our priorities, and also to assess whether the plans are realistic and resources are sufficient to address the challenges.

Throughout all the work of HR is an overarching principle to reduce bias and promote diversity and inclusion. This has been and will continue to be a primary guiding principle. The plan for these efforts is published and available to all community members, and can be found in the Human Resources Diversity and Inclusion Plan[4].

Projection

- The College's salary administration framework will align job families with job responsibilities, internal equity, and market data for each job.
- HR will continue to prioritize resource allocation to work that clearly supports the attraction and retention of a diverse and qualified workforce. Specifically, the goal is to achieve a workforce of 11% to 12% underrepresented minority staff.

Financial Resources
Description

Dartmouth remains in a strong financial position and continues to refine a multi-year plan to improve operations. Since the last self-study, Dartmouth's financial base has grown significantly from an endowment value of $2.8 billion at the end of fiscal year 2009 to $5.5 billion as of June 30, 2018. Dartmouth's Aa1/AA+ long-term credit ratings with Moody's Investors Service (Moody's) [1] and Standard & Poor's (S&P)[2] Ratings Services were reaffirmed in April 2019. As noted previously, Dartmouth is more than halfway through the Call to Lead Campaign, which seeks $3 billion in gifts and commitments from alumni, parents, and friends. This historic investment will elevate Dartmouth's ambitions to make a lasting, positive impact on the world.

In order to maintain and improve Dartmouth's strong financial position, President Hanlon set out the following financial priorities: (1) slow baseline expense growth and sticker-price growth; (2) reallocate resources from administrative to academic priorities; (3) improve the Geisel School financial outlook; (4) prepare for economic downturn; (5) identify financial capacity for strategic priorities; (6) prepare for new initiatives; and (7) increase transparency about Dartmouth finances. The response to these priorities is described in this section.

Financial Management

Dartmouth's Board of Trustees has ultimate responsibility for the financial, administrative, and academic affairs of the College, using several committees and subcommittees to oversee the institution's finances, including the Finance, Investment, and Audit Committees.

The Trustees and senior leadership are supported by the Finance and Administration Division (F&A), whose goals are to enable evidence-based planning and decision-making through reporting and analytics; ensure appropriate stewardship of institutional resources; manage support costs relative to mission costs; continually improve the systems, technology, and processes to meet the changing needs of our partners and customers; develop our workforce to support the evolving requirements of the systems, technology, and processes; ensure appropriate regulatory compliance and policy implementation; and continually scan the horizon so that we anticipate and plan for changes in the higher education and finance environments.

Dartmouth's Finance units are headed by the Chief Financial Officer/Vice President for Finance (CFO) and were reorganized in recent years to improve analytical and business systems support and to take

advantage of opportunities provided by finance centers across campus. There are also fiscal officers embedded within the schools and divisions they support. These positions have strategic and operational responsibilities, act as integral members of management, and report to the division/school senior leadership.

The Office of Risk and Internal Controls Services (RICS) provides independent risk-based audit, consulting, and operational services. The Internal Controls Services unit provides independent, objective assurance and consulting services designed to add value to and improve College operations. The RICS Director meets regularly with the external auditor to discuss audit plans and emerging issues.

Other Financial Functions

Investment Office

Endowment investment and spending policies are designed to balance the needs of current Dartmouth students and faculty with the needs of future generations of students and faculty. Earning long-term returns that maintain the inflation-adjusted purchasing power of the endowment underpins this concept of intergenerational equity. The value of the Dartmouth endowment on June 30, 2018, was $5.5 billion[3]. Dartmouth's endowment provides approximately 25% of the financial support for the operations of the College.

The endowment has a long-term investment horizon and pursues a strategy with a strong equity bias. Diversification among asset classes with equity return characteristics is the foundation of this strategy, and therefore includes significant exposures to public and private equity, long/short and absolute return hedge funds, distressed securities, venture capital, real estate, and other real assets. In addition to investment, donor support is critical to Dartmouth's success in fulfilling its mission of teaching and scholarship excellence. In FY 2018, alumni, parents, and friends contributed $102 million to the endowment.

Advancement

The Advancement Office's mission is to raise the maximum dollars possible to support the priorities set by the administration and the Board of Trustees. Philanthropy plays a major role in the life of the College, as 10% of FY 2018 revenue came from unrestricted gifts to the Annual Fund, restricted current-use gifts, and other unrestricted gifts and bequests.

Gifts and grants are received from individuals; corporations; foundations; federal, state, and local governments; and supporting organizations. Gifts are sought only for purposes, positions, and programs that have appropriate administrative approvals. All solicitation materials must comply with the *Gift Policy Manual*. Gift policies are designed to be helpful to donors in formulating their gifts and providing a positive and rewarding giving experience, while enabling Dartmouth to adhere to fiscal regulations and financial accountability.

The Call to Lead: A Campaign for Dartmouth was publicly launched in April 2018. As of March 31, 2019, Dartmouth is at 67% of its fundraising target, with gifts totaling $2 billion from more than 45,300 donors during the past four years. The Campaign is expected to conclude in 2022. In addition to funding the priorities articulated for the Campaign, the investment is intended to lift fundraising to a sustainable $350–$400 million per year. Before FY 2015, the five-year average was $155 million in new commitments.

Dartmouth developed Campaign Financial Principles to be applied to the Call to Lead Campaign. The

Principles ensure that the Campaign, taken as a whole, is designed to achieve Dartmouth's campaign mission initiatives without worsening its long-term financial sustainability. The Principles also prioritize fundraising for long-term obligations (such as buildings and professorships) vs. variable/scalable initiatives where possible, and state that the post-Campaign Advancement budget must be appropriately supported by unrestricted funds.

Financial Planning and Budget

Under the leadership of the President, Provost, Executive Vice President (EVP), and CFO, an "all funds" operating budget is developed and presented annually for the Board of Trustees' approval. Operating budgets are prepared and monitored on both a modified cash basis and a GAAP basis of accounting. On a GAAP basis, financial results are generally lower due to accrual entries for post-retirement benefits and depreciation, both of which are funded through charges to the operating budget as expenditures are made. The Finance team presents a reconciliation (at the institutional level) of the modified cash basis to GAAP for the annual budget, quarterly projections, and annual actuals results.

Dartmouth uses a mixed model of budgets—Responsibility Centered Management and Incremental Budgeting. The professional schools are expected to balance their operating budgets, including an allocation of shared service costs. Major institutes, centers, and auxiliary operations are also generally expected to fund their operating budgets; however, the central budget may provide funding if it is determined by the President to be an institutional priority. The remaining divisions, the Guarini School, and Arts & Sciences use an incremental budgeting approach, and central funding is allocated across these areas.

The Budget Committee considers resource and budgetary issues, and advises the President, Provost, EVP, and CFO on an ongoing basis. Committee members include all School Deans, Arts & Sciences Associate Deans, the Chair of the Committee on Priorities, Vice Presidents of administrative units, and other staff with financial responsibilities. The Budget Committee does not have decision-making authority but provides important input to the Provost and EVP as they create budget recommendations for the President.

Financial Operations, Reporting, and Controls

Dartmouth's financial systems are stable and meet the current needs of the institution. Over the past several years, the College has worked to more fully utilize Oracle Enterprise Business Suite (EBS) and its capabilities. Oracle EBS and other systems feed a data warehouse built on *Oracle Business Intelligence Enterprise Edition* and known internally as *IRA (Institutional Reporting and Analysis).* Many users across campus have access to IRA for financial reports and information. Dartmouth utilizes IRA and Oracle Planning and Budgeting Services to produce budgets, projections, and other financial reports.

Dartmouth's financial statements[4] are audited annually by an external public accounting firm. In December 2017, a proposal process selected PricewaterhouseCoopers, LLP to continue as the auditing firm. The auditors meet with senior leaders and the Board of Trustees Audit Committee to discuss issues or concerns they may have. In its most recent financial statement audit for the fiscal year ended June 30, 2018, the auditors issued an unqualified opinion and had no recommendations for improvements in internal control.

Quarterly financial projections are created at the end of each of the first three quarters of the fiscal year to provide senior leadership and the Board of Trustees with projections on fiscal year-end operating performance. Each operating statement line item is compared to its original budget, and variances are

explained. A flexible long-range financial model is updated throughout each fiscal year. The model incorporates a mix of expense and revenue assumptions, and accounts for additional expenses and revenues resulting from new initiatives. This is used to evaluate future scenarios and their impact on resources.

Dartmouth maintains a strong and diverse range of financial controls and risk-management activities, some of which are described here:

- In 2012, the Risk Council was launched to identify, evaluate, manage, and monitor operational and compliance risks that may impact Dartmouth's ability to fulfill its mission.
- Risk and Internal Controls Services (RICS) and the Controller's Office prepared a financial fraud risk assessment in FY 2018.
- A compliance matrix[5] was developed by RICS to identify key compliance areas, the staff responsible for compliance oversight, and where to learn more about compliance areas.
- The Controller's Office prepares an Internal Control Assessment, which provides the Finance and Audit Committees information on key components and developments in controls related to financial transactions and related activity. For each category, background information and comments regarding recent and planned activity are provided. The document is updated annually to provide information on issues identified and action taken.

Appraisal
Special Emphasis

Requested updates on *developing financial plans that address the College's needs to enhance its facilities and computing environment and that create a sustainable model for the Geisel School of Medicine* are provided in this section.

Facilities

Dartmouth has made steady improvements to its physical space since 2010. The College has committed to reallocating funding for deferred maintenance and is continuing to enhance the Dartmouth campus with new buildings. The major renovation and construction projects currently underway or in planning stages are described in the Physical Resources section that follows.

In FY 2018, Dartmouth began reallocating an additional $1.5 million per year for deferred maintenance to move closer to fully funding depreciation expenses. The College commits to continue at least that level of funding each year. The goal in the short term is to maintain the funding of plant renewal to at least 2.5% of total GAAP expenses. In FY 2017, that metric was 2.8%, and in FY 2018, it improved to 3.2%. The long-term goal is to fund 100% of depreciation from current operating reserves, currently at 43% (FY 2018) and improved over FY 2017 (37%).

Computing

Dartmouth Computing has operated in a fiscally constrained environment since the 2015 Interim Report. However, as outlined here and in the Informational, Physical, and Technological Resources section, there have been recent investments in the maintenance for computing, specifically network and infrastructure needs. Over the past several years, the Information, Technology and Consulting (ITC) division has focused on:

- Optimizing the business side of operations by eliminating extra cost or shifting it to the academic enterprise;
- Exploring outside funding opportunities focused on innovation rather than merely operational aspects of the portfolio;
- Expanding faculty and student research services, support, and consulting for High Performance Computing, bioinformatics, analytics and digital humanities;
- Securing $12 million in capital funding, enabling the implementation of a next-generation campus wireless and network service, which will provide a solid foundation for all technology supporting teaching and research at Dartmouth;
- Hiring a new Vice President of Information Technology (VP of IT) in 2017 following the retirement of the previous VP of IT and CIO.

The Geisel School of Medicine

The Geisel School of Medicine, with the approval and support of Dartmouth's Board of Trustees and President Hanlon, embarked on a strategic reorganization and transformation in collaboration with its primary clinical affiliate, Dartmouth-Hitchcock Medical Center (DHMC), to address four goals:

- Providing an innovative and integrated medical education to train the complete physician.
- Fostering research programs that will develop paradigms to promote wellness and lead to critical new discoveries for disease prevention, detection, and therapy.
- Translating discovery to the bedside and beyond through innovative technologies and implementation of optimized healthcare models in order to eliminate disparities, promote patient outcomes, and deliver quality and value for patients and providers.
- Formalizing an operating model for the Geisel School that is financially sound and sustainable in the 21st century.

Oversight of the Geisel School's faculty and research enterprise historically was a shared responsibility across the leadership of the Geisel School, DHMC, and the White River Junction VA Medical Center, with the majority of the clinical faculty employed by the Geisel School's clinical partners. As an outlier from an operating model perspective, all components of Geisel's Department of Psychiatry and all of its employed faculty/staff had been borne on the books of the College since 1959. An organizing principle for the restructuring was to align mission and resources for all units of the medical school. Working with DHMC, a program was implemented to transfer financial responsibility for and oversight of:

- Department of Psychiatry personnel to DHMC to better integrate provision of psychiatric care services within the broader network of health systems in New Hampshire; and
- Research programs in clinical departments to DHMC in order to strengthen the academic enterprise at DHMC and promote enhanced collaboration across the two institutions. The Geisel School's restructuring did not change the academic affiliation with DHMC, current academic faculty appointments, or the process or requirements for promotion.

Beyond the transformation of the clinical academic enterprise, the Geisel School's reorganization efforts also led to the establishment of a new Department of Medical Education, with appointed faculty organized to better support the preclinical curriculum for the Geisel School of Medicine, and the wind-down and consolidation of three foundational science departments (Pharmacology and Toxicology, Physiology and Neurobiology, and Genetics) into a new Department of Molecular and Systems Biology. The reorganization of Geisel School personnel was largely completed by July 2016. In addition to the reorganization of faculty and staff among Geisel School departments, 355 employees were terminated from College employment as of June 30, 2016, with 289 employees associated with the clinical

academic enterprise receiving offers of employment from DHMC. Dartmouth College policies governed the termination and severance agreements for affected employees.

As part of the reorganization efforts, Dartmouth worked with the U.S. National Institutes of Health (NIH) to transition active and pending research awards (approx. $15 million, direct cost basis) to DHMC under a "successor in interest" transfer as of December 31, 2018. Awards from foundations and other sponsors were also transitioned in consultation with sponsors.

Geisel Financial Update

Operating deficits at the Geisel School started in FY 2012 ($9.8 million) and continued to grow through FY 2014 ($17.1 million), when the Geisel School leadership began to take action by reducing expenses. During that period, a long-range projection forecasted deficits growing to over $40 million annually if no further actions were taken. These projections served as the impetus for Geisel School and Dartmouth College leadership to make short-term financial adjustments and to develop the reorganization plan just outlined.

The FY 2016 financial results showed an operating deficit of $14.4 million, which was $16.1 million better than budget and $1.9 million worse than FY 2015. The majority of savings from the reorganization, however, were not yet reflected in FY 2016 operating results. There were also $53.5 million worth of one-time Geisel School restructuring charges included on the FY 2016 College GAAP financial statements. The FY 2017 financial results showed an operating deficit of $8.5 million, a significant improvement over FY 2016 and earlier projections.

Figure 7-1: Geisel School of Medicine Long-Range Plan
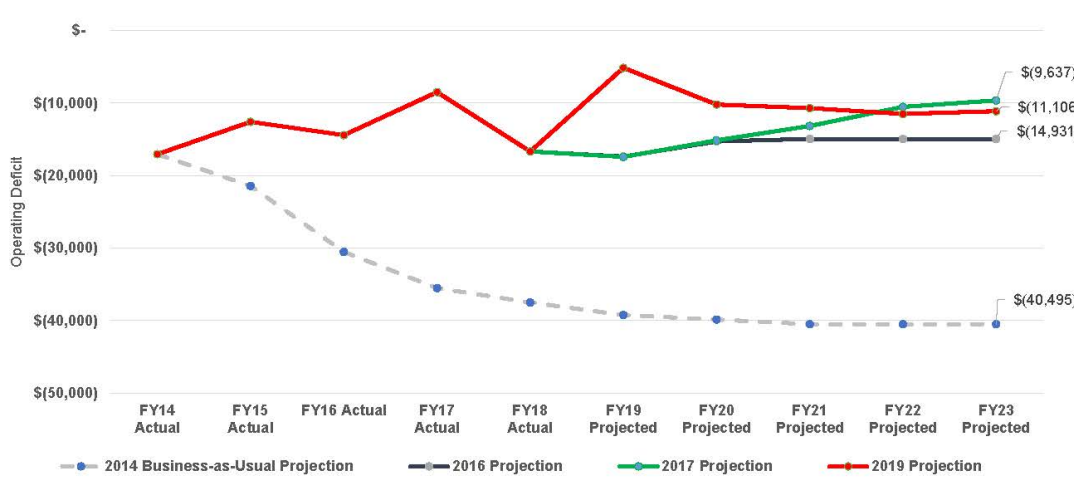
As shown in Figure 7-1, operating results worsened in FY 2018 due to a one-time expense ($4 million) related to an accounting change for the Geisel School of Medicine's High Value Healthcare Collaborative. In FY 2019, the Geisel School is anticipated to benefit heavily from two nonrecurring revenue events: (1) the recognition of three years of royalty income associated with Geisel School research programs that had previously been held pending reconciliation within the Tech Transfer Office ($3.5 million); and (2) the realization of proceeds from the Robert Green Irrevocable Trust ($2.5 million) in support of the Norris Cotton Cancer Center (NCCC). Additionally, investments in faculty recruitment, research, and education are anticipated to occur over a longer period of time, resulting in improved performance in FY 2021 to FY 2023. The current projections forecast an operating deficit of $10.5

million in FY 2023. The Geisel School anticipates incremental improvement in the projected deficits in Figure 7-1 related to philanthropic support garnered through its Interactive Campaign, and through the anticipated realization of support from the Audrey and Theodore Geisel bequest.

Financial Results

A historical perspective of Dartmouth's GAAP financials (see 7.3 Data First Form[6]) shows varied growth from FY 2009 to FY 2018 for each revenue type. Other income (including investment income) has grown at the highest rate of 6.8% CAGR, followed by gifts at 5.7% CAGR. Net tuition (tuition and fees net of student scholarships) has grown at 5.6%. Endowment distributions have grown at only 0.4% CAGR, due to the financial market downturn in FY 2009, a one-time distribution in FY 2009, and the reduction in the endowment distribution rate in more recent years. Sponsored research revenue has lagged at -0.2% CAGR, primarily driven by the reorganization of certain research activities from the Geisel School of Medicine to DHMC.

Dartmouth GAAP expenses include compensation, facilities, and other expenses. The 10-year CAGR total expense growth is 1.4%, which equals total revenue growth of 2.7% over the same time period. Expense increases vary by type, and the growth rates are impacted by the Geisel School reduction from restructuring activities in FY 2016, which lowered Geisel's expense as a percent of the total Dartmouth budget from 27% in FY 2009 to 21% in FY 2018. Because of the reorganization, total compensation expenses grew at only 1.4% CAGR, while non-compensation expenses grew at 2.7% CAGR.

Dartmouth's GAAP operating margins have fluctuated for various reasons. The $19 million FY 2018 operating surplus from ongoing operations compares to a $59 million loss in FY 2016 before the Geisel School restructuring charges. Total FY 2018 operating revenue of $893 million increased by $6 million or 0.6%, while operating expenses of $874 million increased by $11 million or 1.2% compared to the prior year. FY 2017 was the first year to reflect the full impact of the Geisel School reorganization.

Dartmouth's FY 2018 GAAP revenue sources are relatively evenly distributed among endowment distribution (26%), net tuition and fees (24%), sponsored research grants and contracts (19%), current-use gifts (10%), auxiliary income (9%), and other income (11%). The GAAP income statement includes depreciation ($66 million) and retiree health ($16 million), some of which is not in the Operating Statement.

In 2013, Dartmouth established a Revenue Stabilization Reserve and a policy for reporting of budget and actual revenue amounts from working capital investment income, Dartmouth College Fund (DCF), and unrestricted bequests. Historically, all DCF revenue, unrestricted bequests receipts, and investment returns from working capital had been budgeted and reported on the Operating Statement, leading to volatility in operating results. Under the new principles, the Operating Statement should have a reasonably predictable amount of funding from these three revenue streams. The income in excess of budgeted revenues from these three sources is maintained in the Revenue Stabilization Reserve to protect against revenues below budgeted amounts in the future. Income below budgeted revenues in these three sources will be drawn from this reserve. To ensure that there are resources for future operating needs, the reserve should not be less than $50 million unless approved by the Finance Committee.

Dartmouth's balance sheet was strong as of June 30, 2018, with assets of $8.3 billion, liabilities of $1.8 billion, and net assets of $6.5 billion (see 7.2[7], 7.5[8], and 7.5a[9] Data First Forms). Comparatively, as of June 30, 2009, Dartmouth's balance sheet was composed of assets of $4.9 billion, liabilities of

$1.5 billion, and net assets of $3.4 billion. Net asset growth continues to improve, primarily due to strong endowment returns and a return to a spending rate approximating the Dartmouth peer average. Since 2009, assets have grown at an annual rate of 6.0% compared to growth in liabilities of 2.2%. Unrestricted net assets have grown to more than $1.5 billion at June 30, 2018, an annual rate of 6.2% compared to growth in total net assets of 7.4%.

The value of Dartmouth's investments at $6.6 billion represents 80% of Dartmouth's assets as of June 30, 2018. Land, buildings, equipment, and construction in process of $968 million (on the balance sheet at cost, net of accumulated depreciation) represent 12% of assets as of June 30, 2018. Significant liabilities as of June 30, 2018, include $1.1 billion of debt, $354 million of pension and other employment-related obligations, and $135 million unrealized loss on interest rate swaps. Net assets include $50 million in the revenue stabilization reserve.

Outstanding debt was $1.1 billion as of June 30, 2018 (see 7.4 Data First Form[10]). The debt portfolio as of June 30, 2018, includes $659 million used to finance facilities projects, $328 million for future initiatives, $35 million to finance student loans, and $25 million of mortgages on real estate properties in the endowment. The liability for bonds and mortgages as of June 30, 2018, is net of $6 million of unamortized debt issues costs and original issue premiums.

Dartmouth's Aa1/AA+ long-term credit ratings with Moody's Investors Service and Standard & Poor's Ratings Services were reaffirmed in April 2019. Both rating agencies highlighted Dartmouth's strong academic reputation and student demand across a variety of programs, and robust fundraising results and capacity. The rating agency commentary also mentioned relative weakness in Dartmouth's operating results compared to overall financial resources, with an expectation of moderate short-term deficits.

Reallocation Process

Starting with the FY 2015 budget, schools and divisions were directed to reallocate 1.5% of their expenses annually. This reallocation exercise is a disciplined budget process designed to link academic priorities to financial plans and allow for investments in innovative excellence and institutional initiatives. The Budget Office provides each division and school with a target based on central revenue and expense assumptions. Each school and division submits proposed mandatory increases, reallocation/savings initiatives, and new initiatives. In general, the 1.5% funding has remained within the division/school and funded the new initiatives. In FY 2017, this reallocation effort produced faculty lines in areas of focus for both the Thayer School and Arts & Sciences, as well as new Arts & Sciences course offerings. Initiatives that were funded centrally include an increase to the Libraries' collections, enhanced student-related activities through Moving Dartmouth Forward and in student accessibility services, and safety/compliance initiatives, such as a chemical inventory system.

In FY 2017, an additional four-year reallocation exercise began to move funding from administrative areas to academic priorities in order to control spending and provide a funding source for core activities. This plan will permanently reallocate $17 million of central expenses to academic priorities including increasing Arts & Sciences faculty salaries, increasing plant renewal funding, and renovation of an academic building.

Financial Guidelines

In 2017, the Board of Trustees established Financial Guidelines[11] to assist in decision-making around matters that impact Dartmouth's financial resources, acknowledging that strategic imperatives and economic circumstances may prevent achievement of each individual target every year. The Financial Guidelines monitor the following metrics: S&P and Moody's credit rating; GAAP operating results; operating cash flows; endowment per student; and plant and equipment renewal. The Board will review Dartmouth's progress against these guidelines at least annually. The Finance Committee will also monitor a series of financial metrics designed to compare Dartmouth over time to three sets of peers: peers ahead and peers behind Dartmouth in the U.S. News & World Report National University Rankings, and a set of institutions of comparable size and/or academic reputation. The Finance Committee will report important trends to the Board as needed. The Financial Guidelines were recently updated with FY 2018 results, and all showed improvement in near-term and long-term goals over FY 2017 results.

Transparency and Continuous Improvement

Dartmouth is focused on improving the transparency of financial information. Some examples of these efforts:

- Starting in 2014, Dartmouth began offering a course called "Inside Dartmouth's Budget" to students, faculty, and staff. The course provides a deep dive into the annual budget and is led by the EVP and CFO with participation by the President and Provost.
- The F&A Division is committed to supporting its own staff in growing and developing new skills. A professional development committee meets regularly to develop programs and events.
- The F&A Division uses a project management approach to improve productivity and remain focused on our goals.
- The F&A Division has used external reviews to assess its organization and processes. The procurement function was reviewed in 2016[12], and the financial planning and management reporting function was reviewed in 2017[13]. Action items and project plans were developed based on findings and recommendations from the external reviews. Many changes to financial processes, reporting, and communication have been made based on the reviews.

Projection

Dartmouth's financial outlook continues to be strong, but financial performance is impacted by a wide range of economic challenges and opportunities provided by trends in higher education, institutional prioritization of limited resources, and execution of new and ongoing initiatives. The following initiatives are of particular note as we look ahead:

- The Call to Lead Campaign has brought and will continue to bring new resources to Dartmouth to further academic priorities, including recruiting and retaining talented students and teacher-scholars; expanding Dartmouth's impact on the world; and keeping liberal arts at the core.
- The reallocation process will continue to allow Dartmouth to direct resources to new initiatives and priorities while not adding new expenses.
- The Geisel School expects to see increased deficits in the coming years as new faculty are hired and the research portfolio is expanded. These deficits are significantly lower than past projections, and are expected to improve over the next several years.

- The Thayer School expansion will add new faculty, grow the number of graduate students, and allow all undergraduates to experience a Thayer course. The expansion includes plans for a new $155 million building. The Thayer School is building on a solid financial foundation with a history of net positive operating margins, steady reserve holdings, and an upward trend of revenue. A 10-year financial model has been developed, with risks outlined and possible levers identified.
- Plant renewal will continue to be a focus, and the model includes $1.5 million in new central funding each year in addition to funding included in the professional school plans. This will help move toward fully funding depreciation in the operating budget, which is anticipated to require an additional $20–$25 million per year.
- As ITC works to identify information technology infrastructure needs, financial resources will have to be identified to fund those priorities.
- Two third-party development projects are being considered for the next two years: (1) Dartmouth may work with third parties to convert the current heating system from steam to hot water and convert the power plant to a renewable energy source to achieve Dartmouth's sustainability goals; (2) A private developer model may be used to finance, design, construct, operate, and manage new graduate student housing units.

Informational, Physical, and Technological Resources
Libraries
Description

In spring 2017, the Library articulated its strategic objectives, which encapsulate its mission to the Dartmouth academic community:

Partners in Research: The Library partners with faculty, students, and staff in research activities locally, nationally, and internationally. Our library experts are embedded at critical points in the research life cycle, providing collections, information resources, innovative tools, and services to support scholarly inquiry. The Library is committed to partnering with faculty and students to enhance and showcase Dartmouth's scholarly output and entrepreneurial endeavors.

Co-Educators in Teaching and Learning: In collaboration with faculty and other strategic partners, the Library provides immersive and transformative learning experiences by engaging in all aspects of the educational continuum, preparing students for a lifetime of learning and responsible leadership as informed global citizens. The Library proactively supports undergraduate, graduate, and professional student success through educational programs.

Inspiring Environments for Inspiring Ideas: The Library is dedicated to creating a variety of welcoming and inspiring physical and digital environments. These environments, which our students, faculty, and patrons inhabit, offer creative work spaces for individual and collaborative scholarly inquiry, and aim to promote well-being as well as stimulate innovative thinking through user-centered design approaches.

Together with the Library's strategic priorities[1], these environments provide the framework for ongoing strategic development to support the changing needs of students and faculty. The Dean of Libraries works closely with the Council on the Libraries[2], which meets regularly throughout the year and advises the Dean on planning and implementation of programs, services, and collections.

As one of the oldest research libraries in the United States, the Library's policy[3] is to grow its collections (see 7.6 Data First Form[4]) closely aligned with the research and teaching requirements of the academic community. Dartmouth students, faculty, and staff have access to 3.8 million locally held

items, 1 million electronic journals and e-books, as well as 90 million volumes through the Ivy Plus Libraries Confederation/Borrow Direct partnership and over 6 million e-books via our Hathi Trust membership. The Library's commitment to the responsible stewardship of its valuable print collections is underpinned by its policies and procedures[5] and evidenced by the Library's current proposed capital project plan for a long-term Off-site Storage Facility.

The Dartmouth Library system includes Baker-Berry Library (Humanities, Mathematics, and Social Sciences), Dana Biomedical Library, Feldberg Business and Engineering Library, Kresge Physical Sciences Library, Matthews-Fuller Health Sciences Library at the Dartmouth-Hitchcock Medical Center, Paddock Music Library, Rauner Special Collections Library, Records Management, Sherman Art Library, and the Library's storage facility.

A total of 168 Library staff provide high-quality services in support of teaching, learning, and research. Although overall staff numbers have held steady in this reporting period, there has been an intentional shift to recruiting and developing more expertise in emerging areas, including research and data services, data visualization, digital scholarship, open access/open education, and innovation in scholarly publishing.

Appraisal

Partners in Research: In recognition of changing practices in research, the Library is putting emphasis on developing programs across the system, rather than programs tied to physical locations. This allows the successful development, delivery, and maintenance of a suite of research services and initiatives. For example, the growing research data management program provides workshops and individual consultations on creating data management plans, data cleaning, visualization, reproducibility, storing, and sharing. The Digital Humanities Librarian offers workshops and partners with faculty to develop grants and research projects.

The Library is also expanding services in relation to the publication and dissemination phase of the research life cycle. In recent years a Scholarly Communication Program was developed, which offers scholars consultations regarding copyright, Open Access publishing, research impact, and new modes of scholarly publishing. Scholarly Communication librarians played a significant role in the development of the Dartmouth Faculty Open Access Policy[6] and over the past year have launched the Open Dartmouth[7] repository, which will bring together all openly available scholarship produced by Dartmouth scholars. Launched in late 2017, Open Dartmouth features over 4,000 articles across hundreds of disciplines and includes advanced usage metric tools that allow faculty to understand the breadth of the impact of their scholarly work.

Co-Educators in Teaching and Learning: Over the past five years, librarians contributed to 1,632 undergraduate, graduate, and professional school courses and provided 1,616 library-based workshops, orientations, and related events. Attendees to all Library teaching and orientation sessions during this same five-year period numbered 45,595. The Biomedical librarians have a particularly robust teaching presence in the Geisel School curriculum. Librarians have contact with students during all four years of medical school, including teaching participation in the new "Patients and Population: Improving Health and Healthcare" course, the Scientific Basis of Medicine problem-based learning small groups, the Pediatric clerkship, the Geriatrics and Ambulatory Medicine clerkship, as well as teaching in the Dartmouth Institute courses. The Director of the Biomedical Libraries also serves on the Medical Education Committee and the leadership team for Undergraduate Medical Education.

Experiential learning opportunities can be found throughout the Library. The Rauner Special Collections

Library Student Research Fellowship, funded by a DCAL Experiential Learning Seed Grant, allowed students to take on in-depth research projects within the special collections and culminate the experience with a final journal article, work of literature, conference paper, or similar accomplishment. Currently, the focus of the Research Fellowship is on Historical Accountability, with research delving into the untold stories of Dartmouth's history that elucidate issues of inclusion and diversity on campus. Experiential learning also happens in the Books Arts Workshop (BAW) and the Jones Media Center. To date, the BAW manager has co-taught full-credit courses and worked closely with faculty to integrate the BAW into over 120 curricular classes including Anthropology, Classics, Computational Fabrication, English, and Film. Staff in the Jones Media Center launched a digital storytelling institute to augment existing academic consulting and training programs, which engage upwards of 20 courses and 370 students each year in practices of creating video, audio, and multimedia projects for course assignments.

The Library also contributes in several ways to the virtual learning environment and Dartmouth's digital learning initiatives. Librarians participate in the design, development, and implementation of DartmouthX courses. All courses are supported via video borrowing and streaming services, which were used this year by 439 courses at an average of 6.2 titles per course. Although physical media is offered where desired by faculty members, increasingly curricular media needs are met via streaming platforms.

Continuous Professional Development underpins the Library's commitment to high-quality services. The Librarians Active Learning Institutes, created in 2011 (general) and 2016 (archives/special collections), helps librarians and archivists to develop and refine their skills as learner-centered teachers, instructional designers, and collaborators. The original program developed for Dartmouth is an exemplar program garnering significant interest and participation from librarians throughout the United States and Canada. A number of librarians are trained software carpentry instructors who teach faculty and student researchers the core research computing lab skills needed to be productive in a small research team. Most recently, the Library provided staff with opportunities to learn basic concepts and skills around data and digital humanities, and in addition trained staff in user-centered design methodologies to guide service developments.

Inspiring Environments: The Library systematically plans for needed programmatic changes to the physical facilities, seeking out funding from reserves and year-end funds, Provost Division funding, and funding via capital requests. Recent projects include significant design changes and upgrades to the Jones Media Center; refurbishment of the East Reading Room, making it more accessible and comfortable; and redesign of public spaces in the Paddock Music Library. The Library obtained one-time funding for replacement of a large portion of public seating in Berry Library and Rauner Special Collections Library. However, regular refurbishment of public furniture has been a challenge over the years. Dartmouth currently does not have a public furniture replacement cycle.

In addition to stewarding the physical spaces of the Library, its digital library systems and website are regularly reviewed and updated. In 2018 the Library created and successfully filled the new role of Associate Librarian for Digital Strategies, who works closely with faculty and key partners and oversees the strategic development of the Library's digital services, programs, and infrastructure, and also develops support for digital scholarship. During 2017, the Library conducted a full redesign of its website, significantly improving the underlying technical infrastructure as well as the look, feel, and function of the site. The site now has enhanced analytic capabilities, enabling a more sophisticated understanding of the intentions of the nearly 300,000 monthly visitors to the website. This analytic capability, combined with a variety of user feedback options, will allow the Library to refine the research capabilities of digital services. During FY 2019, the Library implemented a next-generation Library Services Platform to more effectively manage collection and licensing workflows in a manner that

supports 21st-century library practices and user expectations. The library also produced a number of events and exhibits in support of Dartmouth's 250th celebrations, developing robust digital projects and using social media approaches to inform the community of significant projects and events.

Projection

Globally, the library community is facing the challenges of a rapidly evolving information landscape, and it is clear that this changing ecosystem will require different approaches to the creation, acquisition, dissemination, discovery, and preservation of knowledge. In the context of shrinking budgets, the Dartmouth College Library will face increasingly difficult decisions in allocating finite resources to balance emerging needs with traditional curation and stewardship responsibilities.

- A capital project has been submitted for an industry-standard off-site storage facility, which will not only accommodate projected collection growth over a 15-year horizon, but also allow for low-use print collections to be moved to increase study space on campus. Projected costs are $20–$25 million, which will be debt-funded.
- The Library's proposal for Dartmouth's Call to Lead Campaign centers around the future of academic libraries. The Library is currently in the design concept phase of envisioning library spaces that respond to and anticipate new forms of scholarly exploration and practices.
- The Library is working closely with the 13-member Ivy Plus Libraries Confederation to develop collaborative partnerships and leverage collective collection initiatives, including playing a significant role in the scoping and development of a next-generation shared index that will facilitate borrowing services across the confederation.
- A new framework for assessment beyond collection size, collection usage, expenditure, and footfall will be developed to capture the value of evolving Library services. It will incorporate both qualitative and quantitative methodologies.

Information, Technology and Consulting
Description

Information, Technology and Consulting drives Dartmouth's academic mission by delivering information, technology, and consulting services to enable exceptional teaching and excellence in faculty and student research and scholarship. ITC collaborates with research and administrative departments to evaluate business process, optimize or replace systems, and provide consulting to reduce cost and increase performance. In 2017, under new leadership from the Vice President of Information Technology and Chief Information Officer, the department was renamed Information, Technology and Consulting (ITC) to align with its extended mission to lead change and drive business process review.

ITC leads innovative teaching and learning for faculty and students by reviewing learning objectives, applying the most recent pedagogical information, and working collaboratively with faculty and students to deliver relevant training, support, and technology services. Areas include Instructional Technology, which provides information, technology, and pedagogical consulting expertise to the faculty; and Classroom Technology Services, which designs, supports, and maintains Dartmouth's classrooms and meeting facilities. The Service Desk provides computer and mobile device support and consulting; and Research Computing consults and partners with faculty, providing computational and other resources to support scientific research. Information Security leads security efforts across the College and provides support to enhance security governance, policy, training, and continuous improvement of the handling of sensitive and proprietary information at the College (see 7.7 Data First Form[8]).

Policies and procedures ensure that information and technology services are reliable, that the data are secure and accurate, and that information about individuals is protected. Information, Technology and Consulting [policies](9) are posted online.

Critical systems are mirrored for redundancy, and some offices have plans for work alternatives when systems are not available. ITC practices industry standard controls on access and changes to systems. External auditors conduct annual reviews for best practices in controlling financial data. Planned changes to applications or the technology infrastructure are reviewed by an ITC Change Management Committee that then informs stakeholders prior to implementation.

Appraisal

Various mechanisms are used to evaluate efficiencies and effectiveness, most notably external reviews. In addition, data from TeamDynamix is analyzed to ensure that client services remains at the forefront of work being completed. ITC measures its effectiveness based on client perception of its services.

In fall 2014, ITC underwent an external review[10] with the goal to "assess strengths and challenges with the area, to ensure that it is functioning in a way that supports and strengthens Dartmouth's overall educational mission, and to help specify a plan for going forward over the next three to five years." To date, the following recommendations have been addressed:

- Recruitment of a Research Computing Director.
- Replacement of the Virtual Private Network (VPN).
- Change in reporting structure. The VP for IT reports to the Provost with a dotted line to the Executive Vice President.
- Growth and expansion of strong working relationships with the Library, Dartmouth Center for the Advancement of Learning (DCAL), the graduate and professional schools.
- Establishment of a Service Management Office incorporating project management, change management, and business assessment functions across Dartmouth.

Learning Designers collaborate and work with faculty, providing support and training focused on the latest teaching and learning methodologies. Dartmouth is continuing to invest in classrooms that embrace next-generation learning design. Highlights include classrooms dedicated to hosting an active learning curriculum (Carson 61, Silsby 213), and the addition 25 technology-equipped spaces in the Black Family Visual Arts Center, adding new technical functionality to the College's learning spaces.

As discussed in Standard 4, Dartmouth transitioned from Blackboard to Canvas as the College's Learning Management System. Pilot programs began in 2013, and by February 2015, Canvas was fully implemented across campus. As part of the transition, additional Learning Designers were hired to work directly with faculty.

To support research, ITC formalized its management of the Discovery High Performance Computing (HPC) cluster, dedicating staff and funding to offering and expanding access to HPC across the College. ITC lead an effort to expand project-based capacity and analytic capabilities in support of research across the College with the addition of the Geisel Bioinformatics team. Research Computing is now fully staffed, with new programming and analyst capabilities, and the three-year effort to bolster research at Dartmouth has focused on enabling a campus-wide storage solution, DartFS, for the entire research community.

One of the most significant issues addressed by ITC is increasing the reliability of the computing infrastructure and reducing system outages. Dartmouth made major investments in its two data centers, brought in external expertise, and undertook a multi-year effort to bring industry standards to our server administration, backup and storage, and data center operations. Since 2013, ITC has developed "run books" for all critical systems; the run books are tested annually. Dartmouth also implemented Zenoss, a robust system-monitoring software that provides proactive notification of infrastructure issues and assists with gathering information to support root cause analysis when issues arise. Our improved operating methods, platforms, and data centers have resulted in consistently solid performance.

Projection

- Increase support for research efforts across campus with a focus on digital humanities.
- Align strategic components to ensure Dartmouth's success. Build capacity to collaborate with the graduate and professional schools to optimize costs and create new alignments.
- Grow ITC's business and increase client engagement by becoming the desired provider of new services.
- Ensure that the client perspective drives tactical, operational, and strategic efforts.
- Provide education and training support for computing staff to expand the knowledge and skills needed to deliver 21st-century tools, consulting, and services.
- Engage with the newly constituted Classroom Committee to establish a five-year refresh cycle and supportable design for centrally supported learning spaces.
- Enhance support for information security services across the institution, which serve as a foundation to secure the data and systems that enable teaching, research, and scholarship activities across the College.
- Expand use of cloud-based services that provide enhanced capabilities and service offerings for the College, enabling resources to be deployed on higher-value activities that directly impact the academic mission. This transition will need to balance the impact to the operating budget as Dartmouth moves away from one-time capital funding mechanisms for information technology services.

Physical Resources
Description

The Dartmouth campus comprises approximately 5.4 million gross square feet of facility space (see 7.8 Data First Form[11]). Of this space, 72% is used for instructional, research, athletic, administrative, and support activities, with the balance representing dining and student residential facilities. Of the assignable square feet, approximately 20% is dedicated to classrooms and laboratories, and 25% is residential. In addition, some of the Geisel School's facilities are located on the Dartmouth-Hitchcock Medical Center campus just south of Hanover in Lebanon, New Hampshire. The main campus consists of 169 serviceable buildings with 2.9 million assignable square feet. Dartmouth's physical plant is managed by the Facilities department within Campus Services and provides maintenance, operations, and renewal for the College.

Capital Budgeting and Planning: Dartmouth maintains a long-term capital needs inventory and prepares a five-year major facility projection identifying scheduled projects, funding sources, and possible impact on the operating budget. The major facilities capital budget is reviewed and approved annually by the Board of Trustees. All new projects above a specified dollar threshold, or projects that require significant adjustments to the approved plan, must receive Board approval. The capital project review

process for projects with an estimated cost of $10 million or more requires a Trustee vote at each of the following stages: conceptual design/planning, schematic design, design development, and construction funding.

Progress on capital projects, including anticipated revisions to project budgets, is monitored quarterly and reviewed by senior officials. Project construction timing is dependent on a financing plan for both construction and operations/maintenance of the facilities. Typically, construction and renovation projects are financed by a combination of internal reserves, fundraising, and borrowing.

Recent Projects: Since 2010, Dartmouth has made steady improvements to its physical space. A number of new buildings have been constructed, including the Class of 1978 Life Sciences Building and Black Family Visual Arts Center, as well as structures for the new House Communities system (faculty homes for House Professors and social spaces). Major renovations have also been undertaken and include the Hood Museum of Art (completed in 2019), Morton Hall (2017), Baker Tower restoration (2016), Memorial Football Stadium (2015), Moosilauke Ravine Lodge (2018), and laboratories in Burke, MacLean, and Cummings, as well as 4 Currier Place (Magnuson Family Center for Entrepreneurship at Dartmouth, ITC, and certain Campus Services offices). The Geisel School has also made significant upgrades in facilities, including renovated teaching and laboratory space in the Remsen and Vail buildings.

In October 2016, Morton Hall, a 67-bed residence hall, sustained substantial damage during a fire. During the building restoration, space was reconfigured to better support the residential experience with community space added to each floor, number of beds increased from 67 to 84, an elevator added in a former center stairwell, and temperature controls made available in each bedroom. Insurance policy reimbursement and reserves covered the cost of $8.1 million, and the building was reopened for the fall term in 2017.

In fall 2017, a rebuilt Moosilauke Ravine Lodge opened at the base of Mt. Moosilauke in Warren, New Hampshire. The new facility replaces the beloved but structurally outdated lodge (built in 1938). A traditionally symbolic and well-used space, the Moosilauke Ravine Lodge is the endpoint for Dartmouth Outing Club first-year trips, the site of orientations for Geisel and Tuck School students, a major programs and event venue, and a base for many outdoor adventures. The new Lodge offers more space for dining, gathering, and storage than the old building, and provides a modernized kitchen for the student-led lodge crew. Its elevator, wide doors, and graded paths make it accessible to all, and it is designed with sustainability and energy efficiency in mind. The project was funded by philanthropy and cost nearly $11 million.

After three years of renovation and expansion, the Hood Museum of Art reopened in January 2019. The project increased the Hood's floor size by 50% to 62,400 square feet and tripled the museum's teaching capacity from one small study-storage room to three smart object-study classrooms. Off the new and expanded lobby are visitor amenities including restrooms, and coat and bag storage. The renovation provided much-needed capital renewal through repair of the building envelope and replacement HVAC systems, which are critical to maintaining appropriate environmental conditions for the art. The $50 million project was completely funded by philanthropy.

In 2018, Gilman Hall, former home of Biological Sciences, was demolished and its hazardous materials abated. The $4.2 million cost was funded by reserves.

Dartmouth continues to develop its energy strategic plan to replace No. 6 fuel oil as its primary fuel source, while also executing Dartmouth's Capital Renewal Strategy to provide wise stewardship of the College's physical assets related to deferred maintenance and aligning infrastructure needs with the

programmatic requirements.

Appraisal

Campus Services utilizes several assessment processes to analyze strengths and areas of concern. Examples include:

- In 2013, a Facilities Condition Assessment of all buildings was completed. The assessment included a review of building systems and components, their present condition, and their anticipated lifespan. Estimates are used to develop a Facility Condition Index (FCI) for individual buildings and for the entire facilities portfolio. The FCI is the ratio of deferred maintenance needs divided by the replacement value of the building, and serves as an excellent indicator of the overall facility condition. The FCI for the entire campus was .24, which signals that the campus was in overall good condition. However, the results noted deficiencies in buildings for the professional schools, residential life, academic, and athletic facilities. The FCI will be updated again in 2019.
- Facilities are benchmarked against Sightlines for daily services related to maintenance, custodial, and grounds care of the campus—the last report shows that Dartmouth is comparable to peers in many aspects of our services.
- A third-party assessment by Core America of our custodial program was completed in 2018. Results showed that Dartmouth is slightly below the midpoint when compared to peers. Several recommendations have been implemented, while additional changes are being considered to clarify customer expectations, increase custodial productivity, and improve the overall quality of cleanliness in our buildings.
- The work order management system allows measurement of the type of work and hours spent on that work. The number of work orders and related budgetary impact is reviewed monthly, with business process changes implemented accordingly.
- Heating and electrical energy consumption are documented and tracked to monitor compliance with Dartmouth's Sustainability goals. The President's pledge to reduce greenhouse gas emissions by 20% by 2015 was achieved.

Projection

Dartmouth is developing a comprehensive strategic master plan with a final draft targeted for November 2019. The master plan is both a process and a product. The process can inform projects and initiatives already in progress and create a broader perspective and forum for ongoing decision-making, community input, communications, and implementation. The product will be a flexible roadmap that Dartmouth will continuously refer to for its sustainable development and preservation of the campus for the next 30+ years. The strategic master plan will be a process to engage the campus community; develop a common language with which to discuss opportunities; create a catalog of options; and provide a flexible framework to evaluate options and align short- and long-term physical planning.

A Sustainable Roadmap was announced by Dartmouth's President on Earth Day, 2017. Goals for the campus include:

- Reduce greenhouse gas emissions by 50% by 2025, and by 80% by 2050.
- Transition the campus heating system from No. 6 fuel oil to renewable sources by 2025. Establish a better system to distribute energy across campus, improving efficiency by 20%. Conduct a study, led by the EVP, to determine ways to reduce waste on campus.
- Convene a team of students, faculty, and staff to recommend ways to educate the community

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about the environmental impact of individual food choices.

- Form a sustainability corps of student analysts who will work with the [Office of Sustainability](#)[12] to prioritize and conduct measurement and assessment studies to track progress toward sustainability benchmarks.
- Dartmouth is designing a campus-wide energy project to convert its aging steam distribution system and steam-heated buildings to more efficient hot-water heating and distribution systems. The cost of conversion is estimated at $130 million over the next 10 years and is likely to be at least partially debt-financed and possibly financed through a Public Private Partnership.

Several major renovation and construction projects are underway or in the planning phase:

- Renovation of Dana Hall is underway to make space for undergraduate faculty offices and provide an administrative home for the Guarini School of Graduate and Advanced Studies. The project, to be completed in early 2020, is budgeted at $32 million with funding from philanthropy and debt.
- Construction began in early 2019 for a new 165,000-square-foot building that will support the expansion of Thayer Engineering and the Department of Computer Science, creation of the Magnuson Center for Entrepreneurship, and relocation of the Electron Microscope Facility to the West End of campus. Philanthropy will fund the $155 million building, as well as an endowment to support future Operations & Management and capital renewal. The cost of necessary enabling projects and a below-ground, 340-car parking structure is $71 million, to be financed with debt. Construction should be complete in summer 2021.
- The Board of Trustees approved completion of the design for the $85 million Arthur L. Irving Institute for Energy and Society project, and for improvements to the Murdough building infrastructure and life safety systems, with funding from gifts, debt, and capital renewal reserves. The construction schedule is fall 2019 to summer 2021.
- The College is seeking gifts to fund a new, 350-bed residence hall to be located on the corner of East Wheelock and Crosby Streets. The new hall will become the home of one of the six House Communities, and will provide swing space to enable deferred renovations of older undergraduate residential facilities.
- A new Indoor Practice Facility is being constructed directly east of the Boss Tennis Center in Dartmouth's east athletic campus. The primary feature will be a 56,000-square-foot FieldTurf® surface that is nearly three times the size of the temporary turf used inside Leverone Field House's track. This building will provide indoor practice space for football, men's and women's soccer, men's and women's lacrosse, baseball, softball, and other sports. The $27.4 million building, funded by philanthropy, should be ready for use in winter 2020.
- Currently in construction is a new Rowing Training Facility, which will adjoin the Friends of Dartmouth Rowing Boathouse to consolidate our rowing training facilities, replace existing rowing tanks, and create an ergometer room sized for full team training, among other improvements. The $6.4 million building will be complete in August 2019.
- Dartmouth is planning to renovate three of the five buildings that comprise Dartmouth Row. In Reed and Thornton Halls, capital renewal work will include installation of full sprinkler coverage; address accessibility; improve mechanical systems and energy efficiencies; improve lighting and new electrical infrastructure; and improve paint, flooring, and other finishes. The renewal for Reed Hall will cost approximately $10.2 million and occur in early to mid-2020. Thornton will be updated in early to mid-2021 at a cost of $8.4 million. Planning is underway for renovations for Dartmouth Hall that will include deferred maintenance, accessibility, energy efficiency, space utilization improvements, and start-of-the-art technology in flexible classrooms. Timing and cost for this project is still under development.

Standard 8: Educational Effectiveness

"Dartmouth provides the best learning experience in the world. It's the most important thing we do and building on that strength is our highest priority." — Philip J. Hanlon, President

Description

Dartmouth competes with the best universities in research and with the best liberal arts colleges in teaching. Because Dartmouth is a premier institution for teaching and research, sustained inquiry into the depth and extent of student learning assessment is a natural activity for faculty. Faculty-driven and faculty-owned assessment occurs at multiple levels: the institution, the department, the course, and the individual student. As the educational effectiveness forms[1] catalog, student learning is measured by multiple—direct and indirect—methods.

Dartmouth understands that assessment goes beyond broad measures such as "grading" to get at specific questions, including these: What are students learning? How do students learn? What do they experience when building new information learned in our courses? How do they make connections between materials learned in different courses?

Institutionally, education assessment is the work of the Faculty of Arts & Sciences for the undergraduates, the CGS for the Guarini School, and the offices of the deans for the professional schools. The Faculty of Arts & Sciences formulates educational policies and programs, supervises teaching resources and procedures, administers the curriculum, and takes other actions as appropriate to further the educational objectives of Dartmouth College. Arts & Sciences faculty carry out these responsibilities through a series of faculty committees, most notably the Committee on Instruction (COI), described more fully in Standard 2. For the Guarini School, the CGS performs this same function, while also overseeing program-specific degree requirements and school-wide requirements and policies.

The main mechanism for assessing educational effectiveness at the department level is the external review, also detailed in Standard 2. Self-studies and feedback from them are integrated into curricular design and reform. Educational effectiveness is a consideration when hiring new faculty, as well as at tenure and promotion. At tenure, educational effectiveness takes a 360 approach as students are solicited to provide feedback on the faculty under review. Departments also regularly review educational effectiveness in the course of determining what will be taught from year to year and how to ensure viability of the curriculum.

At the course level, completion and grades are the most basic measures used to assess student learning. More fine-grained assessment of learning is achieved through the culminating experience that all students must complete in their major. This may be a senior seminar; a department-approved, independent research project; or an honors thesis. In some departments, learning is further assessed through a demonstration of competence, such as evaluated research design (Sociology), performance (Theatre), or student portfolios (Writing). Oral presentations and defense of work complement written demonstrations in many majors, and some departments requiring group projects, such as Computer Science, also build in peer evaluation that is incorporated into assessments. Additional information on student learning is gleaned through course evaluations, review of work for departmental prizes, as well as the use of surveys, participation in seminars and symposia, production of student-run journals such as the *Dartmouth Undergraduate Journal of Science*, and other examples of competence.

Faculty support for assessment and student learning is provided by the Dartmouth Center for the Advancement of Learning (DCAL), Educational Technologies (ET), and the Office of Institutional Research (OIR). As previously noted, DCAL's and ET's efforts have targeted improvement of teaching and learning through a variety of programs and outreach. As discussed in Standard 2, OIR is the main source of support on campus for issues of data, methodology, and analysis. Various surveys collect information on student-reported learning outcomes, which are publicly posted and shared with decision-makers. DCAL and ET serve as resources for both individual faculty and departments in the design and analysis of courses and assignments that can most effectively capture learning outcomes.

Appraisal
Special Emphasis

Requested updates on the College's progress to *implement a faculty-invested approach to the assessment of student learning* are provided in this section.

In spring 2015, the Provost convened the Working Group on Assessment of Student Learning to develop a strategy and implementation plan for sustained inquiry into student learning in three areas: the major, general education, and graduate programs. The specific charge included producing a review of existing assessment efforts, identifying the types of inquiry most appropriate for Dartmouth, developing a strategic plan, and proposing an institutional structure for sustaining assessment into the future. The Working Group compiled a preliminary overview of existing assessment efforts (see *Faculty Committee on Assessment of Student Learning Report*[2]) but did not complete the other work because the report failed to resonate with existing interests and activities of faculty members, and because of the perceived gap between the kinds of activities called for in the response to the five-year review (Dartmouth Arts and Sciences Plan for Assessment[3]) and the skepticism that many faculty have about assessment.

Despite this setback, other assessment opportunities have been realized:

- In fall 2015, DCAL hired a postdoctoral fellow of assessment and evaluation who quickly became a valuable resource as faculty and staff called upon her to support their efforts to assess curricular innovation. Through her evaluation of the impact of new pedagogical initiatives on student learning, she introduced new assessment practices and tools, established a baseline inventory of current assessment efforts, and mapped out more extensive future assessment needs.
- Recent initiatives out of DCAL have sparked, supported, and incentivized faculty to clarify and articulate clearer student learning outcomes statements at the course level. More importantly, a series of Learning Impact[4] reports was completed in 2018, including reports on Learning Fellows[5], DartmouthX[6], and the Social Impact Practicum[7].
- As mentioned in Standards 2 and 4, in 2012, an Arts & Sciences Curriculum Review Committee (CRC) formed to examine the undergraduate curriculum. Among its recommendations were eight learning objectives for all undergraduates. The CRC presented these at a 2015 meeting of all the Faculty of Arts & Sciences:
  - The development of critical thinking skills; that is, the ability to analyze, gather information, match arguments and evidence, and reevaluate findings in the face of new or contrary information.
  - The cultivation of creative instincts in order to uncover new intellectual problems and opportunities and to imagine new approaches to long-standing problems.
  - The appreciation of intellectual diversity by viewing issues and problems from multiple perspectives, addressing them by using multiple methods and modes of inquiry, and

recognizing that some individuals hold views that differ from one's own.
- o The ability to work effectively, both independently and collaboratively in a team.
- o The embrace of active learning; that is, the recognition that exceptional undergraduates are not simply passive consumers of existing knowledge, but can be meaningful participants with faculty mentors in the creation of new knowledge.
- o The cultivation of knowledge that is both broad and deep, without overemphasizing one at the expense of the other.
- o The flexibility to learn on and off campus, and to learn "experientially" out of the classroom as well as in the classroom.
- o The development of a sense of ethics, personal responsibility, and civic engagement.

Several factors have helped to change the culture of assessment on campus. The staff at DCAL and the Learning Designers in Educational Technology, who essentially work together as a single unit, now address assessment in every interaction they have with faculty, graduate students, and postdoctoral fellows, including one-on-one consulting, workshops, and communities of practice. DCAL built assessment into all its grant-funded course transformation projects, including Gateway and the Experiential Learning Initiative. Greater funding for teaching and learning innovation has ensured that conversations about assessment happen naturally and frequently, and the peer effect of having colleagues who have participated in these initiatives has helped reduce skepticism about them. Faculty and staff who participate in grant-funded projects see clearly that demonstrating impact on student learning is an essential component of building a case to sustain these projects over time. Building assessment into all the work these two units do around teaching and learning has proven effective in converting skeptical faculty.

Teaching and Learning for the 21st Century

Recent innovations on campus are enhancing educational effectiveness. Invigorated interactions between students and faculty through the House Communities are spurring new ways to teach and learn. The creative collaborations precipitated by the new interdisciplinary academic clusters and the postdoctoral Society of Fellows program will create opportunities for pedagogical innovation. The academic clusters, which are centered around collaborative faculty teams working on emerging issues and global challenges, may also create centers of expertise that inspire the development of low-residency, blended learning programs akin to the already successful Master of Healthcare Delivery Science program. The Guarini School of Graduate and Advanced Studies also seeks new models to supplement graduate and postdoctoral research with extensive professional development opportunities, as discussed in Standard 6.

Examples of measures to use assessment to enhance learning effectiveness are profiled in the following sections.

College-wide
Undergraduate

As described in Standards 2 and 4, standing faculty committees are the main mechanisms by which academic and instructional issues are addressed within Arts & Sciences. Given its charge, the Committee on Instruction (COI) is the main committee responsible for student achievement on mission-appropriate student outcomes. Standard 4 describes the outcomes of the Curriculum Review Committee, a special emphasis area. First-Year Writing provides multiple examples of where assessment was used to modify practice:

First-Year Writing

Now more than a decade old, the Dartmouth Institute for Writing and Rhetoric (IWR) has excelled. It has rebuilt Speech as a program with a signature pedagogy, obtained prestigious competitive grant funding, innovated in student self-placement and in the digital portfolio initiative, conducted essential institutional research garnering international recognition for individual faculty scholarship, established extensive student support, cultivated faculty development, and secured improved space.

At the request of the Dean of the Faculty of Arts & Sciences, IWR recently completed a self-study for use in an upcoming external review. Key recommendations from the self-study include:

- Develop better, more stable, and more professionalized positions for non-tenure-track faculty, increase the number of tenure-track positions, and potentially to add a position for a postdoctoral fellow.
- Give IWR greater oversight over First-Year Seminars to make the best use of Dartmouth resources and to offer students consistent excellence in writing education.
- Increase the course count in Speech to meet student demand.
- Secure additional resources and broader institutional collaboration to increase the effective assessment of student learning and faculty teaching.

IWR uses direct measures to better understand learning outcomes and lead data-informed changes to its program. Two examples, both funded by the Davis Educational Foundation, are described here:

- The Davis Study of First-Year Writing (FYW): The purpose of FYW is to ascertain change in student writing over time, across disciplines, and across course types, by analyzing student writing samples for evidence of course outcomes. Preliminary results indicated some striking patterns. Students are predictable in their use of two key organizational patterns in most of their first-year writing, linked to two different kinds of reading material (literary and nonliterary); they tend to use interpretive evidence and evidence from texts more than anything else, and rarely use quantitative data; they almost always introduce a guiding claim in the first paragraph or two; and they rarely make grammatical mistakes but often struggle with unwieldy sentences. Most interesting of all, many students experience a regression between their first and second required writing courses, slipping back into less sophisticated strategies at the start of the second course before building back up. These kinds of results have informed faculty discussions and development sessions, which led to revised course approaches.
- The Davis Portfolio Project: The Portfolio Project grew out of findings from the FYW study, and offers concrete opportunities to connect writing and learning contexts, reflect on learning experiences, and recognize possibilities for flexibly reusing and strategically adapting knowledge across contexts. Using a digital platform for the portfolios, all first-year students now receive a link to their own portfolio prior to arriving on campus. By 2021, all first-year students will be required to use their digital portfolio in first-year writing classes and encouraged to use it as a repository for their other work. The digital platform will allow scaling of portfolio use, time for the tool to be built into courses, and the creation of a system allowing full-scale annual assessment. By the time the three-year grant is complete, digital portfolios will have become an integral part of the experience of all Dartmouth students, from pre-matriculation to postgraduation. The grant also includes efforts to introduce sustainable directed self-placement in writing courses on campus. Directed self-placement (DSP) is a time-tested practice for engaging incoming college students in making decisions about the best FYW course(s) to take. Extensive research supports the value of this kind of placement process as an educational tool. As with any good assessment, it serves both to assess and to teach.

Learning Spaces

Since our last self-study, the College has committed new resources to learning-space innovation, renovation, and maintenance. In 2015, an exemplary partnership of faculty, learning design, classroom technologies, library, and facilities led three critical innovations in learning spaces. The Berry Innovation Classroom (BIC) is a flagship, team-based, active-learning classroom. Faculty request to use the space, and preference is given to courses that are designed for this pedagogy. The BIC is uniquely scheduled and supported as an active learning incubator.

Renovation and maintenance issues were also addressed by this group. In 2015, the recurring funding available for maintenance was 33% of the projected need to fully refresh central classroom technology systems on a three/four/eight-year cycle (computer/projector/full system.) These resources have since been doubled. Rather than focusing on continuing to increase these funds, a perpetual renovation plan (furniture, finishes, and equipment) is being developed and prioritized to sustain learning spaces and to reduce off-cycle spending on maintenance.

New staffing, organizational, and community developments to enhance learning spaces include:

- An architect/project manager position in Planning Design and Construction to oversee all learning-space projects;
- Technology systems designer and engineer roles in Classroom Technology Services charged with improving faculty and student experiences;
- A Classroom Committee, composed largely of faculty, to raise the pedagogical goals of learning spaces as critical to the academic mission of the College and coordinate learning-space projects and operations;
- Regular engagements with peers and related organizations: an Ivy Plus constituent group on learning spaces, a Sony USA-sponsored Higher Education Collaborative, Educause, Educause Learning Initiative, and Nercomp participation.

Graduate and Professional

As stated earlier in the Description, for the Guarini School, the Council on Graduate Studies reviews and assesses educational policy, while also determining program-specific degree requirements and school-wide requirements and policies.

External reviews of graduate programs occur on a 7- to 10-year schedule and take place either in collaboration between the Guarini School and the Dean of Faculty of the Arts & Sciences for graduate programs that are contained within Arts & Sciences departments (e.g. chemistry; mathematics) or exclusively by the Guarini School in the case of graduate programs without a single department home (e.g., Master of Arts in Liberal Studies; Molecular and Cellular Biology [MCB]; Ecology, Evolution, Ecosystems, and Society [EEES]). These reviews are helpful in shaping plans to execute on assessment, resulting in many changes at the program level and, occasionally, significant restructuring of programs (see the EEES example that follows).

The Guarini School also solicits feedback regularly from the student population in the form of a biennial graduate student survey that can identify any programs or support areas in need of attention (several years ago, this resulted in a climate intervention for one graduate program), as well as in exit surveys for graduating students that can also highlight areas of concern. The Graduate Student Council also surveys its constituency and is effective in bringing student concerns to Guarini leadership; and initiatives to address issues such as student mental health, daycare, and training for research group

mentors are in various stages of development by the Guarini School as a result of CGS advocacy.

In 2017, the Geisel School of Medicine's Medical Education Committee was tasked with redesigning the medical curriculum in order to offer improved coordination of topics within and across the academic years; better connections among the basic, clinical, and healthcare delivery sciences; and better opportunities for our students to prepare for licensing exams and residency. The redesigned curriculum[8] will be implemented for the class entering in August 2019.

Professional programs' learning objectives are reviewed by their specialized accreditors:

- Geisel School of Medicine[9]
- Thayer School of Engineering[10]
- Tuck School of Business[11]

Departments and Programs

Standard 2 outlined the main evaluation mechanism used by departments and programs, the external review. Over the past 10 years, 25 Arts & Sciences departments/programs have undergone external reviews, which are extremely useful in assessing effectiveness and initiating change. Graduate program reviews take place alongside undergraduate departmental reviews in collaboration with Arts & Sciences. Departments also undertake their own initiatives to assess and modify their offerings. Examples are provided in the following sections.

Astronomy, Linguistics/Cognitive Science, Government, and Neuroscience

Over the two-year period 2010–2012, four Dartmouth departments/programs developed learning outcomes for their majors, supported by a Teagle Foundation grant. These departments and programs saw changes in syllabus construction, use of rubrics, and curriculum sequencing and design, as a result of the work.

- Astronomy[12], within the Department of Physics and Astronomy, collectively developed a set of learning outcomes for the major and mapped the curriculum to identify where various outcomes are addressed. The work among faculty, especially through informal conversations, was noted as one of the most productive aspects of the initiative.
- The Linguistics[13] and Cognitive Science[14] programs collectively developed a set of learning outcomes for each major and identified gaps in standard assessment of student learning. Faculty noted that the process of learning about learning outcomes and analyzing how students are currently assessed was revelatory. The process has led to a reevaluation of the Linguistics "culminating experience," active thinking about the curriculum, and a clearer sense of the problems within the Cognitive Science curriculum.
- The Department of Government, in conjunction with DCAL and the Office of Institutional Research, carried out a detailed content analysis of department syllabi, doing analyses within each of the four Government subfields. The analysis included how assignments, assessments, and outcomes were articulated in syllabi, how evaluation appeared, what criteria were in use, and so forth. This process jump-started a detailed conversation about outcomes. As a result, the syllabi and structure of assignments have changed, and rubrics have been adopted by some faculty.
- Neuroscience[15], within the Department of Psychological and Brain Science, collectively developed contemporary learning outcomes for the major, mapped them to the curriculum based on course syllabi, and identified shortcomings based on the mapping project. The program also collected survey data from alumni and current majors and did a comparison to

peer programs to identify additional shortcomings or criticisms of the current curriculum. The process led to recommended actions and examples of revised curricula to address the identified shortcomings.

<u>Biological Sciences</u>

Following its external review in 2012, the Department of Biological Sciences spent considerable time contemplating and discussing the recommendations of the External Review Committee. A series of actions were undertaken to:

- *Identify creative ways to balance faculty teaching assignments to meet college-wise expectations and build on individual faculty strengths, interests, and potential*.
  Peer data collected from 104 individuals at 60 different universities (including 15 Consortium on Financing in Higher Education [COFHE] research universities) clearly showed Dartmouth faculty spending considerably more time in the classroom. Because Dartmouth competes for extramural funding with peers, at issue was how to address the research program considering the higher teaching loads. The study led to the department adopting the following practices:
    o Faculty managing vibrant research programs have a reduced teaching load relative to the standard load for their home department.
    o A point system for quantifying scholarship, teaching, and service efforts was adopted to try to capture varied workloads. A separate system for junior faculty was also developed to ensure that they are not overly burdened during the critical stages of setting up and growing their research programs.
    o A more formal mentoring plan for junior tenure-track and research-track faculty as well as instructors was established.
- *Develop mechanisms allowing undergraduates to have meaningful and substantive contact with faculty.*
    o The Department of Biological Sciences expanded collaborations with faculty in other departments and academic programs. This multidisciplinary approach has been enacted by including courses from other departments in their major and requiring an additional quantitative prerequisite course.
    o A course was created with faculty from other departments to demonstrate how two disciplines actively participate in problem solving.
- *Revisit and revise Biology 11 curriculum (entrance course to the major).*
    o This course was introduced in the fall of 2006 with the revised Biology curriculum enacted at the beginning of the AY 2006–2007. It was generally offered four times per year and was co-taught by a Molecular and Cellular Biology (MCB) and an Ecology and Evolutionary Biology (EEB) faculty member. It was designed to introduce students to how biologists think about and solve scientific problems rather than being a comprehensive survey of the vast subject of biology.
    o A Biology 11 Task Force was assembled, and it recommended the removal of the Biology 11 prerequisite from the foundation courses and the establishment of an online self-assessment exam for determining whether students are prepared to enter foundation courses.
- *Reimagine the Ecology graduate program at the Guarini School.*
    o The review proved instrumental in developing a new, interdisciplinary graduate program, Ecology, Evolution, Ecosystems, and Society (EEES). While the department's existing program in Ecology and Evolutionary Biology (EEB) was praised in the external review as being a strong program, the review also revealed that (1) EEB was less than 50% the

size of other top programs, and (2) there is a unique opportunity at Dartmouth to integrate core strengths in basic ecological and evolutionary biology with interdisciplinary studies of interactions between people and ecosystems.
- o This resulted in a proposal for a new program, EEES, which is a new vision for scholarship, education, and service that matches the challenges of this new era, the Anthropocene, in which the ecosystems on which we depend are being altered more rapidly than at any time in the history of human existence. Dartmouth was well positioned to address such changing roles due to its tradition of international leadership in the natural sciences and interdisciplinary environmental studies. The EEES graduate program (1) grew the core of basic science in EEB beyond its previously small size, and (2) created new capacity for applying science to promote the welfare of human societies.

Earth Sciences

By many metrics, Dartmouth had a strong undergraduate geoscience curriculum before a curricular redesign in 2014. Informed by Hall (2014), the Department of Earth Sciences undertook the effort, which addressed four questions: (1) What educational purposes should the curriculum seek to achieve? (2) What learning experiences are useful in attaining these objectives? (3) How should these learning experiences be organized? (4) How can the learning experiences be evaluated?

Earth Sciences faculty compared their program with those of peer institutions and professional bodies, grouping common concepts and skills that appeared repeatedly in geoscience programs at peer institutions. Five categories of key concepts and skills were identified, into which all Department of Earth Sciences (EARS) courses were sorted. The curriculum was then revised so that all majors had to take at least one course in each category, ensuring that students had exposure to all concepts and skills.

To test whether students recognized the appropriate skills and concepts from each course, students were asked to identify the skills they felt the course emphasized. This revealed gaps between what courses intended to demonstrate, and what students learned. Among the areas of the curriculum that, according to the assessment results, needed correction was the failure of the Advanced Topics courses to emphasize the use of scientific literature, and the failure of the introductory courses to emphasize, as perceived by the students, the process of science.

The approach to curriculum assessment presented here, with its focus on ensuring that the skills emphasized by different courses align with the objectives of the curriculum, is meant to complement more direct assessment of student mastery of different skills. The shift to a skills-based curriculum offers new opportunities to adapt course offerings to the increasing variety of student needs. However, as our results demonstrate, doing so is not a panacea. Some of the most challenging problems with more traditional curricula, such as understanding the nature of science, are not necessarily solved by focusing curricula on the integration of skills with content. But by highlighting the development of different skills across the entire curriculum, skills-based curricula make it easier to identify how different courses work (or do not work) together to create an integrated whole that ensures that students become skilled learners who can quickly adapt to rapidly evolving and expanding disciplines, both within geosciences and beyond.

Master of Health Care Delivery Science (MHCDS)

The faculties of the Tuck School of Business and the Dartmouth Institute for Health Policy and Clinical Practice (TDI) partner on this program, which leads to a Master of Science degree. The MHCDS degree has been designed to accommodate the needs of people who are already leading the delivery

of healthcare. The curriculum is delivered through a combination of residential, distance learning, and on-site projects where students apply the learning they have gained through the program directly back to initiatives at their own institutions. The program matriculated its first class of students in July 2011.

One component of the assessment process involves the use of one-on-one exit interviews by phone with graduating students. The results, in conjunction with other information such as course evaluations, are shared with an MHCDS Curriculum Committee in May each year, where program and curricular changes for the next year are prioritized. In March 2019, semi-structured telephone interviews were conducted with 27 of 40 students from the Class of 2019, and the results[16] were paired with other information, leading to the following adjustments for the upcoming 2019–2020 academic year:

- The Population Health course is being completely redeveloped and taught by a new faculty member.
- The Health IT course will have targeted revisions to address student concerns.
- The Human-Centered Innovation course will be extended by one week.
- Video-conference class sessions will continue to be offered at the same times as in the past.

Courses

The most prevalent assessment of learning takes place close to where the learning occurs: at the course level. Instructional or learning designers are available to work with faculty. These positions were created since the last self-study to work with faculty individually on course redesign and assessment, and on Canvas support. The instructional and learning designers are embedded across the institution, working for Educational Technologies (ET) and within the graduate and professional schools.

Nearly all departments have worked with DCAL or learning designers in ET to improve the pedagogy of their courses. DCAL and ET work to infuse greater transparency of what is expected of students in courses and what instruction helps students to meet these objectives; and to identify the types of assignments and exams that authentically assess student achievement of these expectations. Some illustrative examples include:

Sociology 1: Assistant Professor Kimberly Rogers and Learning Designer Adam Nemeroff worked together to revise the introductory course to Sociology, grounding the course's learning goals and elements of the course design in empirical findings from the scholarship of teaching and learning. Six course learning goals were set forth in the syllabus, as well as one self-designed learning goal established by each student. The learning goals were assessed through several mechanisms, including assigned readings, written reflections, using different forms (quotation, concept, comparison, and question [QCCQ]), discussion groups, sociological imagination assignments, simulation exercises and other in-class activities, and a final portfolio project. Several different methods and data sources were used to assess the efficacy of the course design in achieving learning goals, including content analysis, survey-based courses assessment data, and comparative data on major declaration for students in their course vs. a more traditional lecture and exam-based version of the course offered during the same academic year. Results indicated that assigned readings, QCCQs, and weekly reflections were most helpful with some learning goals, while imagination assignments improved outcomes for others. The findings largely supported expectations and suggested the course elements worked together as intended in service of the learning goals. Nevertheless, the authors did note three specific areas where design could be improved for future course iterations: by incorporating more "icebreakers" and group norming activities shortly after students are assigned to discussion groups; by replacing the "comparison" element of the QCCQs with a broader "connection" element; and by making Cornell notes optional since many students did not find them useful in the manner intended. In 2019, Rogers and

Nemeroff submitted a manuscript[17] to the journal *Teaching Sociology* on their redesign efforts with the course.

Russian 13: Vampires, Witches and Firebirds: Associate Professors of Russian Mikhail Gronas and Victoria Somoff partnered with DCAL and EdTech to develop and support a platform for students' final folklore projects that could evolve through each iteration of the course. One strategy was the design of a WordPress site to collect student folklore projects, while another involved the use of undergraduate TAs to help organize and manage metadata for the folklore collections. In the end, students learn how to collect and present oral tradition according to best practices in data management. They then publish their work on a public platform and contribute to an ever-evolving archive of folklore relevant to their experience at Dartmouth.

Comparative Literature 1: Professor Rebecca Biron also partnered with DCAL and EdTech on her introductory course, "Read the World." The goal was to implement pedagogical strategies to ensure sustainability, effectiveness, and efficiency for a high-enrollment course. Three course revision strategies were used. First, multimodal assignments and assessments were created. Second, group reflection projects were designed and scaffolded over the term. Finally, undergraduate Learning Fellows were trained to lead in-class discussions.

Co-Curricular

The full Dartmouth educational experience includes many co-curricular opportunities. Two examples of such programs that have integrated assessment are profiled in this section.

Experiential Learning Initiative

As described in Standard 2, the Experiential Learning Initiative[18] (ELI) seeks to increase students' confidence and ability to innovate and take risks, solve complex problems, collaborate across difference, think critically, and reflect on learning. By providing space and resources for faculty, staff, and postdoctoral fellows to innovate in teaching and learning, ELI has influenced academic and co-curricular opportunities across the institution. In its first call for seed grant proposals, ELI received 43 applications from 21 academic departments and seven co-curricular centers. Since 2015, ELI has received proposals requesting over $2 million in funding. The initiative has funded 47 courses and projects[19] that span the full spectrum of experiential learning, from an anthropological field experience in South Africa to a learning community convened by the Library for students publishing undergraduate journals.

The ELI process was designed to facilitate the adoption of successful innovations and to examine project components to see if they should be adapted, expanded, or discarded. Because ELI is designed to foster innovation, assessment of learning effectiveness is an inherent part of the seed funding process, requiring recipients to formally reflect on what they have learned in the process and how they will integrate those lessons into the next iteration of the course or project. By doing this, ELI has introduced assessment of learning effectiveness to many of our educators. While some of the projects have been course-focused, experiential learning at Dartmouth includes research, service for social impact, internships, outdoor programs, entrepreneurial activity, leadership training, global study, and other project-based experiences that complement and enhance academic learning.

ELI has been a five-year effort, short-term funded through AY 2020–2021 from the President's Office; but given the number of applications, requests for funding, and continued campus-wide interests in the program, it is hoped that the program will continue.

Rockefeller Center for Public Policy: Management & Leadership Development Program (MLDP)

A second example of co-curricular programing that effectively utilizes assessment of learning effectiveness is the Management & Leadership Development Program at the Rockefeller Center for Public Policy. "Rocky," as it is known on campus, is a mission-driven organization that seeks to foster the development of ethical and effective leaders in the realm of public policy and the social sciences. Ongoing assessment of learning effectiveness is built into each of the Center's student programs.

MLDP is a one-term program, developed around the skills employers seek, and designed for any sophomores, juniors, or seniors looking to make significant progress in their leadership and management development. Since the program began in 2009, more than 700 students have participated in MLDP. Led by expert guest facilitators each week, sessions employ experiential teaching techniques to engage students through hands-on learning of core management and leadership skills.

Each session facilitator identifies the learning objectives for the session in a session proposal form, as well as the assessment tool(s) they will use to determine whether the session was successful. Each session also includes a reflection exercise to prompt students to think about what they have learned. At the conclusion of each session, students complete an evaluation form that is used to assist the facilitator in improving the session for next time. Individual students are also tapped to summarize the session, in writing, for posting on the website, offering another opportunity for participants to reflect on what was covered. Group sessions with facilitators provide the opportunity for peer assessment of the learning goals and assessment tools, to connect lessons across sessions and to share insights on active learning strategies.

Over the 10 years of the program, assessment has been used to alter the focus of sessions, add new skills development, refine activities, and develop new programs. The Global Leadership Program at Rocky was a direct outgrowth of MLDP and employs a similar, continuous-assessment-and-innovation approach.

These and other campus initiatives have strengthened the use of assessments and best practices on campus. These efforts have ignited discussions about what assessment is, why it matters, and what it means to have clear expectations of student learning.

Measures of Student Success

The measures of student success are as varied as the goals articulated across our more than 60 majors and minors, and reflected in the more than 1,000 undergraduate degrees awarded each year. Departments and programs all provide clear public statements about what is required in order to graduate, and communications frequently highlight achievements of alumni. The prevalence of using assessment to guide practice, however, is spread across a continuum. Some departments and programs have public-facing statements of student learning objectives. Some programs go further, actively engaging in curriculum mapping to trace student learning outcomes from the very first class in the program though graduation. Other programs do not have a set of more specific objectives. Most departments and programs reside in between these two extremes (see Program- and Department-specific learning objectives[20]).

Performance Indicators

Institutional assessment approaches include the use of national and local surveys, rubrics, classroom-based performance assessments, capstone projects, exams, externally situated performance assessments, portfolios, and more.

Performance indicators (e.g., retention rates, graduation rates, the level of final degree award, graduate employment, and course entry requirements) all suggest that students receive the support they need to succeed while enrolled, and that they graduate with the knowledge and capacity to achieve their employment and postgraduate education goals. Dartmouth monitors traditional retention, transfer, and graduation rates; default and loan repayment rates; licensure passage rates; and employment rates. Dartmouth's retention rate is very high: 96% overall for the fall 2018 cohort, and 94% for first-generation students (see Undergraduate Retention and Graduation Rates dashboards[21]). The six-year graduation rate is 96% (comparable peer is 93%, and national average rate is 60%). Also, see the 8.1 Data First Form[22].

OIR created Student Outcomes dashboards[23] to track educational, employment, and other outcomes from both undergraduate and graduate/professional students. Additional educational outcomes for undergraduate alumni come from the National Student Clearinghouse. OIR annually collects data from graduated students from the class of 2000 through the current class. The dashboards and the 8.2 Data First Form[24] highlight how over half of Dartmouth undergraduates subsequently enroll in graduate school within five years of graduation, and approximately three-fourths obtain a graduate and/or professional degree.

The Guarini School of Graduate and Advanced Studies examines time-to-degree and future plans data to measure their students' success (see 8.4 Data First Form[25]). Time-to-degree data for the past five academic years show that Master's level students, on average, complete their degree in 2 1/2 years, while it takes just under six years for PhD students. Across all degrees, on average, minority students completed their degrees slightly faster than their white counterparts. While the differences were typically small, the difference for the MALS degree was four months (3.65 years for minorities, 3.93 years for whites).

Over time, approximately 20% of MALS students reported that their future plans included additional education while increasing percentages were employed within industry: 49% in AY 2015–2016 vs. 54% in AY 2018–2019 (see 8.3 Data First Form[26]). For PhD students, over half have participated in a postdoctoral program and/or additional education (average is 51% over time), while on average, 7% were employed in academia and 17% in industry.

The Geisel School of Medicine has utilized a number of metrics, including performance on the United States Medical Licensing Exam (see 8.3 Data First Form) and student and alumni surveys, to make meaningful improvements in courses and clerkships. Student surveys usually afford the timeliest information, often by prompting earlier review of the course by the Office of Medical Education and the Medical Education Committee. For example, in AY 2011–2012, this included review of Endocrine Physiology, Microbiology/Immunology, SBM/Reproduction, and SBM/Neurology. A similar close analysis of three-year trends resulted in a comprehensive quality improvement effort. This prompted a formal outside review of the surgical clerkship, which resulted in changes in clerkship leadership, the structure of the clerkship, and intensified faculty development for the surgery faculty.

The Thayer School of Engineering's job placement rates for students in its BE, MEM, MS, and PhD programs, four months after graduation, have been between 90% and 100% (see 8.3 Data First Form).

Overall, BE students have a 92% job placement rate over the last two years, while their licensure pass rates average 98% during the same time frame. The Geisel School of Medicine's licensure pass rates were 98% between May 2011 and December 2017.

While 100% of the MBA students in the Tuck School of Business graduate, nearly the same percentage (95%) are offered a job within three months of graduation (see 8.3 Data First Form). The Tuck Assessment of Learning Committee was formed in the fall of 2010 to establish ongoing curriculum assessment. Curriculum goals reflect aspirations for Tuck School graduates.

Projection

Dartmouth reaffirms its commitment to provide an exceptional education within an academic context that offers both students and faculty members the benefits of a research university.

Regarding standard measures of student success, Dartmouth intends to:

- Support and improve the retention of low-income and underserved undergraduate students.
- Increase the retention rate and decrease time-to-degree of students in all graduate programs.

While there are many examples of sustained assessment and evaluation efforts, including both direct and indirect measures of student learning, much work remains. A more comprehensive approach is expected to be well underway by the next decennial review, including:

- Design and implement a faculty-vested approach to educational effectiveness, including:
  - o all academic departments going through the revised External Program review criteria, which emphasize student learning assessment within degree programs; and
  - o offering departmental workshops focused on capstones and their learning objectives.
- Advance, support, and expand conversations about student learning objectives and evidence.
- Develop a permanent funding source for assessment support and staffing.
- Create tighter alignment between data sources and processes on campus, to enable more continuous processes.
- Expand culminating experience outcomes assessment measures as a way of declaring and evaluating outcomes not dependent on a standardized approach.

Standard 9: Integrity, Transparency, and Public Disclosure
Description

Dartmouth's commitment to the highest ethical standards in the management of its affairs and its dealings with constituents is articulated clearly and fully, enforced through comprehensive policies and procedures, and reviewed regularly. Maintenance of these standards is an institutional priority, as is ensuring that the community is fully aware of its own responsibilities. Intentional thought and effort are made to disclose publicly relevant data and information in a clear and consistent manner, including sharing policies and procedures on the Dartmouth website and identifying mechanisms for transparency and timeliness in communications with campus stakeholders.

Integrity[1]

Dartmouth expects that all members of the community, including its Board of Trustees, staff, faculty, and students, act with integrity. While a number of policies and procedures ensure accountability, more importantly, the College strives to create and sustain a culture where individual and collective actions are rooted in integrity and ethics.

The College operates under an official Charter[2] and has codified its commitment to integrity in the core values of the Mission Statement[3]. The Board of Trustees' governance statement includes expectations of integrity and ethics both within the Board and in external relations.

Ethical expectations and policies for faculty are covered in the faculty handbooks and in research-misconduct and conflict-of-interest policies. The *Handbook of the Faculty of Arts & Sciences*[4] applies to the Faculty of Arts & Sciences, the Thayer School of Engineering, and the Geisel School of Medicine. The Tuck School adheres to Dartmouth's general policies and offers its affirmation of its principles of integrity in the *Tuck Faculty Handbook*[5]. The faculty grievance procedures are outlined in these guides and, complementary to Dartmouth's general employee grievance procedures, are noted in the *Human Resources Policies and Procedures Manual*. Rules and regulations for student conduct, procedures for student appeals and complaints, and other items related to attending or withdrawing from the institution are clearly addressed in the Dartmouth College *Student Handbook* for undergraduates. Graduate students adhere to policies set forth on the Academic and Conduct Regulations website.

Dartmouth adheres to federal, state, and NECHE Standards in all of its activities, and this adherence is routinely reviewed by the institution, including the Office of the General Counsel, the Office of Risk and Internal Controls Services, Faculty Governance committees, and the NECHE accreditation process, among others (see Compliance Matrix[6]). The Office of Risk and Internal Controls Services conducts regular risk-based audits of institutional practices. Additionally, the institution conducts periodic reviews and reassessment of policies in response to internal and external events.

Dartmouth also complies with federal, state, and local laws governing the protection of privacy, most notably the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA). Information about FERPA and HIPAA, confidentiality, and student records is mailed to the families of all incoming students. All relevant departments have systems in place to ensure that we have releases as required to share information; and medical, academic support, and other staff who work with students' parents and family members routinely refer to these

policies and explain their application to specific circumstances. Policies are also posted in multiple locations on the Dartmouth website[7]. In areas of admission and employment, Dartmouth applies the principle of equal opportunity for all its students, faculty, staff, and applicants for admission and employment. The College's nondiscrimination policies are posted throughout the campus and on several web pages (including the Admissions offices, Human Resources, and the Office of Institutional Diversity & Equity), as are procedures for addressing complaints and grievances. As an additional check on ethical policies, procedures, and practices, Dartmouth contracts with a third party, Navex Global, to provide a confidential ethics hotline and website.

Undergraduate students are guided by our Principles of Community, which lay out the expectations regarding integrity, responsibility, respect for diversity and the rights and interests of others, academic and personal honesty, freedom of expression and dissent, and equal opportunity. These principles are supported by other policies outlining expectations for all aspects of student life, including student organization and our drug and alcohol policies. All of the policies are included in the *Student Handbook*.

Dartmouth's long-standing commitment to freedom of expression and dissent serves as the foundation for the work of and discourse between faculty, students, and staff. President Hanlon has reaffirmed this commitment several times during his presidency through email and website communications with the campus. Freedom of expression is also addressed in New Student Orientation sessions, and in periodic messages to students from the Dean of the College.

Academic honesty is also defined and upheld through the College's Academic Honor Principle, which has been a cornerstone of Dartmouth's education policy since 1966. All faculty are instructed to post the policy (or a web link to it) in course syllabi and encouraged to discuss it at the start of courses. As discussed in Standard 5, students are also provided information about the policy during orientation, including potential sanctions for violations. Faculty are held to similar standards of academic honesty in their work, as codified in each faculty handbook, and through policies on research integrity and compliance.

Under the guidance of the Vice Provost for Research, scholars at Dartmouth undertaking research have access to training in the responsible conduct of research, and Dartmouth has laid out robust policies and procedures on research misconduct[8]. The institution partners with faculty to support and protect their scholarship by providing policies and education on intellectual property[9], start-up companies, conflict of interest, export controls, human-subject and animal research, dissemination and authorship requirements, and equity in academic-industry collaborations. The Office of Entrepreneurship and Technology Transfer (OETT) created in 2013 is responsible for the management of entrepreneurship (Magnuson Family Center for Entrepreneurship) and technology-transfer-related activities for students, faculty, and alumni.

Transparency[10]

Integrity in Dartmouth activities is bolstered by a similar commitment to transparency and public disclosure. The Office of Communications, through the ongoing assessment and evolution of Dartmouth's website, social media, and print communications, remains focused on the availability and accessibility of publicly relevant information and open engagement with the Dartmouth community. In the last decade, our print and web presences have undergone a thorough review focused on creating a consistent look and user utility. Beginning in 2012, we have made significant improvements to our digital presence, as outlined in our Interim Report. An excellent example is our Admissions website[11]. More recently, Dartmouth updated its visual identity[12], resulting in a new style guide[13] to create a more uniform look.

In compliance with Higher Education Act[14] requirements, Dartmouth is committed to ensuring that the costs of a Dartmouth education are clear, and that information about placement, graduation rates, student diversity, and transfer policies, as well as other critical information, is accurate and easily accessible.

The Office of Communications is the primary point of contact for the public. Press releases and statements[15] are publicly available. In addition to viewing a guide for the media, the public can submit questions via a contact form[16]. Requests for information regarding Admissions policies and financial aid may be made via the admission pages of all our undergraduate and graduate schools (see Data First Form). Archived catalog information is available on the Registrar's website for catalogs dating back to 2004, and earlier editions may be requested. Financial statements are posted on the Controller's Office website[17]. Documentation regarding program excellence, learning outcomes, success in placement, and achievements of faculty and graduates is available from the offices making the statements with institution-wide information held in the Office of Institutional Research.

Public Disclosure[18]

The information Dartmouth provides prospective and current students, faculty and staff, external agencies, and the general public is readily available and almost exclusively presented on the Dartmouth website. Dartmouth at a Glance[19] includes information about our mission, values, and organizational status, as well as campus demographics and descriptions of the campus environment. Information about our accreditation is also noted on this page, as well as on a stand-alone website[20].

Each School's website offers additional information about the curricular and co-curricular offerings, support systems, and resources available. All policies regarding admissions, regulations, fees, transfer credits, institutions with which Dartmouth has articulation agreements, and grievance and appeals processes are also available on the Schools' Registrar websites and listed in the Organization, Regulations, and Courses (ORC[21]), which covers both the undergraduate and the graduate programs.

Dartmouth's faculty are listed in online directories that include departmental or program affiliation; additional biographical material is available on departmental/program sites or individual faculty websites. The Board of Trustees' site[22] includes names and primary affiliations for each member, and senior leadership of the College is identified on the organizational chart.

The institution strives to ensure that this information is complete, accurate, and consistent with actual practices; that all claims are well documented; and that materials presented are reviewed regularly. The Dartmouth website is also the vehicle used to disclose information about the College's activities and practices. Dartmouth projects its integrity via a set of policies and practices reviewed regularly and approved by its Board of Trustees. Policies and practices that pertain to the general public and prospective students are available via open access, while some policies and practices pertaining to Dartmouth students, faculty, and staff may be password protected to members of the community. The institution grants the highest priority to ensuring that this information is consistent with our mission statement and is presented clearly, fully, and accurately, and that any relations with third-party providers are unambiguous.

In 2012, the College began transitioning Dartmouth websites from Omni Update to the more easily updated Drupal platform. Although full transfer is ongoing, the migration of all first pages of units is nearly complete, ensuring that all units share a consistent welcoming site with ease of navigation.

Simultaneously, the College increased the visibility and presence of research on the website; created a new mobile site; restructured the campus events calendar; and made improvements to a digital newsletter for alumni and parents.

Appraisal

Over the last five years, a number of major institutional initiatives to improve the quality of life on campus have invited input from all campus constituencies, and have publicized reports and outcomes to promote transparency and accountability. As described more fully in Standards 2 and 5, Moving Dartmouth Forward and Inclusive Excellence provide periodic updates to the community, opportunities for dialogue, and full reporting of outcomes and implementation plans. MDF and Inclusive Excellence External Review Committees provide objective reviews of the institution's progress in meeting stated goals.

Research compliance and conflict of interest are other areas that have received attention in the last decade. Dartmouth has implemented a web-based research administration system (RAPPORT Grants[23]) that encompasses grants, institutional review board, and conflict-of-interest policies and procedures. This system is designed to make compliance easier for Principal Investigators, and to allow Dartmouth to easily demonstrate institutional oversight. In addition to the new management system, the Research Compliance Office has enhanced its efforts in training and focus-group work to ensure that as new procedures are undertaken, they are responsive to the needs of our research community, and that researchers have the training and support needed to utilize them effectively. There is an ongoing process of policy review and development through the Council on Sponsored Activities. Since the last self-study, new policies on intellectual property and conflict of interest have been developed with faculty input. A Conflict of Interest Officer was hired, and an electronic Conflict of Interest system for faculty reporting and management was also implemented.

Dartmouth continues to enhance its efforts in other areas to promote transparency and public disclosure, and to ensure clear and effective communications. Examples include:

- The Office of Institutional Research (OIR) improved access to information via an interactive Fact Book and the use of Tableau data software. Dartmouth's previously decentralized data management systems are gradually becoming integrated under OIR.
- The President and the EVP created an annual class on the Dartmouth Budget in 2014. Open to students, faculty, and staff by lottery and taught by President Hanlon and other senior officers, the class offers an in-depth look at the budget, including revenue, expenses, and the process for setting the annual budget.
- Human Resources now provides a total compensation statement to all employees each year detailing the salary and benefits portions of their overall compensation.
- The EVP holds quarterly Town Hall meetings and other open sessions to report on community topics and take questions, including an annual meeting dedicated to the benefits and healthcare environments that drive changes to Dartmouth benefit packages.

Transparency has further been enhanced through the completion of a review of our institution's communications, resulting in a strategic communications effort to ensure continuity in the look of Dartmouth communications and in the clarity and usefulness of content. Led by the Vice President of Communications and engaging all parts of the community from the Board of Trustees to all constituent units with an outward-facing mission, the effort to unify the look and enhance the quality and integrity of institutional communications is now in the implementation phase. Following an external review, the Office of Undergraduate Admissions revised its suite of communications to reflect a clarified narrative

that complements the institutional framework. The Office of Communications also annually reviews its news and editorial services platforms and publications.

Projection

Dartmouth operates from a strong foundation of regular reviews and checks on its activities, and the focus of the next period will be strategic review and assessment of broad categories of policies.

The College anticipates the following activities:

- Assessment of Moving Dartmouth Forward and Inclusive Excellence will continue, including reviews of related policies and practices and regular community updates on progress.
- The new communication and style guidelines will be phased in over the next year, resulting in clearer messaging about Dartmouth's distinctiveness and helping the public identify official messaging.

Evidence/Endnotes

Section	Supporting Documents	Ref #
Area of Special Emphasis	2015 NEASC Interim Response Letter	[1]
Introduction	Reaccreditation Timeline	[1]
	One Dartmouth Email Nov 2017	[2]
	Dartmouth to Begin Self-Study for Reaccreditation: Dartmouth News	[3]
	The Dartmouth article Jan 2018	[4]
	Faculty of Arts & Sciences Agenda 2-26-18	[5]
	Dartmouth Posts Draft of Its 'Institutional Self-Study Report': Dartmouth News	[6]
	Campus Community Feedback Website	[7]
	NECHE Reaccreditation Forum April 4 2019	[8]
	Reaccreditation website	[9]
Institutional Overview	Moving Dartmouth Forward Plan	[1]
	Inclusive Action website	[2]
	Inclusive Excellence Action Plan	[3]
	Campus Climate and Culture Initiative (C3I): Purpose and Goals	[4]
	DCAL	[5]
	Experiential Learning Initiative	[6]
	Gateway Initiative	[7]
	DartmouthX	[8]
	Learning Impact Reports	[9]
	Society of Fellows	[10]
	Academic Cluster Initiative	[11]
Standard 1: Mission and Purposes	Std 1.1-Mission & Purposes	[1]

Section	Supporting Documents	Ref #
Standard 2: Planning and Evaluation	Organization of the Faculty of Dartmouth College	[1]
	Curricular Guidelines - Courses	[2]
	Curricular Guidelines - Majors Minors	[3]
	Curricular Guidelines - Other	[4]
	OIR Survey Research website	[5]
	Logic Model	[6]
	10 Year Projected Schedule of Reviews	[7]
	Department Program Academic Review Examples	[8]
	External Review Guidelines	[9]
	Provost Division Review Schedule	[10]
	Provost Departmental Review Guidelines and Procedures	[11]
	Senior Administration Organizational Chart	[12]
	Council on Graduate Studies: Guarini School of Graduate and Advanced Studies	[13]
	Degrees Awarded Dashboards	[14]
	Std 2.1-Plan & Eval	[15]
	Moving Dartmouth Forward Steering Committee Report	[16]
	Moving Dartmouth Forward website	[17]
	Moving Dartmouth Forward First Annual Report	[18]
	Moving Dartmouth Forward Second Annual Report	[19]
	AAU Revised Campus Climate Survey 2017	[20]
	AAU Dartmouth Report 2015	[21]
	AAU Dartmouth Executive Summary 2015	[22]
	2017 Sexual Misconduct Survey Executive Summary	[23]
	2017 Sexual Misconduct Survey Results Dashboards	[24]
	2017 Sexual Misconduct Survey Action Plan	[25]
	Inclusive Excellence Student Working Group Report	[26]
	Inclusive Excellence Faculty Working Group Report	[27]
	Inclusive Excellence Staff Working Group Report	[28]
	Rankin and Associates Executive Summary	[29]
	Rankin and Associates Final Report	[30]
Standard 2: Planning and Evaluation (cont.)	Rankin and Associates Presentation	[31]

Section	Supporting Documents	Ref #
	Inclusive Excellence Website	[32]
	Inclusive Excellence: Increase Transparency	[33]
	Inclusive Excellence: Be Accountable	[34]
	Inclusive Excellence External Committee Report 2017	[35]
	Dartmouth Assessment and Research Team Annual Report 17-18	[36]
	Inclusive Excellence: Increase Faculty Diversity	[37]
	Inclusive Excellence: Increase Staff Diversity	[38]
	Inclusive Excellence: Build a More Inclusive Community	[39]
	Inclusive Excellence: Confront and Learn from the Past	[40]
	Campus Climate and Culture website	[41]
	NASEM Report: Sexual Harassment of Women	[42]
	Professor Abigail Stewart	[43]
	Geisel School of Medicine LCME Letter and Report	[44]
	Tuck School of Business AACSB Letter and Report	[45]
	Thayer School of Engineering ABET Self-Study Report	[46]
Standard 3: Organization and Governance	Dartmouth College Charter	[1]
	Trustee Biographies website	[2]
	Governance Nominating Bylaws	[3]
	Std 3.1, 3.2-Brd, Int Gov, Loca, Modal	[4]
	Organization of the Faculty of Dartmouth College	[5]
	Audit Committee Charter	[6]
	Faculty Meeting Agenda 2010 Governance Changes	[7]
	Council on Undergraduate Research	[8]
	Council on Benefits	[9]
	Concerns raised about tenure and promotion decisions	[10]

Section	Supporting Documents	Ref #
Standard 4: The Academic Program	Organization of the Faculty of Dartmouth College	[1]
	Organization, Regulations, and Courses (ORC)	[2]
	Professional Development: Guarini School	[3]
	Std 4.5-Credit Hrs & Info Lit	[4]
	Academic Honor Principle: Dartmouth Student Affairs	[5]
	Prematriculation Credit	[6]
	Curricular Review Committee 2015 Report	[7]
	Academic Vision	[8]
	Experiential Learning Initiative	[9]
	Social Impact Practicums	[10]
	Gateway Initiative	[11]
	DartmouthX	[12]
	Faculty Cluster Programmatic Guideline	[13]
Standard 5: Students	Std 5.1-Admissions	[1]
5a: Admission	Admissions Website	[2]
	Std 5.3-Fin Aid, Debt	[3]
	Financial Aid Website	[4]
	Guarini School of Graduate and Advanced Studies Admissions Website	[5]
	Geisel School of Medicine Admissions website	[6]
	Thayer School of Engineering Admissions website	[7]
	Tuck School of Business Admissions website	[8]
	Admissions Fact Book	[9]
5b: Student Services and Co-Curricular Experiences	Undergraduate Student Handbook	[1]
	Dartmouth Pledge	[2]
	Judicial Affairs Office	[3]
	Judicial Affairs Office Reports	[4]
	Judicial Affairs Annual Report 2014-15	[5]

Section	Supporting Documents	Ref #
5b: Student Services and Co-Curricular Experiences (cont.)	ABET LCME AACSB Reports	[6]
	Graduate Student Council	[7]
	Geisel School of Medicine: Student Government Structure	[8]
	Tuck School of Business MBA Council	[9]
	Class in the Classroom Video	[10]
Standard 6: Teaching, Learning, and Scholarship	The Faculty of Dartmouth College	[1]
	OIR Faculty Fact Book Dashboards	[2]
	Arts & Sciences: Faculty Handbook	[3]
	Geisel School of Medicine: Faculty Handbook	[4]
	Tuck School of Business: Faculty Handbook	[5]
	Faculty Recruiting Manual	[6]
	Std 6.2-Degrees Held	[7]
	Guidelines for Appointments Reappointments Promotion and Tenure	[8]
	Arts & Sciences: Faculty Mentoring & Professional Development Guidelines	[9]
	Geisel School of Medicine: Tenure and Review Policies	[10]
	Committee on Faculty (COF) Dashboards	[11]
	Grant Proposal Support Initiative	[12]
	Science Strategy Report	[13]
	Std 6.5-Fac, Acad Stf Diversity	[14]
	Faculty Employment Dynamics Dashboards	[15]
	Figure 6-2 Undergraduate Arts & Sciences Division Ladder Faculty, URM Percentages (2010-2017)	[16]
	Inclusive Excellence: Increasing Faculty Diversity	[17]
	Presidential Steering Committee on Sexual Misconduct	[18]
	Academic Freedom Public Statement	[19]
	Std 6.1-Faculty Acad Stf by Cat	[20]
	DCARS Overview	[21]

Section	Supporting Documents	Ref #
Standard 6: Teaching, Learning, and Scholarship (cont.)	Office of the Deans of Undergraduate Students	[22]
	Office of Undergraduate Advising and Research	[23]
	Academic Skills Center	[24]
	Teach and Learning Connection Newsletter	[25]
	Gateway Initiative	[26]
	Experiential Learning Initiative	[27]
	Learning Fellows	[28]
	Innovative Courses	[29]
	DCAL Faculty Needs Assessment	[30]
	Cumulative Pilot vs Standard Report Final	[31]
Standard 7: Institutional Resources		
7a. Human Resources	Std 7.1-Human Resources	[1]
	Equal Opportunity Grievance Procedures	[2]
	Tuition Benefits	[3]
	Human Resources Diversity and Inclusion Plan	[4]
7b. Financial Resources	Moody's Dartmouth Report April 2019	[1]
	S&P Dartmouth Report April 2019	[2]
	Dartmouth Endowment Report FY 2018	[3]
	Dartmouth Financial Statements	[4]
	Compliance Matrix	[5]
	Std 7.3-Revenues&Expenses	[6]
	Std 7.2-Financial Position	[7]
	Std 7.5-Supplemental Fin Data	[8]
	Std 7.5a-Liquidity_Internal	[9]
	Std 7.4-Debt	[10]
	Board Financial Guidelines and Metrics March 2019	[11]
	Procurement Peer Review Report	[12]
	Financial Planning and Reporting Peer Review Report	[13]

Section	Supporting Documents	Ref #
7c. Information, Physical, and Technological Resources	Dartmouth College Library Strategic Priorities	[1]
	Council on the Libraries	[2]
	Library Collection Development and Management Policy	[3]
	Std 7.6-Information Resources	[4]
	Library Policies and Procedures	[5]
	Dartmouth Faculty Open Access Policy	[6]
	Open Dartmouth	[7]
	Std 7.7-Technological Resources	[8]
	Information, Technology, & Consulting policies	[9]
	Information Technology Services External Review Committee Report	[10]
	Std 7.8-Physical Resources	[11]
	Office of Sustainability	[12]
Standard 8: Educational Effectiveness	Effectivessness Forms	[1]
	Faculty Committee on Assessment of Student Learning Report July 2016	[2]
	Dartmouth Arts & Sciences: Plan for Assessment	[3]
	Learning Impact Reports	[4]
	Learning Fellows	[5]
	DartmouthX	[6]
	Social Impact Practicum	[7]
	Geisel School of Medicine: MD Curriculum 2019 – Department of Medical Education	[8]
	Geisel School of Medicine LCME Letter and Report	[9]
	Thayer School of Engineering ABET Self-Study Report	[10]
	Tuck School of Business AACSB Letter and Report	[11]
	Astronomy Learning Outcomes	[12]
	Linguistics Learning Outcomes	[13]
	Cognitive Science Learning Outcomes	[14]
	Neuroscience Learning Outcomes	[15]
Standard 8: Educational Effectiveness (cont.)	Master of Health Care Delivery Science: Summary of Exit Interviews 2019	[16]

Section	Supporting Documents	Ref #
	Teaching Sociology Pre Publication Draft	[17]
	Experiential Learning Initiative	[18]
	Experiential Learning Initiative Courses and Projects	[19]
	Program and Department Learning Objective Examples	[20]
	Undergraduate Retention and Graduation Rates Dashboards	[21]
	Std 8.1-Ret&Grad UG	[22]
	Student Outcomes Dashboards	[23]
	Std 8.2- Prog Rates&Oth Meas	[24]
	Std 8.4Ret&Grad- GR DE OCP	[25]
	Std 8.3 Rates	[26]
Standard 9: Integrity, Transparency, Public Disclosure	Std 9.1-Integrity	[1]
	Dartmouth College Charter	[2]
	Mission Statement: Dartmouth College	[3]
	Arts & Sciences: Faculty Handbook	[4]
	Tuck School of Business: Faculty Handbook	[5]
	Compliance Matrix	[6]
	FERPA and HIPAA Communication	[7]
	Research Misconduct Policy	[8]
	Intellectual Property Policy	[9]
	Std 9.2-Transparency	[10]
	Admissions Website	[11]
	Dartmouth's Visual Identity	[12]
	Style Guide	[13]
	Higher Education Act Information	[14]
	Press Release Statements	[15]
	Contact Us: Office of Communications	[16]
	Office of the Controller	[17]
	Std 9.3-Public Disclosure	[18]
Standard 9: Integrity, Transparency, Public Disclosure (cont.)	Dartmouth at a Glance	[19]

Evidence/Endnotes

Section	Supporting Documents	Ref #
	Dartmouth Accreditation	[20]
	Organization, Regulations, and Courses (ORC)	[21]
	Board of Trustee Biographies	[22]
	Rapport Grants	[23]