

INTRODUCTION

Dartmouth College, founded in 1769, is undertaking a reaccreditation process at an opportune time in its history. As we anticipate our 250th year celebration in 2019, we are under the leadership of a new President, Jim Yong Kim, who arrived at Dartmouth in July 2009. In fall 2010, President Kim and our recently appointed Provost, Carol Folt, initiated a comprehensive strategic planning process to ensure that Dartmouth continues to be one of the nation's premier liberal arts institutions.

Dartmouth's core mission of educating students to become principled citizens, innovators and leaders has remained constant throughout its history. Disciplinary breadth has grown over time to include graduate programs in 18 departments and three professional schools (the Dartmouth Medical School, the Thayer School of Engineering and the Tuck School of Business). The synergy made possible by the close proximity of the Arts and Sciences and the professional schools has helped us build on our commitment to faculty excellence, innovation and knowledge creation to provide highly distinctive academic programs and multi-faceted opportunities for student engagement.

SELF-STUDY PROCESS

Maintaining high standards requires continuous self-evaluation as well as periodic inputs from other scholars and educators. With this in mind, Dartmouth's Academic Planning Committee (APC) started preparing for Dartmouth's reaccreditation by the New England Association of Schools and College's (NEASC) Commission on Institutions of Higher Education (CIHE) in the fall of 2008. Chaired by the Provost and staffed by the Director of Institutional Research, the APC also includes the academic deans and associate deans, the Chief Financial Officer, the Dean of the Libraries, the Vice Provost for Research, the Vice President for Information Technology, the Dean of the College, and the Dean for Admissions and Financial Aid.

The Committee carefully studied the Standards for Reaccreditation and examined materials from the previous review and the fifth-year interim report. Dartmouth's self-study concentrates on the eleven Standards for Reaccreditation developed by the CIHE because the APC and then President James Wright agreed they provided a comprehensive scope for self-analysis and reflection. A Steering Committee was established to oversee the several ad hoc committees assigned to work on the standards and to ensure accuracy and thoroughness in assessing Dartmouth's progress in addressing concerns raised in previous reviews.

The Steering Committee, chaired by the Provost, included the Dean and the four Associate Deans in Arts and Sciences, the Dean of the Engineering School, the Dean of Graduate Studies, the Senior Associate Dean of the Business School, the Dean of the College, the Dean of the Libraries, and the Director of Institutional Research, who managed many of the day-to-day tasks of preparing for reaccreditation. The Office of Institutional Research (OIR) oversaw the completion of the E- series, S- series and the Data First forms, providing much of the information from institutional and survey data and collecting required information from other departments as necessary. Seven committees, with four to nine members each, were responsible for initial drafts of the report. Approximately 40 faculty and administrators contributed directly to the self-study. A single committee worked on Standards One through Three, another had responsibility for Standards Seven and Eight, and a third for Standards Ten and Eleven. The remaining committees each focused on a single Standard. The Steering Committee Chair and the Director of Institutional Research provided committee chairs with guidelines for drafting the reports, highlighted the points in the materials prepared by CIHE, and suggested lengths for each Standard. Prior to the committees convening, Barbara Brittingham, the CIHE director, visited Dartmouth; she explained the reaccreditation process and underscored the importance of assessing student learning outcomes.

By May 2009, all seven committees were provided the data first and success forms and had begun gathering and evaluating additional data. The first draft for each of the Standards was submitted to OIR during the fall of 2009; that draft was read separately by the Director of Institutional Research and by the Provost and then returned to the committee chair with comments and suggestions for revision. The creation of a virtual work room facilitated timely sharing of materials and collaboration on documents outside of physical meetings. Meanwhile, after OIR completed and reviewed the drafts of the E- and S- forms, they were sent to the CIHE staff for feedback and comment.

Efforts proceeded on three main projects throughout academic year 2009-2010: finalizing the report for open review, educating the community, and preparing materials for the NEASC team's campus visit. Before completion, the self-study underwent several rounds of reading and revision, with the goal of creating a document that fully reflected the state of the campus in 2010. After the second drafts were submitted, the entire Steering Committee reviewed the report and made additional suggestions. The further revised draft was submitted to Barbara Brittingham and to Deputy Director Patricia O'Brien at the CIHE. Their valuable comments were incorporated into the report, which was reviewed in its entirety by President Kim. After his revisions were incorporated, the self-study was posted on the Dartmouth website and feedback from the community solicited. The report was circulated to Dartmouth's Board of Trustees for their input and discussed at their September meeting with President Kim. The Steering Committee then considered all the comments as it prepared the final version of the self-study. The final draft was approved by the Dartmouth Board of Trustees.

The Steering Committee also led efforts to acquaint faculty, staff and students with the goals of the reaccreditation process and opportunities for providing input. Articles and notices in widely distributed campus publications and postings on the campus website were critical in keeping the broader community informed. Those involved with guiding the process discussed reaccreditation in numerous venues: faculty meetings, the Student Assembly, meetings of the Board of Trustees and of department chairs, and gatherings of staff in large departments and particular divisions.

Finally, OIR amassed materials for the visiting committee on a flash drive and at a dedicated web site. Paper copies of all the published documents will be made available to the visiting committee during its stay in Hanover. Texts and data from the 1999 reaccreditation as well as the 2010 self-study can be viewed publicly on the Dartmouth web site: <http://www.dartmouth.edu/~provost/reaccred>.

Anthony Marx, president of Amherst College and chair of Dartmouth's Visiting Team, met in the spring of 2010 with President Jim Yong Kim, the Provost, the Steering Committee, and the chairs of the committees that drafted the self-study.

The self-study and the report of the visiting committee will serve the new presidency of Jim Yong Kim well as he continues to familiarize himself with Dartmouth and enters a comprehensive period of strategic planning. This is a propitious time to thoroughly evaluate changes over the last few years and develop an institution-wide plan to meet Dartmouth's greatest aspirations for the future.

OVERVIEW

Over the past decade Dartmouth's strategic decisions and resource allocation have been directed to ensuring an exceptional liberal arts education for its undergraduate students; growing, recruiting and retaining outstanding faculty; and fostering excellent professional and graduate programs. Several fundamental goals guided these efforts: providing a modern and distinctive curriculum, taught by faculty who are leading scholars in their fields; basing decisions on regular and systematic evaluation of faculty and of the overall educational experience; enhancement of specific academic, co-curricular, and support departments; increasing the size of the faculty and the strength and diversity of the entire campus community through aggressive recruitment and retention; intensifying planning and evaluation in all administrative areas; and forcefully pursuing campus-wide energy conservation in all new construction.

Of the nearly 6,000 students enrolled at Dartmouth in the fall of 2009, approximately 4,200 were undergraduates. There has been about an 11% increase since fall 1999 in total student enrollments, with most growth in the three professional schools. Although all three schools remain among the smallest relative to peer institutions, enrollment at the Tuck School of Business increased by ~ 38%. Enrollment at the Dartmouth Medical School, due to the addition of a Masters in Public Health program and growth in basic science graduate programs, grew by 51%. Graduate enrollment at the Thayer School of Engineering increased by 73%.

Concurrently, targeted growth took place between 1999 and 2009 in all four faculties. Dartmouth Medical School increased its tenured faculty from 57 to 76; the Thayer School's tenured and tenure-track faculty increased from 25 to 27 (building towards a target of 32); at the Tuck School the corresponding headcounts went from 36 to 44 with a goal of exceeding 50 in future years. In Arts and Sciences, where notably there was little student enrollment growth at the undergraduate level and only modest growth in the graduate programs, headcounts of tenured and tenure-track faculty went from 344 in 1999 to 379 in fall 2009. Faculty headcounts are the number of faculty under contract in the fall term that are paid by Dartmouth (including faculty on sabbatical). Elsewhere in this report we also report on faculty lines and FTE. Faculty lines are budgeted faculty positions that will be filled in the upcoming academic year. FTE for full-time faculty is calculated as 0.33 for each term in residence or on an off-campus program. FTE for visitors/part-time faculty is calculated as 0.167 for each course, except in the Sciences where FTE for each assignment is determined by the Department Chair.

As a result of faculty growth, the student/faculty ratio for undergraduate programs improved and average class size decreased. As of fall 2009, nearly 63% of all classes had fewer than 20 students, while only 9% had 50 or more. Hiring over the last few years was designed to augment size and strength in particular departments and to build new areas of opportunity. The goals were to preserve curricular breadth and depth, promote academic innovation, and increase opportunities for personal connections between faculty and students that are made possible by small class sizes, individual research projects and close mentoring. A high level of access to faculty for graduate students, a hallmark of all Dartmouth's academic programs, also was facilitated by faculty growth.

Dartmouth's faculty hiring and academic program growth go hand in hand. Both have been driven by decisions to develop in emerging fields and compelling cross-disciplinary areas, and to meet student interest and need. In the Arts & Sciences there has been faculty and programmatic growth in diverse areas such as Chinese, Arabic, Film and Media Studies, Creative Writing, Economics, Psychology and Brain Science, Biology, and Government. Two new recently filled professorships, in the Digital Humanities and Sustainability Science, were established to enable synergy among the arts, humanities, social sciences, and sciences. As a result, new minors are already being developed in

these areas. In the past decade, the Medical School created an MD/PhD degree so that students can complete medical training at DMS and pursue a PhD program in Arts and Sciences; among other changes, a new PhD track in Innovation was initiated at the Thayer School, and recently Arts and Sciences and the Tuck School of Business collaborated on a new PhD/MBA program.

We have an outstanding faculty, with a very distinctive profile. To meet standards for tenure and promotion, they must conduct scholarship at the distinguished level of faculty at leading research institutions and demonstrate teaching excellence at the level of the finest Colleges. To attract and retain such a faculty, over the last decade we have augmented opportunities for collaboration and for their renewal and success as both teachers and researchers. We made it a priority to provide support and compensation at highly competitive levels. Our faculty hiring strategy also reflects our abiding commitment to creating an inclusive community that embraces difference. Over the past decade our faculty has continued to diversify. The numbers of women in the faculty of Arts and Sciences has increased, with women now accounting for 37% of the tenured faculty and 48% of the non-tenured tenure-track faculty. As of fall of 2009, minorities comprised 14% of the Arts and Sciences tenured and 24% of the non-tenured tenure-track faculty. We undertake multiple efforts to retain faculty and develop a pipeline for the faculty of the future. The numbers of women and minorities are also increasing in the professional school faculties. At the Tuck School, 12% of the tenured faculty is female, and 55% of the non-tenured faculty on the tenure track are women. Tuck's minority faculty accounts for 15% of the senior and 18% of the junior faculty. Further, at both Thayer School and the Dartmouth Medical School the percentages of women and minorities at the junior level exceed the percentages that are tenured, indicating the potential for future overall growth.

Dartmouth's curriculum has evolved over the decade. Careful addition of many new courses and exciting programs has significantly enhanced the quality and distinctive nature of the undergraduate experience. Growth areas include: International study, interdisciplinary thinking, independent learning, and access to emerging disciplines. About 60% of the students in each class study abroad for a full term in another country. Dartmouth faculty supervise and teach these programs, and ensure they coordinate well with our curriculum and research opportunities; a standing faculty committee regularly reviews these programs. New language programs in China, Korea and Morocco together with non-language study abroad programs— Engineering in Thailand, Anthropology and Linguistics in New Zealand, and South Asian and gender studies in India – have been added recently.

We have also intensified our support for other programs with a high positive impact on our students. For example, the Women in Science Project (WISP) offers first- and second-year women students hands-on internships with faculty and graduate student advisors and sponsors a mentoring program to encourage women to pursue Science, Technology, Engineering, and Mathematics (STEM) majors. Faculty members from all schools participate. The most recent external review of that program concluded that it has served as a national model and created a positive student culture for research and scholarship, which benefits both male and female students. In addition to non-credit bearing chances for one-on-one research and creative practice with faculty such as WISP, more than 1,000 credits were given to students for independent work with faculty in 2009. The College Course program at Dartmouth provides a venue for new interdisciplinary courses. It sponsors eight to ten such courses each year and is a significant source of curricular innovation.

There have been a number of curricular changes since the last reaccreditation. Undergraduate graduation requirements remain similar, but some general education requirements have changed. We redefined the categories for our three "World Culture Requirements" from "European, North American and Non-Western" to "Western Cultures, Non-Western Cultures and Culture & Identity." The requirement that students take a course labeled as "interdisciplinary" was eliminated. The faculty felt that a single interdisciplinary course requirement was no longer necessary because so many courses and programs had evolved to directly incorporate interdisciplinary learning. The faculty also

reinforced and strengthened the laboratory requirement for all students. These changes were approved by a vote of the full Arts and Sciences faculty following intensive debate and review.

Graduate level curricular offerings also continued to grow and change. Oversight for these changes is the responsibility of a recently created faculty Graduate Council chaired by the Dean of Graduate Studies and established for this purpose. New academic tracks were created in Genetics and Microbiology, and a joint training program was created in Experimental and Molecular Medicine, thus bringing together two other programs. Support for the Office of Graduate Studies was increased. A pioneering program in professional ethics was created as a requirement for all incoming graduate students. Staff, faculty and students also developed many seminars in professionalism, data management, authorship and mentoring.

Other important developments to support faculty teaching and academic programming include the creation in 2004 of a new cross-cutting Institute of Writing and Rhetoric (IWR). Through a variety of initiatives, the IWR has substantially strengthened opportunities for students to develop excellent skills as writers and as oral communicators. IWR oversees first-year writing courses and ten new speech courses as well as facilitates faculty discussions about ways to improve writing instruction. It provides support for writing in a foreign language, is developing new metrics to assess improvement in writing, and collaborates with institutions around the world. The IWR also provides graduate students with opportunities such as ESL support services and extensive professional development and on-the-job training opportunities.

The Dartmouth Center for the Advancement of Learning (DCAL) was also created in 2004. DCAL supports faculty, post-docs and graduate students in all schools in the use of technology in instruction and in discussions of teaching methods. It offers workshops, small group meetings, and one-on-one consultations, focusing on topics such as the basics of teaching and learning, syllabus design, and writing a teaching statement. DCAL, together with the Office of Outreach, provides communication training and opportunities to teach beyond campus. With help from DCAL, in 2009 the Arts and Sciences adopted a set of “Teaching Guidelines for Faculty” which, among other things, asserts that the syllabus for every course should include a statement of the learning goals or objectives for the course.

The last NEASC review noted that Dartmouth lacked a standard procedure for assessing courses. In 2006, Arts and Sciences initiated a mandatory web-based evaluation system for most graduate and undergraduate courses (including Thayer and DMS). This system provides reliable data for assessing student’s perceptions of the strengths and weaknesses of each of their courses. Professional school courses are also routinely evaluated in Thayer, Tuck and DMS by their respective accrediting bodies.

STUDENT BODY

The student body continues to become stronger in its academic profile and more diverse in terms of both its ethnic and its socio-economic makeup. Thousands of students with excellent academic achievement in secondary school apply to Dartmouth. Ninety-one percent of students in the Class of 2013 were ranked in the top 10% of their high school class, consistent with prior classes. The median SAT score for recent incoming classes in each of the three tests (Critical Reasoning, Math, and Writing) was 730. The strength of Dartmouth's incoming class relative to national SAT results is notable. The College Board reported that SAT scores for all college-bound seniors in 2009 at the 95th percentile were 700 Critical Reasoning, 720 Math, and 690 Writing.

The class continues to be closely balanced between males and females. Students of color comprise 39% of the Class of 2013 compared to 30% of the Class of 2009. The proportion of students on

financial aid has grown from 47% to 52%; of first generation college students from just over 11% to just under 14%; and of international students from 5.5% to 7.3%. During the past several years Dartmouth also has made a special effort to attract veterans of the wars in Iraq and Afghanistan.

Graduate students in PhD programs have increased to 48% women, and stayed at about 28% international, with about 8% reported as minority - an increase from 4.9% in 1997. The application for graduate studies has been updated to capture socioeconomic data such as first generation in post-graduate studies. One year of data show 38% of matriculants are the first in their family to pursue post-graduate training. Online recruiting and attendance at several diversity recruiting fairs per year have contributed to the gradual increase in the number of minority graduate students. We expect to identify additional means of fostering diversity and are currently engaged in evaluation of the demographic information secured through our updated questionnaires.

Dartmouth also strengthened and restructured several departments to meet student needs. In 2004 we designed a new office to provide undergraduate pre-major advising in the Dean of the Faculty. Student satisfaction with advising has improved: from 28% for the Class of 2000 to 41% for the Class of 2008. Further improvement remains a priority. The Office of Pluralism and Leadership (OPAL) was established since the last review to centralize support for issues related to gender, race, culture, sexuality, citizenship, and socio-economic class. OPAL offers leadership training and community outreach, along with student advising and support. The Student Accessibility Services office was made a separate unit to improve its services. The staff works with students, faculty, and staff to ensure that all aspects of the campus are accessible to all students with disabilities. Improving these services is a continuing priority.

In the past decade, we increased the number of staff assigned to assist graduate students. In 2004 a position for the director of recruiting and diversity was established to serve as a mentor and advisor to under-represented minorities. The assistant director of the newly created DCAL was charged to focus on program development and training in teaching effectiveness for graduate students and post docs. As part of the development of an Office of Outreach (begun in 2006), the director of outreach was instructed to help graduate students and post-docs, as well as faculty in all schools, develop the public outreach components of their research proposals.

STRATEGIC PLANNING

Since 1999, Dartmouth has engaged in planning and assessment in all of its operations. The booklet titled, *Dartmouth College: Forever New—A Strategic Vision for Tomorrow* reflects the strategic planning process, completed in 2002, which guided initiatives and fundraising for the 2004-2009 capital campaign. Results from that planning were evaluated in 2008 and publicized in a report titled *Forever New: A Ten-Year Report*. In 2005 Dartmouth engaged McKinsey & Company to review aspects of Dartmouth's administrative structure. McKinsey representatives interviewed many people, examined data provided by Dartmouth, and considered practices at peer institutions prior to making several high-level recommendations for improving communication and administrative practices and accountability. Three working groups reviewed the report and implemented changes in our administrative structure and functioning.

Planning and review routinely take place in academic and non-academic departments. For example, the Thayer School of Engineering engaged a consulting firm in 2006 to help publicize the school's identity and undertook a faculty-led planning process that identified two academic foci for faculty hiring and investment. In 2007, strategic planning by the Tuck School resulted in plans to increase faculty size, change core curriculum, and ensure that all students graduated with a global perspective. The Dartmouth Medical School entered into comprehensive planning in 2008-2009; seven

subcommittees examined all areas of the school's activities and made recommendations for future directions.

Since 2006, the Arts and Sciences departments and graduate programs have been required to be reviewed by a committee consisting of three external and two internal members on a seven to eight year cycle. This program is in its 4th year and 21 departments have undergone review since our last reaccreditation. Each department or program produces an extensive self-study describing changes since the previous review and outlining strengths and challenges. The review committee uses that study and its own findings during an on-campus visit to write a report, which informs the deans, Provost and the program. All departments in the Provost's area have undergone similar reviews involving self-study and a visit by a committee with internal and external members.

FACILITIES

Planning has been crucial to managing extensive growth of Dartmouth's physical plant. Roughly 33% of new building space has been constructed since 1999: New buildings contain 1.6 million gross square feet (GSF) out of the total 6.5 million GSF at Dartmouth. Much of this is in academic facilities, including new buildings at Tuck and Thayer and a major addition to the library. Formerly dispersed in three buildings, Mathematics and the Psychological and Brain Sciences departments are now located in new, state of the art buildings. A new wing in the library houses the History Department, and another new building houses three interdisciplinary academic centers. A Life Sciences Center, for the Department of Biological Sciences, and a new building for the Departments of Studio Art and Film and Media Studies are currently under construction.

Over the same time, we constructed new residence halls with 564 beds for undergraduates as well as 110 on campus units for graduate students in Arts and Sciences, 27 residential units nearby, and 180 on-campus units for Tuck students. These units are attached by common areas and study rooms for academic use. Graduate student housing at Sachem Village was renewed and replaced with 250 higher quality units. We upgraded athletic facilities (e.g., major renovation of the main gymnasium, new field and varsity house for football, new facilities for soccer, lacrosse, baseball, tennis and rugby). Building sustainably has been at the forefront in planning for all new construction and renovations. Recently opened buildings were built to LEED standards of silver or gold, and the goal of making buildings energy efficient has gone beyond the specific measures that are part of the LEED standards. Attempts have been made to change individual behavior as a way of reducing energy use. For example, real-time energy monitors were installed in some of the residence halls so that students can see just how much energy is being used and they were educated on how to make reductions.

Goals identified in the College's strategic plan have driven all campus construction. New facilities have been built to relieve overcrowding in several departments, replace unserviceable buildings, and add living space for graduate and professional students. A Campus Master Plan developed during the 1990s and revised in 2002 guided decisions regarding the location and design of these facilities. A new master planning process will be initiated to direct the next stages of campus development.

INFORMATION SYSTEMS

As the Libraries and Computing Services look to the future, planning and evaluation have taken on increasingly important roles. Rapid growth in electronic resources has changed libraries, and our libraries have responded quickly. They have been at the digital forefront: licensing a wealth of content to provide user-friendly access, testing and implementing new search engines to access online information and databases, experimenting with open access book publishing (with the University Press of New England) and article publishing (as an original signatory of the Compact for Open Access Publishing Equity). Planning also is focusing on growing needs for storage, building

collections and expanding into new areas, and having sufficient staff to manage the increasing scope required of a first-rate research library. Recent budget constraints have made this planning effort especially critical, as Dartmouth is committed to leadership in Libraries and Computing Services. Computing also has quickly evolved, changing hardware, software and infrastructure to support the campus. To provide more server capacity and redundancy in case of a catastrophic event, a second machine room was built several miles from campus. Dartmouth has been a leader in creating secure internal networks. Our Cyber Security Initiative focuses on state of the art tools for protecting information systems and we hired a Chief Information Security Officer to ensure all who use the network are fully aware of safe practices. To support classroom technology, Computing Services, often in collaboration with DCAL and the Library, provides faculty training. Assistance for faculty includes a Learning Venture Fund for initiatives to employ innovative technology, supporting use of podcasts and video-casts and Blackboard™. A key issue is the development of a strategy for preserving and maintaining access to information as the digital world evolves and as more and more information is stored only in digital form. The Libraries and Computing Services departments in collaboration with the Provost office have secured an Andrew W. Mellon Foundation grant to devise an institutional approach to this challenge that could then serve as a model for other institutions.

The web has become the central source for information about Dartmouth. It is used by faculty, students, staff, alumni and the general public to stay informed about the institution. Public Affairs and Computing Services continue efforts to ensure consistency and currency of information provided by multiple websites managed by different offices. As part of this effort, OIR now serves as Dartmouth's Office of Record and Chief Information Clearing House.

FINANCES AND FUNDING

The first decade of the 21st century has proved challenging for schools like Dartmouth that rely heavily on the endowment to support the operating budget. The “dot com bust” at the beginning of this period caused an abrupt fall in the endowment and budget cuts across the institution, while the more severe recession toward the end of the decade has required additional budget tightening: \$72 million was cut from the budget for the 2010 fiscal year, and President Jim Yong Kim has called for an additional \$100 million in reductions over FY2011 and FY2012. Yet, despite a 23% drop in the endowment's value between June 30, 2008 and June 30, 2009, it showed a 10-year annualized return of 8.2%. Dartmouth completed a \$1.3 billion capital campaign in December 31, 2009. Our faculty has been successful at generating research support. Grant funding has more than doubled in 10 years, and in 2010 is on track to approach \$200 million. Growth in the operating budget has supported strategic initiatives, including faculty growth, new facilities (cost of construction in most cases has been largely or totally covered by gifts; operating costs for new facilities have been added to the budget), and our need-blind admissions and financial aid policy. The percentage increase in financial aid has been the fastest growing part of the budget for years. Recent initiatives to improve financial aid packages accounted for only a part of that figure; other factors include the increasing number of students requiring financial assistance and increase in the average amount of need.

Oversight of research funding is centralized in the Office of the Provost under the purview of the Vice Provost for Research, who manages conflict of interest concerns. We established an institution wide Research Compliance Steering Committee and Research Compliance Network to handle compliance issues. A Clinical Trials Office was established in 2010 to oversee all non-federally sponsored trials in the Medical School, the College, Dartmouth Hitchcock Clinic and the Mary Hitchcock Memorial Hospital (the latter two are separate entities and not part of Dartmouth College). Through the Office of Sponsored Projects website, we publicize policies regarding integrity in research.

GOVERNANCE AND MISSION

Ultimate oversight for a non-profit institution is provided by its trustees. In 2007 in order to add expertise to enhance Dartmouth's educational mission, the Board voted to expand from 16 elected Trustees to an authorized total of 24 (the Governor of New Hampshire serves as an *ex officio* Trustee, and the Board has customarily elected each President as a Trustee). All additional Trustee seats are Charter Trustees, nominated and elected by the Board. Previously, the Board had equal numbers of Alumni Trustees (nominated by the Alumni Association) and Charter Trustees. This change in the allocation of Alumni and Charter Trustee positions has been the subject of litigation, with one of two lawsuits challenging the expansion still pending.

The initiatives since the last review have been in furtherance of Dartmouth's mission statement. In August 1999, relatively minor changes were made in the existing statement. In 2006-2007 a more extensive review of the mission statement, incorporating input from all constituencies, including the Trustees, was conducted. The review resulted in a more concise statement that is now accompanied by a set of "Core Values" as well as a description of "Our Legacy." The underlying purpose and tasks of the institution, to create knowledge and to prepare its students for a lifetime of learning and accomplishment, have remained constant and the singular focus of meeting those goals will continue to guide Dartmouth in the years to come.

STANDARD ONE: MISSION AND PURPOSES

DARTMOUTH COLLEGE

I. Description

Dartmouth has reviewed and revised its mission statement periodically throughout its history. In August 1999, newly inaugurated President James Wright engaged his administration in a review of the mission statement. The statement underscored Dartmouth's continuing evolution as an institution that valued outstanding academic research as well as excellence in teaching – an evolution that began under prior Presidents, notably presidents John Sloan Dickey and John Kemeny.

In 2006, President Wright revisited Dartmouth's mission statement. His conversations over eight years had revealed that many members of the College community would benefit from and welcome an opportunity to discuss the mission. Over the next ten months, small groups of faculty from across the institution, undergraduate and graduate students, staff, alumni/ae, and Trustees were convened. Groups were encouraged to identify characteristics that distinguished or defined how Dartmouth achieves its objectives. The goal was to ensure the mission statement encompassed the entire institution, was more concise, and included a clear set of core values in support of that mission.

From these discussions, successive drafts of the new mission statement emerged and each major draft was discussed with faculty, students, staff, alumni/ae, and Trustees. Iterations of the statement were posted on the College's website for feedback, and the resulting comments led to further revisions. Discussions with Trustees played a particularly important role in shaping the statement.

After this process, the Board of Trustees approved the new mission statement in 2007, reaffirming Dartmouth's goal to create an educational environment marked by academic excellence and the advancement of knowledge. The new mission statement follows.

Our Mission:

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.

Our Core Values:

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

Our Legacy:

Since its founding in 1769 to educate Native students, English youth, and others, Dartmouth has provided an intimate and inspirational setting where talented faculty, students, and staff – diverse in background but united in purpose – contribute to the strength of an exciting academic community that cuts easily across disciplines.

Dartmouth is committed to providing the best undergraduate liberal arts experience and to providing outstanding graduate programs in the Dartmouth Medical School (founded 1797), Thayer School of Engineering (1867), the Tuck School of Business (1900), and the graduate programs in Arts and Sciences. Together they constitute an exceptional and rich learning environment. Dartmouth faculty and student research contribute substantially to the expansion of human understanding.

The College provides a comprehensive out-of-classroom experience, including service opportunities, engagement in the arts, and competitive athletic, recreational, and outdoor programs. Pioneering programs in computation and international education are hallmarks of the College. Dartmouth graduates are marked by an understanding of the importance of teamwork, a capacity for leadership, and their keen enjoyment of a vibrant community. Their loyalty to Dartmouth and to each other is legendary and is a sustaining quality of the College.

<http://www.dartmouth.edu/home/about/mission.html>

II. Appraisal, Projection, and Institutional Effectiveness

In *Forever New: A Ten-Year Report*, President Wright observed that the new mission statement had provided faculty, students, staff, and alumni with an overarching purpose and a shared set of values to guide Dartmouth's work. This is evident in the ways the mission statement is used. For example, new employees are given a copy and provided background for how the mission statement was developed and consensus achieved. It is also included in admissions and development brochures, student and faculty handbooks, and is posted on the College's website.

In July 2009, the College welcomed Dr. Jim Yong Kim as its new president. President Kim has announced plans to begin the strategic planning process in the spring of 2010. Given his interest in greater collaboration across the institution it is likely that a review of the mission statement will be an important part of his strategic planning efforts to ensure the creation of a cohesive institutional vision. As part of this review we again will seek input from across the campus and look for new ways to engage the community in a discussion about how we enact our mission and purpose.

GRADUATE STUDIES AND THE PROFESSIONAL SCHOOLS

I. Description

Dartmouth's professional schools as well as the Graduate Studies Program in the Faculty of Arts and Sciences have been encouraged to develop mission statements, which are included below.

DARTMOUTH MEDICAL SCHOOL (DMS)

The mission of the Dartmouth Medical School is to improve health—locally, nationally, and globally. We do this by educating the leading physicians and scientists of tomorrow, generating new knowledge through research, and empowering all members of our community.

The vision is of a medical school

- *Where there are no barriers among research, education, and innovation.*
- *That translates discovery into better health for those we serve.*
- *That has a renowned impact on science and healthcare delivery.*
- *Whose success is intertwined with the success of its partners.*
- *That supports every individual in reaching his or her full potential.*
- *That is guided by the principles of integrity, service, and compassion.*

<http://dms.dartmouth.edu/about/mission.shtml>

THAYER SCHOOL OF ENGINEERING

The mission of Thayer School of Engineering at Dartmouth is excellence in teaching and research. Specifically, Thayer School seeks to:

- *Recruit the most able undergraduate and graduate students and prepare them for positions of scientific and technical leadership in industry, government, and education;*
- *Provide the best possible undergraduate and graduate instruction in scientific and professional aspects of engineering;*
- *Foster research activities which generate new fundamental knowledge and techniques and which draw upon the particular interdisciplinary strengths and resources of Thayer School; and*
- *Provide all students of Dartmouth with opportunities to develop a better understanding of the role of engineering and technology in modern society.*

<http://engineering.dartmouth.edu/about/mission.html>

TUCK SCHOOL OF BUSINESS

Tuck is a graduate business school at Dartmouth College with primary activities in two closely related and complementary areas:

Teaching

- *Full-time MBA degree program.*
- *Individual business courses for Dartmouth undergraduates and master of engineering management students at Dartmouth's Thayer School of Engineering.*
- *Non-degree programs for executives and other specialized groups.*

Scholarship

- *Research activities by a faculty of thought leaders.*
- *Dissemination of research findings through refereed and practitioner journals, academic and practitioner conferences and seminars, scholarly and trade books, textbooks, and teaching materials.*

http://www.tuck.dartmouth.edu/pdf/strategy_200905.pdf

GRADUATE STUDIES IN ARTS AND SCIENCES

Graduate Studies in Arts and Sciences developed a mission statement which was approved in 2010:

The Graduate Programs are an integral part of Dartmouth's mission, interlocking programs in Arts & Sciences with those related in the Engineering and Medical Schools. This alliance involves two fundamentally related goals: the education of future leaders and the creation of new knowledge at Dartmouth.

In accord with this mission, Dartmouth Graduate Programs seek to:

- *Recruit the most highly qualified, motivated, and diverse students*
- *Provide outstanding training opportunities for students to pursue research at the frontiers of knowledge and to ensure our graduates excel in their chosen careers*
- *Enrich Dartmouth's academic community through the promotion of learning, scholarship and professionalism*

II. Appraisal, Projection, and Institutional Effectiveness

The Dartmouth Medical School mission statement is included on their webpage and is referred to in many campus presentations. It appears in the AAMC Medical School Admissions Requirement (MSAR) publication, the most consulted guidebook for pre-medical students. The Medical School Dean's Office is working on a plan for further dissemination of the mission statement.

The Thayer School mission appears on their website, in various publications, and is referenced in many campus presentations. The mission statement is reviewed at times of reassessment or transition (such as the hiring of a new dean). Reviews are led by the Dean, with tenure track faculty serving as a committee of the whole. Tuck's mission statement appears on the Tuck School website and in various publications. The mission statement of Graduate Studies in Arts and Sciences appears on the website and will be reviewed yearly by the Council on Graduate Studies.

<http://www.dartmouth.edu/~gradstdy/about/>

STANDARD TWO: PLANNING AND EVALUATION

I. Description

Planning and evaluation at Dartmouth occur at all levels and functions — both centrally for the entire institution, and as important ancillary activities in divisions and departments. Increasingly, we are initiating cross-functional and cross-divisional planning to take advantage of economies of scale, efficiencies of shared tasks, and to promote collaboration and communication.

In the last decade the College has sought to improve long term strategic planning, transparency of decision-making, and communication with internal and external constituents. We have incorporated institutional data into our decision-making and planning processes and expanded our inclusion of relevant constituents and stakeholders in the processes.

DEPARTMENT/DIVISION-BASED PLANNING AND EVALUATION

Administrative and Strategic Planning and Review

Planning meetings are held regularly at the departmental level. Department directors generally submit an annual report listing accomplishments and challenges to divisional leadership. Division leaders regularly meet with department directors within their division to accomplish planning and review, including annual performance evaluations and individual goal setting. At the institutional level, the president holds regular meetings with senior leaders including: One Dartmouth (monthly) and Critical Implementation and Communication Issues Group (weekly). Staff with similar functions across divisions and schools meet regularly as members of standing and ad hoc committees to discuss relevant issues.

Most divisions hold annual retreats for planning and evaluation and undertake formal strategic planning exercises. For example, the Hood Museum of Art engaged in a multi-year process of planning, implementation, and evaluation, which resulted in purpose-driven development and measurable strategic aims. In 2008, the Finance and Administration division completed an integrated strategic plan that included a new mission statement and core values, as well as overall goals for the Division. The Library also has undertaken significant strategic planning (see Standard Seven).

Administrative evaluations in the form of external reviews are required for most larger administrative departments. The Provost and the Dean of the College divisions have multi-year review schedules and standard review templates for their departments. An external visiting team consisting of experts suitable to each department conducts a review of the department and provides recommendations to the relevant senior administrator. Feedback from the review is shared with the department.

Academic and Instructional Planning and Review

Academic and Instructional planning occurs many ways in the various faculties. Standing faculty committees in Arts and Sciences are charged to address issues related to academics and instruction at Dartmouth (<http://www.dartmouth.edu/~dof/committees/>). Division-wide faculty meetings occur at least once a term. Within each of four Arts and Sciences discipline areas (Sciences, Social Sciences, Arts and Humanities, and International and Interdisciplinary Studies), an Associate Dean is responsible for oversight and management of academics and instruction. Associate Deans and the Dean of Graduate Studies meet regularly with the Dean of the Faculty to discuss academic and

instructional issues, course evaluations, and curricular changes. The Provost chairs committees focused on academic planning, including both the Academic and Enrollment Planning Committees.

External reviews are required for each of the academic programs/departments in Arts and Sciences, including our off-campus and graduate programs. The reviews provide insight into more effective ways to make course content or pedagogy achieve learning goals and address each department's own strategic directions for both curriculum and research (see Standard Four for more detail).

The professional schools are required to demonstrate effective planning and evaluation processes to their respective accrediting agencies. In 2005, Dartmouth Medical School received its reaccreditation from the Liaison Committee on Medical Education (LCME). In 2008, Tuck School of Business obtained its reaccreditation from the Association to Advance Collegiate Schools of Business (AACSB). The B.E. degree program of the Thayer School of Engineering was reaccredited by the Accreditation Board for Engineering and Technology (ABET, Inc.) in 2010. Some programs within Dartmouth also maintain accreditation with discipline-specific certifying agencies (e.g., Master of Public Health at The Dartmouth Institute, the Hood Museum of Art). In 2003, the National Collegiate Athletic Association (NCAA) re-certificated our athletic programs.

Dartmouth is committed to providing all students with an exceptional education and is taking a systematic approach to assessing student learning outcomes. Departments are asked to post learning outcomes for minors and majors on their website and in appropriate print publications. The newly adopted *Teaching Guidelines for Faculty* stipulate that course syllabi should contain learning objectives and clear grading policies. Blackboard™ has been adopted as a course management tool used to: 1) facilitate communication with students about assignments and performance; 2) maintain course grades and clarify grading policies; and 3) increase opportunities for feedback and student engagement through collaborative technologies (e.g. blogs, wikis, podcasts — see Standard Seven for Blackboard™ usage information). Class materials, assignments and grading remain the instructor's purview, although these criteria are reviewed carefully by a standing committee before any course receives approval. Many faculty, recognizing the importance of assessment, are seeking new ways to evaluate student learning. Participation in the Dartmouth Center for the Advancement of Learning (DCAL) training has increased. This training focuses on improved course design, developing standardized instructional guidelines and course assessment tools, and discovering innovative instruction methods. The standardized course assessment process in Arts and Sciences also provides more systematic review of course and instructional quality. More information about the evaluation of instruction and assessment of learning outcomes can be found in Standard Four.

Faculty Planning and Review

Faculty planning is a priority for Dartmouth, particularly in the areas of growth, retention, and compensation. Growth has been designed to relieve enrollment pressures in certain classes or majors (e.g., Economics and Psychological & Brain Sciences); to remain competitive by expanding specialized course offerings (MBA, MPH); or to exercise leadership in the higher education market (e.g., Digital Humanities; MD-MBA program; Molecular and Cellular Biology and Program for Experimental and Molecular Medicine). Compensation levels are kept competitive by benchmarking to relevant salary databases (i.e., American Association of University Professors [AAUP]; American Association of Collegiate Schools of Business [AACSB]; American Society of Engineering Education [ASEE]; Association of American Medical Colleges [AAMC]). Dartmouth conducts an analysis of faculty compensation every 2 to 4 years to ensure internal salary equity.

Annual reviews and the tenure/promotion process are viewed as essential for faculty success. Arts and Sciences' tenure-track faculty without tenure and non-tenure track faculty are reviewed annually and

receive written and verbal feedback. The last NEASC review raised concerns about the clarity of the tenure process. Accordingly, the process and expectations for obtaining tenure in the Arts and Sciences have been revised. The evaluation process for promotion and tenure was edited for clarity and a new version approved by the faculty Committee on Policy (COP) and Committee Advisory to the President (CAP) as in 2009, is described in Standard Five and in the *Faculty Handbook* (<http://www.dartmouth.edu/~dof/handbook.html>). Dartmouth regularly conducts additional reviews and surveys of faculty to better understand faculty issues and concerns.

AREAS OF DARTMOUTH-WIDE PLANNING AND EVALUATION

College Strategic Plan

The strategic planning process undertaken in 2002 was documented in *Dartmouth College: Forever New—A Strategic Vision for Tomorrow*. This document has since been used as a guide for setting priorities. In 2008, a review of the goals and activities of the Wright Administration was presented in a document entitled *Forever New: A Ten-Year Report*.

In recent years, the College has focused on key initiatives to improve long-term, institution-wide planning and evaluation. Several of these are responses to pressing external societal and economic factors, while others are the result of internal analyses of needs, opportunities, and challenges. We have undertaken deliberative action in relation to facilities and related planning; budget reduction and resources management; and emergency response capabilities.

Facilities and Related Planning

Facilities planning relies extensively on our 2002 campus master plan update which reiterated our commitment to strategic campus growth. In the past decade, Dartmouth built 12 new structures and completed seven major renovations to meet identified academic, faculty, and administrative needs. Throughout this process, we retained our commitment to sustainable new construction and renovation. Other efforts to further sustainability at Dartmouth include establishing an Energy Campaign, forming an Energy Usage and Consumption Task Force, implementing a Strategic Energy Conservation Plan, hiring a Sustainability Manager, and developing methods to change behavior and integrate sustainability practices into our operations and culture (See Standards Seven and Ten for information on digitalizing records and our move to a paperless environment).

To achieve administrative efficiencies in key physical resources functions across Dartmouth, the offices of campus planning, real estate, facilities, environmental health and safety, and sustainability were consolidated under the Vice President for Campus Planning and Facilities in 2009.

Budget and Resources Planning

In 2008, in response to the global economic crisis, a series of strategic and carefully planned budget reconciliation processes were undertaken to accomplish necessary budget reductions. We were successful at meeting challenges for FY2010, and are still in the midst of a budget-reduction exercise for FY2011 and 2012. We formed a Strategic Budget Reduction & Investment initiative (SBRI; <http://budget.dartmouth.edu/process/index.html>) in fall of 2009. SBRI is led by the Provost and the Executive Vice President. This is an intensive full institutional effort at all levels and includes each division, department and school. Proposals were developed by each of the major divisions, including areas for reduction, investment, and new revenue opportunities. A website and open forums were held to solicit suggestions from the Dartmouth community. Proposals that met the College's goals and were aligned with institutional values were pursued. Implementation plans for all approved projects

include assessment and evaluation. To maximize efficiencies and gather sufficient input, several standing committees are involved in this process. The Budget Committee worked closely with committees of faculty and students as well as the members of the Presidential Administrative Form. Each Administrative Restructuring Team used a business re-engineering approach as it worked to increase savings and improve services. Proposed changes to academics, including the academic calendar, degree requirements, and enrollments were considered by the Academic Committee on Opportunities and Issues. This group focused also on new academic programs (e.g., combined degree programs, graduate programs, and other types of program investments). A regular schedule of communication about budget decisions has been maintained, and updates on the financial status of the College are posted on a dedicated budget website (<http://budget.dartmouth.edu/>). See Standard Nine for more about financial planning.

Emergency Planning

Increased concerns about the potential for acts of violence, natural disasters, and pandemic outbreaks, have led us to require every department to develop a new emergency management plan. We have expanded methods of communication with students, faculty, and staff in the event of an emergency. Emergency communication now includes automatic email and phone alerts and an “emergency notification” change to the Dartmouth homepage web site. In 2008, we participated in a Table-Top emergency simulation and several successful tests of the *DartAlert* phone system. In 2009, the College participated in a fully-functional, campus-based emergency exercise involving multiple areas of the College and several local emergency response teams. The New England Center for Emergency Preparedness provided assistance and evaluation. Rigorous tests of our emergency procedures indicate the College has made considerable progress and identify areas for further improvement.

Review of Administrative Functions

In 2005, McKinsey & Company, a management consulting firm conducted an extensive review of Dartmouth’s administrative structure and functions. The McKinsey team interviewed faculty, students, and staff and analyzed an extensive set of current and historical data on Dartmouth’s administrative functions along with data from other academic institutions. As a result of McKinsey recommendations, administrative working groups addressed issues related to communication and culture, hiring and retention, and professional development (<http://www.dartmouth.edu/~awg/>). A proposal for more transparent and integrated institutional annual planning and budget processes was also developed. To assess the organizational climate and evaluate the effectiveness of administrative initiatives, a staff survey was implemented. Results from this survey have been used in department and divisional planning, and are posted on the Office of Institutional Research (OIR) website (<http://www.dartmouth.edu/~oir/surveyresearchreports.html>).

SUPPORT FOR PLANNING AND EVALUATION EFFORTS

Support for planning and evaluation efforts is provided by the Office of Institutional Research (OIR). Created in 1999, OIR is centrally positioned in the Provost division and performs regular and vital research and reporting for Dartmouth. The director is a member of most senior management teams and proactively provides data to support decision-making and planning. OIR staff participate on college-wide committees on institutional data integrity, management and reporting, student assessment, and program evaluation. In 2006, the Provost named OIR the Office of Record and the Chief Information Clearinghouse for Dartmouth. As the official institutional source for data, OIR provides survey coordination for the college and undertakes a regular schedule of data collection and reporting across all areas and functions. Institutional-level survey reports, the Fact Book, and other relevant institutional data are posted on OIR’s web site. OIR also maintains an institutional data mart

and works with other departments to ensure data integrity. In 2009, reporting and research functions and assessment and evaluation efforts were consolidated by combining the Office of Student Affairs, Planning, Evaluation and Research (SAPER) with OIR.

UPDATE ON *FOREVER NEW* STRATEGIC PLAN AND COMPREHENSIVE CAMPAIGN

The planning process summarized in the document titled, *Forever New—A Strategic Vision for Tomorrow*, has guided Dartmouth's strategy for the past ten years. Many goals accomplished during the last decade can be viewed as benchmarks of Dartmouth's quality and distinctiveness. As of 2009, Dartmouth is one of the most selective colleges in the country, with a 12.6% admit rate and an unprecedented 79% growth in undergraduate applicants. Undergraduate admission is need-blind and financial aid has increased from \$24.5 million in 1998 to \$65 million in 2009. See Standard Six for more information about Admissions and Financial Aid.

Growth of instructional faculty in Arts & Sciences has been significant with 452 full-time equivalent (FTE) in AY2008-2009, up from 389.6 in AY1998-1999. As a result, our undergraduate student-faculty ratio has improved 20% (to 8:1); small classes have grown to 63% and large classes decreased to only 9%. Opportunities for both undergraduate and graduate students to work with faculty have also increased with additional faculty. We prepare students well for the global context in which they will live and work; Dartmouth ranks first among Ivy League Schools for study abroad participation with 48 off-campus programs in more than 20 countries. To better align our physical infrastructure with the growth in students, faculty, and programming, we invested \$1.1 billion in new facilities.

Our seven-year fundraising campaign raised a total of \$1.3119 billion, exceeding our \$1.3 billion goal. A total of 65,259 alumni, parents, friends, faculty, students, staff, and organizations participated in the campaign, including 70% of alumni. The campaign's many achievements include: establishing four distinguished endowed chairs and 16 endowed professorships in the division of Arts & Sciences, 14 endowed professorships in the professional schools; establishing five funds for scholarly innovation to support the early-stage research of faculty; raising \$122 million in undergraduate financial aid scholarship endowments; and constructing 19 state-of-the-art facilities to meet academic, residential, and athletic needs. Standard Nine provides more information on the campaign.

II. Appraisal, Projection, and Institutional Effectiveness

Dartmouth has grown and prospered during the past decade. The challenges and the opportunities we currently face are, to some extent, the result of our successes and rapid rate of growth.

Over the last 10 years, planning and review have become very strong components of all offices and functions. Yet, there are still more opportunities for integrated planning. Dartmouth prides itself on working effectively across divisions and schools, and continuous improvement of communication and planning between Divisions remains a major focus. A number of formal communication mechanisms (e.g. a daily email notice for faculty, staff, and students called D2U) implemented in the past few years have improved the flow of information. To address the budget shortfall in 2009, President Kim directed the central administration to expand its budget committee and many other working groups to include members from all schools. Frequent meetings and a number of cross-institutional working groups comprising faculty, students and administrators facilitated the budget process and created a culture of much broader communication and effectiveness. The strategic planning process begun this fall under President Kim will further strengthen the relationship between institutional, divisional and departmental planning and evaluation. Future plans include expanding membership of working groups and establishing structures to coordinate institutional communications and to track and assess key initiatives and projects that impact multiple constituencies and divisions.

Faculty growth over the decade has generally exceeded growth in the student population (See Data First Forms). We are fortunate that Dartmouth made this significant investment in faculty growth before the financial downturn. Over the last decade, Dartmouth also implemented a highly competitive compensation program. For example, since 2005, in the Arts and Sciences (including Thayer), compensation at the full professor level has been above the median of our peers, although we experienced a slight drop in 2008. Compensation at the associate level has been consistently above the median of our peers, and the assistant professor compensation levels have been at the median since 2006. Further, most indications are that our faculty are generally satisfied with the nature of their work; the climate, culture and collegiality; and work-life balance at Dartmouth (COACHE, 2006; 2008). We clarified the tenure promotion process, including featuring a discussion of tenure in new general orientation for incoming faculty; developing a faculty handbook which provides clear information on tenure procedures with explicit guidance for the candidate, the department, and the Associate Dean; requiring a meeting each spring between the relevant Associate Dean and each assistant professor to discuss progress and review expectations regarding teaching, research, and service; and providing a systematic review at the third-year reappointment in which departments, the relevant Associate Dean, and the Committee Advisory to the President analyze the candidate's teaching and research record, and provide an assessment of the likely prospects for tenure (from 2005 NEASC report). Future growth and research environment development will be a key area to analyze, to develop a vision of how academic strengths in Arts and Sciences and the professional schools can be leveraged into further funding and research.

Dartmouth's academic leaders are engaged in conversations about the design and implementation of systems of evaluation that predict student's long term success and learning. Many of our graduates achieve highly successful careers and make significant contributions to society. Our alumni clearly value their educational experience at Dartmouth (See S-Forms). The difficulty is to design a single, systematic program of evaluation that effectively assesses long-term learning by a population of highly self-motivated and independent learners; encourages a variety of learning styles; and involves extensive exposure to knowledge across multiple disciplines (See E-Forms). Nevertheless, we continue to work with our faculty and departments to identify methods for assessing learning in our courses, and where suitable to promote more systematic approaches. (See Standard Four for details).

The Dartmouth Center for the Advancement of Learning (DCAL) was founded in 2004 to provide professional development opportunities for Dartmouth's teachers (<http://www.dartmouth.edu/~dcal>). DCAL offers a wide range of services to faculty, postdoctoral students and graduate students, including workshops and consultations on syllabus and course design, assessment, use of BlackboardTM and other technology, class video and audio recordings, and one-on-one consultations. Recently, we addressed the challenge of providing faculty a common set of guidelines and course management tools for their work in the classroom. The faculty Committee on Instruction, in 2009, with assistance from DCAL and much faculty input, prepared "Teaching Guidelines for Faculty" (http://www.dartmouth.edu/~dcal/documents/Teaching_Guidelines_S09). They were adopted unanimously by vote of the Arts and Sciences faculty. These guidelines call for every course to include learning goals or objectives for the course and clearly articulated grading policies on the syllabus.

One of President Kim's early goals has been to develop a "range of qualitative and quantitative approaches to build a richer picture of the quality of pedagogical work across this campus, and to better understand the choices and strategies our great teachers apply to get results." As a first step he convened an interdisciplinary, informal group of faculty and administrators who study a variety of issues in American higher education, including innovative teaching and measuring learning outcomes.

Administrative efficiencies and growth continued to be areas for self-evaluation over the last decade. The review conducted by McKinsey Corporation helped us better understand our administrative functions and highlighted the need to improve services and streamline. Subsequently, organizational restructuring to combine efficiencies and work functions across the College has occurred. Continued shifting of organizational structures will be needed to maximize economies of scale and efficiencies. We continue to collect data on our work productivity, processes, and workforce quality and use this information to modify, innovate and create a highly responsive organization.

The Dartmouth physical plant grew significantly since our last 10-year comprehensive review. We are committed to completing new buildings and renovations in an environmentally friendly and sustainable manner. Future challenges include balancing the need for growth with the relative lack of remaining space for further expansion and the desire to preserve the scale and sense of intimacy that has long characterized the campus. Given the expansion of the physical infrastructure, a new campus plan will be needed in the next few years.

Together with improving our long term strategic planning, transparency of decision-making, and communication with internal and external constituents, we have significantly improved the access to and integrity of our institutional data and bench-marking sources. We made a concerted effort to increase the data set available for internal decision-making, and to make more information available to the public (see Standard Ten). An extensive set of current and historical Dartmouth data now are publically available on the OIR website and updated every year (<http://www.dartmouth.edu/~oir/>). Moving forward, we plan to set bold goals for 1) increases in transparency, 2) self-assessment and improvement using valid metrics for gauging success, productivity and efficiency every year, 3) maximum use of institutional datasets, and 4) adopting innovative information systems that will allow Dartmouth to become a leader in many areas of higher education related to information management.

As described above, Dartmouth has well-established practices of evaluation and assessment across the institution and within divisions. Over the last decade we have strengthened the culture of assessment by helping faculty and staff to develop the expertise to collect and analyze data effectively. The College regularly conducts special assessments of planning functions and will continue to do so as the strategic planning process begins in earnest this year.

STANDARD THREE: ORGANIZATION AND GOVERNANCE

I. Description

THE BOARD OF TRUSTEES

Dartmouth College is a New Hampshire non-profit corporation established by a Royal Charter granted in the name of King George III of England in 1769. The Charter created Dartmouth as a school “for the education and instruction of Youth of the Indian Tribes in this Land in reading, writing, and all parts of Learning which shall appear necessary and expedient for civilizing and Christianizing Children of Pagans as well as in all liberal arts and sciences and also of English Youth and any others.” The legal name of the corporation, as set forth in the Charter, is “Trustees of Dartmouth College.”

The original Charter provided for a Board of Trustees of twelve members, all of whom were identified by name. The Charter provided that the Governor “from time to time” (i.e., during incumbency) was a Trustee *ex officio*. (Although the Governor has the same rights and responsibilities as any other Trustee, in recent years the Governor has not played an active role on the Board.) President Eleazar Wheelock was among the original named Trustees. It has been the Board’s custom to elect each President a Trustee although the President is not explicitly an *ex officio* Trustee.

The Board has voted to expand the number of elected Trustees (Trustees other than the Governor and the President) on several occasions, most recently in 2007 to not more than twenty-four. Elected Trustee positions are designated as “Charter Trustees” or “Alumni Trustees.” Charter Trustees are nominated and elected by the Board itself; Alumni Trustees are nominated by the Association of Alumni and elected by the Board. Duties and powers of all Trustees are the same.

The allocation of trusteeships between Charter Trustees and Alumni Trustees has been the subject of recent controversy and litigation. Three years ago the Governance/Nominating Committee of the Board conducted a major governance study and recommended a number of changes to the size, composition, and organization of the Board. For many years prior to that study, elected Trustee positions were allocated equally between Charter and Alumni Trustees. Based on the study’s recommendation, in 2007 the Board voted to authorize eight additional Charter Trustee positions (bringing the total number of Charter Trustee positions to sixteen) while maintaining the number of Alumni Trustee positions at eight. This change was unsuccessfully challenged in two lawsuits filed in New Hampshire state court. To date, the Board has filled six of the eight Charter Trustee positions created in 2007. A list of current Trustees and their biographical information may be found at <http://www.dartmouth.edu/~trustees/>.

The Charter does not specify any term length for Trustees, but the Board has adopted guidelines for Trustee terms. Currently, all elected Trustees serve four-year terms and normally no more than two terms. The Charter grants the Board authority to establish such “ordinances, order and laws as may tend to the good and wholesome government of said College” Other functions of the Board set forth in the Charter include the appointment of faculty and principal administrative officers, the purchase and disposition of real property, the awarding of degrees, and the selection of new Trustees (other than the Governor). In short, the Charter grants the Board ultimate responsibility for the financial, administrative, and academic affairs of the College.

The College has no bylaws. Matters of Board organization and procedure are addressed in Board votes taken as needed. As a result of the 2007 governance study, the Board requested that the

Governance/Nominating Committee draft bylaws for the Board’s consideration. The draft is currently in process.

The governance study also resulted in a reorganization of the Board’s committee structure. As revised, the committees are:

Academic Affairs Health Sciences Subcommittee	Governance/Nominating Committee on Trustees
Alumni Relations	Investment
Compensation	Master Plan and Facilities
Executive	Student Affairs
Finance Audit Subcommittee	

Members of the Board of Trustees also serve, alongside non-Trustee volunteers, on “boards of overseers,” “boards of visitors,” and other volunteer boards that advise the Trustees and senior administrators on the operation of the three professional schools and a number of component and affiliated organizations of the College, including the Hopkins Center for Performing Arts, Hood Museum of Art, Rockefeller Center for the Social Sciences, John Sloan Dickey Center for International Understanding, and the Tucker Foundation. These boards are advisory and have no legal governance authority. The groups vary in size and membership, but in order to enhance communication between these groups and the Board of Trustees, most have Trustee members as well as *ex officio* membership by the President and Provost.

Currently, the full Board of Trustees meets four times per year — November, February, April and June — plus a two-day retreat in September. Because of its relatively small size, Dartmouth’s Board is able to be a truly working board. Although it relies on its committees to address matters in depth, all significant business and policy decisions are discussed and decided by the full Board. The Board’s Executive Committee confines itself to acting on routine matters requiring action between regular Board meetings and does not make major policy or business decisions.

As noted above, the College maintains a Committee on Trustees (COT) which on an ongoing basis identifies individuals who have the skills, experience, and other personal qualities to serve the College as Trustees, members of advisory boards, or in other capacities. The COT also includes representatives of the Alumni Council. The COT works closely with the Board’s Governance/Nominating Committee (which selects nominees for Charter Trustee positions) and the Nominating Committee of the Alumni Council (which proposes alumni to run in nomination elections for Alumni Trustee positions).

The Board conducts an annual self-assessment of its performance and performance reviews of each Trustee being considered for reelection. Occasionally, the Board has engaged the services of an outside consultant to facilitate more in-depth reviews (usually in the form of Board retreats) of the Board’s structure and functioning.

In 2007, the Board adopted a *Statement on Governance and Trustee Responsibilities* to “inform prospective trustees of what is expected as a Board member, provide guidance concerning Trustee conduct, and serve as a basis for self-evaluation and evaluation of Trustees in the course of Board service.” The Board consulted with the Association of Governing Boards and other organizations with expertise in non-profit governance, and studied governance policies of other colleges and universities. The *Statement* sets forth expectations with respect to fiduciary responsibility, advancement of the institution’s mission, and maintenance of Board integrity.

THE ADMINISTRATION

Under Dartmouth's Charter, the President is the chief executive officer with full-time responsibility to the Board of Trustees for implementation of approved policies and programs throughout the institution. The President is advised by various committees of senior administrators which meet on a weekly, monthly or once-a-term schedule. He also meets individually with senior administrators as necessary. Principal administrative officers reporting directly to the President are the: Provost; Chief of Staff; Executive Vice President and Chief Financial Officer; General Counsel; Secretary to the Board of Trustees; Vice President for Campus Planning and Facilities; Chief Investment Officer; and Senior Vice President for Advancement. The Dean of the Faculty of Arts and Sciences is a dual report to the President and Provost. Additionally, several other Vice Presidents have dotted lines to the President.

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

The Provost, as the chief academic officer of the College, oversees Dartmouth's four Faculties with the President. The Provost is also responsible for all other programs and activities in direct support of faculty and students in pursuit of Dartmouth's academic mission. The latter includes libraries, computing services, sponsored research, institutional research, undergraduate admissions and financial aid, the museum, the performing arts center, academic centers in such areas as ethics, humanities, and international studies, and Dartmouth's hosting of and membership in the University Press of New England consortium.

The duties and responsibilities of all administrators are clearly set forth in position descriptions, and open searches are regularly conducted to fill vacancies. Senior administrative officers serve at the pleasure of the President. Senior academic officers are generally appointed for four-year terms with consideration for reappointment based on major performance reviews. Annual performance evaluations are also conducted in connection with salary reviews that involve the President and the Compensation Committee of the Board of Trustees. The President's compensation is reviewed and approved annually by the full Board.

The College also altered its policies for developing and modifying institutes and centers, and adopted new policies for consensual relationships between instructors and students (Page 28-29, <http://www.dartmouth.edu/~dof/pdfs/FacultyHandbook.pdf>) and between supervisors and staff.

THE FACULTY

Faculty members hold primary appointments in one of four Faculties: Arts and Sciences, Tuck School of Business Administration, Thayer School of Engineering, and Dartmouth Medical School. Each Faculty is primarily responsible for the educational programs, academic personnel, degree requirements, and related resource allocations in its school. Such oversight extends to all affiliated off-campus programs, continuing education and similar activities. Members of the four Faculties are also members of the General Faculty of Dartmouth College. The organization and governance structure of the four Faculties and the General Faculty are discussed in the chapter on Standard Five.

Deans and other members of the faculty provide valuable advice directly to the senior leadership of the College through academic or academic-administrative committees. For example, the Committee Advisory to the President, consisting of elected members of the Faculty of Arts and Sciences, directly

advises the President on tenure and faculty promotion decisions in the Arts and Sciences and other matters of consequence upon which the President may seek their advice.

Through parallel committees in Dartmouth's three professional schools, deans are similarly advised by faculty members. Deans are also directly involved in the development and review of matters of interest to the faculty that are considered by the Board of Trustees. Deans consult closely with the Board's committees on Academic Affairs, Master Plan and Facilities, and Finance, among others.

STUDENTS

Dartmouth students participate in governance of student activities and College governance activities generally. The Student Assembly (SA), an undergraduate student organization, and the Graduate Student Council (GSC), which includes representatives from the three professional schools and the graduate programs, are student-run governing bodies dedicated to improving the quality of life for students. Both groups foster a sense of community by sponsoring social and informational events and financially supporting student organizations. The GSC also acts as a liaison between graduate students and the College administration, advocating on behalf of graduate students with regard to areas such as academic programs, housing, transportation, insurance and family-oriented services.

Each of the three professional schools also has its own individual student government organization, and the graduate students have recently established a student senate, which allows for coordination among the students of the various graduate and professional school programs.

Students also have the opportunity to participate in a variety of College governance activities such as:

- Service on search committees for senior officers (e.g. President, Dean of the College);
- Membership on numerous faculty and administrative committees, including: Advisory Committee on Investor Responsibility, Campus Planning and Design Committee, Council on Honorary Degrees, Committee on Instruction, Committee on Standards (adjudicates student disciplinary cases), Organizational Adjudication Committee (adjudicates disciplinary cases involving student organizations), Council on Libraries, Council on Computing, Student Budget Advisory Committee (consults on budgetary matters pertinent to student issues);
- Meeting with the Board of Trustees' committees on Student Affairs and Academic Affairs;
- Meeting informally with senior College administrators (such as the President and Dean of the College, both of whom have weekly open office hours, and the Provost, who chairs the Student Budget Advisory Committee) and members of the Board of Trustees.

ALUMNI

The 69,000 living Dartmouth alumni are a vital source of support and guidance for the College. In addition to operating organizations devoted to alumni activities, alumni contribute to the College's overall governance on an ongoing basis. Alumni are more extensively involved in governance at Dartmouth than at most of its peers. The two principal Dartmouth alumni organizations are the Association of Alumni of Dartmouth College (consisting of all members of graduated Dartmouth undergraduate classes and all other holders of Dartmouth degrees) and the Dartmouth Alumni Council. The latter is a body of approximately 120 alumni who represent classes and various alumni groups and meet twice annually to familiarize themselves with the state of the College, address a range of matters of interest to alumni, and communicate alumni sentiment to the administration. The alumni of the graduate and professional schools also have individual alumni organizations.

Alumni nominate members for Alumni Trustee positions on the Dartmouth Board of Trustees through an alumni-wide balloting process conducted by the Association of Alumni. Dartmouth has one of the highest percentages of alumni-nominated trustees in its peer group (31% at Dartmouth vs. an average of 17% for other schools with alumni trustees). In 2007, as per recommendation of its governance study, the Board created a standing committee on alumni relations.

Recently, governance has been a major focus of activity on the part of alumni. In 2007, the Alumni Council, by amendment to its constitution, created an Alumni Liaison Committee to enhance communication between alumni and the Board of Trustees. The Alumni Council and Association of Alumni approved amendments in 2008-2009 to their own constitutions to reflect the precepts for Alumni Trustee nomination elections adopted by the Board of Trustees in 2007. The amendments reduced the number of candidates designated by the Alumni Council from three to no more than two, instituted a “one person, one vote” voting system, and required a majority (rather than plurality) winner in the Alumni Trustee nomination election.

In addition to the structures noted above, alumni leaders work closely with the Board’s committees on Alumni Relations, Student Affairs, Master Plan and Facilities, and with the many boards of overseers and other College advisory bodies. Alumni also serve on special committees for significant matters, such as the search committee for Dartmouth’s 17th President and the Committee on Trustees.

II. Appraisal, Projection, and Institutional Effectiveness

Students regularly meet with College leaders to propose changes to policies and administrative practices and work closely with the Dean of the College to evaluate the effectiveness of some of our most critical policies affecting students, such as the adjudication process. Administrative and faculty committees annually evaluate their membership, structure, and relevant policies as part of their ongoing efforts.

It has been nearly three years since the Board of Trustees approved changes to the size, composition, method of selection, and organization of the Board recommended by the Governance/Nominating Committee. During that time the Board has successfully appointed nine new charter members and two new members nominated by the alumni, seven previous members have completed their terms, and a new Chair for the Board has assumed office. In each case, the new procedures were followed well and the transitions have taken place smoothly. Legal challenges to changes in board governance have been denied in the courts, with the appeal of one challenge’s dismissal currently pending.

Looking ahead, Dartmouth will closely analyze how effectively the governance changes approved in 2007 support current and future strategic goals for Dartmouth. In particular, we will need to determine whether adding eight new Charter Trustee positions, mandating new procedures for the Alumni Trustee nomination process, and adding the new committees (alumni relations, academic affairs, and student affairs) fulfill the Board’s goals of securing the backgrounds, skills, expertise, and capabilities necessary to maintain and enhance Dartmouth’s educational programs and communicate effectively with College stakeholders.

STANDARD FOUR: THE ACADEMIC PROGRAM

I. Description

Dartmouth's academic program provides an outstanding liberal arts education for undergraduates and excellent advanced training for its graduate students. It is designed to be innovative, international and interdisciplinary. Dartmouth aspires to provide an experience for each student distinguished by breadth and depth, as well as individual connections with accomplished faculty members.

At the undergraduate level, this mission is advanced through shared 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. At the graduate level, Dartmouth's Master's and Ph.D. students engage in a curriculum that fosters their own creativity as well as intellectual partnerships with the faculty. Students graduate with an academic experience that has prepared them to have an impact on the world, to become leaders in their field, and to master an explosion of complex knowledge.

In the last decade, Dartmouth's academic program has evolved in important ways. For example, in response to faculty reviews, several adjustments have been made to the undergraduate curriculum that was implemented in 1994. In July, 2004 the College founded the Dartmouth Center for the Advancement of Learning (DCAL), to support the Dartmouth faculty's mission to provide the highest possible caliber of education. An online student course evaluation system was initiated in 2006 to ensure student feedback in all courses. Department and program external reviews were regularized in AY2007, and in 2009, the faculty of Arts and Sciences adopted a formal set of teaching guidelines.

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

Table 4-1. Degrees Offered by School

School	Degree offered
Undergraduate College	AB
Graduate Programs in Arts and Sciences	MA, MALS, MS, PhD, MD/PhD, MBA/PhD
Dartmouth Medical School	MD, MD/PhD, MD/MBA, MS, MPH, PhD
Thayer School of Engineering	BE, MS, PhD, MEM, MS/MD, MD/PhD , MBA/PhD
Tuck School of Business Administration	MBA

Dartmouth degree programs are certified by appropriate academic and professional societies as satisfying the established national standards for the degrees in question. Although there are a few "special" students admitted to take individual courses in the various schools, there are no programs leading to any academic recognition other than the full and formal degree programs. The Tuck School

issues a non-degree certificate to liberal arts college juniors and seniors for participation in the Tuck Business Bridge Program in its executive education program.

UNDERGRADUATE DEGREE PROGRAMS

The faculty of Arts and 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 controls the BE requirements.

All undergraduates are governed by the same academic rules with regard to meeting degree requirements. These are stated in appropriate publications. Pursuant to the authority of the Board of Trustees, the full Faculty of Arts and Sciences oversees these requirements and approves any changes to them after consideration by the appropriate faculty committees (see *Organization of the Faculty of Arts and Sciences Dartmouth College* (OFDC) [<http://www.dartmouth.edu/~dof/ofdc.pdf>]). The Committee on Instruction and the 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. The Office of the Registrar, following policies laid down by 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 course work and is applicable to the student's program. The publication *First Year: Class of 2013* (updated annually) describes policies (institutional, departmental) governing the awarding of credit or exemptions based on pre-matriculation work (SAT test scores, AP test scores, International Baccalaureate credits, etc.).

Courses are assigned one credit, and the Bachelor of Arts degree requires a student to earn 35 credits, either by passing Dartmouth courses or receiving approval for up to four transfer or pre-matriculation credits. While acquiring at least 35 credits, a student must also meet the following expectations:

- The general education requirements
- Completion of, or exemption from, a first-year writing course
- Completion of a first-year writing seminar
- Completion of, or exemption from, a language requirement
- Completion of a major

Students also must complete three terms of physical education and pass an untimed 50-yard swim test. Physical education activities are non-credit bearing and non-graded. The requirement can be met through: activity and non-activity wellness-oriented courses offered by the Athletic Department, participation on an athletic team or club, or off-season training for a sport.

General Education Requirements

The current general education requirements were implemented in 1994, replacing a divisional-based system (four courses each offered by humanities, science, and social science departments). The present system is based on two foundational ideas: first, students need exposure to different modes of

inquiry, and these are better captured by categories of knowledge than by divisional boundaries; second, students must have a critical understanding of how unique historical traditions and social categories impact the ways in which knowledge is created and shared. The first of these ideas is reflected in a set of “distributive requirements,” and the second in “World Culture requirements.”

Distributive Requirements

- Art
- Literature
- Systems and Traditions of Thought, Meaning, and Value
- International or Comparative Study
- Social Analysis (two courses)
- Quantitative and Deductive Sciences
- Natural Sciences (two courses)
- Technology or Applied Science

World Culture Requirements

- Western Cultures
- Non-Western Cultures
- Culture and Identity

One of the courses in the Natural Sciences or Technology/Applied Science categories must have a laboratory, field or experiential component. Among the Ivy League schools, only Princeton and Dartmouth include a laboratory course as part of the general education requirements. Certain courses satisfy both the International or Comparative category and a second category. Students can select which of the categories they wish to fulfill through that course. However, a given course can satisfy only one distributive requirement for any individual student.

It is possible for an individual course to have a designation for both a Distributive and a World Culture requirement, thereby making it feasible for a student to meet the various requirements with ten courses. Pre-matriculation and independent studies are not eligible to fulfill any of the general education requirements, though transfer courses can, with faculty approval.

The general education requirements are designed to provide a clear framework that indicates intellectual priorities for students, while also allowing a significant amount of personal discretion in course selection. This framework requires students to take courses that engage them with seminal thinkers and ideas, discoveries, and natural and creative forces that have shaped our world.

Since the last NEASC review, in response to faculty and student reviews, the current general education requirements have undergone four changes from their original form in 1994. The faculty voted to eliminate the “Interdisciplinary Requirement.” This requirement, which does not apply to the graduating classes of 2005 and later, had students complete one course from an approved list of courses that were interdisciplinary and taught by two or more faculty members, typically with appointments in different departments or programs. While the requirement reflected our long-standing commitment to interdisciplinarity, it caused two persistent logistical problems. First, in most years there were too few courses with the Interdisciplinary designation. Students found it difficult to find courses that interested them and fit into their schedules. More than once, interdisciplinary courses had to be created or “discovered” from existing classes so that seniors could fulfill graduation requirements. The lack of appropriate classes was a consequence of the way in which undergraduate course allocations are managed. Departments and programs are permitted to offer a specific number

of course-slots annually. When an instructor is assigned to a class, this constitutes one slot. If two instructors are assigned, this counts as two slots of the allotment. Under this system, Interdisciplinary courses were by definition at least twice as “costly” as regular courses, and required two (or more) academic units to provide one of their course slots. This, combined with the fact that Interdisciplinary courses often did not fit easily into the major/minor curricula of departments and programs, provided a disincentive for offering such courses. The second recurrent problem with many Interdisciplinary courses is that students often lacked familiarity with one of the disciplines represented in the class. For example, a course on “Music and the Brain” might require some background in musical theory and/or brain science. Students who lacked one or both often found it difficult to appreciate the interdisciplinary content. Finally, and most importantly, a majority of faculty felt that students in fact were being exposed to interdisciplinary thinking and learning throughout the curriculum. They argued that the constraint of requiring two instructors was neither effective nor necessary. The full faculty approved this curricular change after intensive debate and review.

A second change to the general education requirements was a revision to the three categories used for World Cultures. Since the 1994 curriculum review, students were required to pass one course in each of three areas: European, North American, and Non-Western. Beginning with the graduating class of 2008, the World Cultures categories became: Western Cultures, Non-Western Cultures, and Culture & Identity. The change reflected a wide-spread, though by no means unanimous, sense that the intellectual landscape carved out by the North American versus European terminology was not sufficiently distinct to merit two categories and that students would be better served by taking courses which explored social categories often used in constructing social identities, such as race, language, gender, and ethnicity.

Another alteration to the general education requirements was the transformation of the 1994 category “Philosophical or Historical Analysis or Religion” (PHR) to “Systems and Traditions of Thought, Meaning, and Value” (TMV), which began with the graduating class of 2008. Unlike the other Distributive categories, PHR was defined primarily in terms of discipline rather than a method of inquiry that spanned disciplines. Though this was not borne out entirely in the manner that the distributive category was assigned to courses (that is, there were courses outside of Philosophy, History and Religion that carried the PHR designation), there was consensus that this distributive was inconsistent with the philosophy on which the general education requirements were built. Therefore, PHR was replaced with TMV with the effect that most courses involving historical analysis were reclassified as appropriate for the Social Analysis category.

The characterizations of what constitutes a Technology/Applied Science (TAS) course and a laboratory course also have been refined. The issue that arose with the TAS distributive was whether such courses necessarily involved teaching students about how a particular technology worked or whether they involved applying and using a particular technology. For instance, one interpretation would allow a course that required the extensive use of Global Positioning System (GPS) devices and data to carry the TAS designation. A second interpretation would not allow the course to carry a TAS designation unless students also came away with a basic comprehension of how GPS technology works. The second, more restricted, interpretation was adopted by the Committee on Instruction in 2006 because the Committee determined that it best represented the original intent of the TAS. There was a similar need to delineate more clearly what constituted a laboratory class since a large number of courses involve some component of fieldwork, lab-based work or experiential learning, yet there is significant variation in the amount of time dedicated to this work, as well as how integral this component is to the objectives of the class. The following criteria were adopted in 2006 for the Laboratory Requirement. Students must:

- Get hands-on experience in preparation, direct observations, measurement and data collection

- Interpret data they have acquired
- Submit a written lab assignment that will be graded separately from the examinations on the lecture parts of the course, and
- Obtain a minimum of 20 hours per term in observation, measurement, acquisition and analysis.

While these adjustments to the distributive requirements are welcome improvements, there remains one persistent challenge in managing the system: the issue of categorizing courses whose content spans the boundaries of distributive areas. Courses are only allowed a single distributive designation (with the exception of “International and Comparative Study” as outlined above); thus, institutional decisions on course categorization are occasionally confusing to students who wish to count a course in a category that might well be appropriate but that is not the one approved for the course.

First-Year Writing Courses

The hallmarks of a liberal arts education include the ability to communicate clearly, to express oneself in a variety of contexts through the appropriate medium and to use the writing process as a means to think critically. As part of developing these skills, Dartmouth has, since the 1960s, offered a first-year, two-course sequence that requires most students to take an expository writing course (WRIT 2-3 or WRIT 5) and all students to take a writing course embedded in different disciplines (First-Year Seminar [FYS]). Among Ivy League institutions, Dartmouth's two-course sequence in the first year stands out; our peers, with the exception of Cornell, have a two-course requirement not limited to the first year (Yale), require only one composition course, or do not have a writing requirement at all. Enrollment is capped at 18 students per section in WRIT 5 and at 16 for FYS to ensure close interaction among students and faculty.

Reaching the full potential of this two-term sequence was compromised until recently by a lack of administrative coordination. Until 2004, the English Department oversaw the expository writing courses, while the seminars were organized through the First-Year Office with a directorship that rotated among faculty members from across the disciplines. There was also a Composition Center that provided writing assistance to individual students. As a result, first-year writing at Dartmouth developed pockets of excellence but lacked overall coherence. Therefore, in 2004 the various pieces of writing instruction were consolidated under a single administrative entity, now called the Institute of Writing and Rhetoric (IWR) [<https://www.dartmouth.edu/~writing/index.html>]. The IWR is charged with overseeing all of the first-year courses (along with other writing and speech courses), as well as student and faculty support for the courses.

Currently, about 25% of first-year students are exempted from the expository writing course requirement on the basis of their SAT verbal score. An internal review committee (the Ad Hoc Curricular Review Committee in 1999) and an external review (Review of the Composition Center in 2002) strongly recommended removing this exemption, recognizing the importance of a solid foundation for all students in writing, reading, and research beyond the secondary school level. Planning is underway to do so with a target of eliminating the exemption when funding is available.

The IWR has guided enrollments to enable as many students as possible within its resources to take a writing course in the first quarter. The writing sections are theme-based, and use available scholarship for the best ways to create contexts that enable students to learn college writing and use these skills beyond the first year. Faculty members are in frequent discussion with each other through professional development sessions, assessment work sessions, and informal events focused on judging writing competitions or sharing teaching materials. These discussions involve both writing faculty and FYS faculty from across the disciplines; this is important to the development, over the

next three years, of writing instruction beyond the first year, as the FYS faculty become “early adopters” of writing, reading, and research instruction strategies across the curriculum. The IWR will thus become a consultant to other departments and programs.

Language Requirement

To meet the language requirement, students must pass a foreign language course numbered 3 (e.g. French 3), demonstrate proficiency equivalent to three terms of study in one foreign language at the college level or be fluent in a language other than English. Students normally must complete the requirement by the end of their seventh term.

Most of Dartmouth’s modern language departments have developed Language Study Abroad (LSA) programs that provide students with the equivalent of two terms of college-level language instruction to complete the language requirement while living in an immersive setting. On such programs students live with a host family and take courses in grammar, literature and culture. LSA programs enable students to accomplish much more than fulfilling language requirements. They remain a vital part of Dartmouth’s commitment both to high quality language instruction and to international study.

Majors and Minors

The first-year writing, language, and general education requirements assure “breadth” (minimum of 11 courses of the 35 required for the degree), while the major (minimum of eight courses at an advanced level, plus prerequisites and the culminating experience) provides “depth.” Students may pursue an optional minor or major. Minors consist of at least six courses, no more than two of which can be prerequisites. Currently, about 50% of undergraduates undertake multiple majors/minors:

Table 4-2. Distribution of Completed Majors/Minors for Graduating Seniors

	Academic Year					
	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
One Major	55%	54%	53%	52%	55%	50%
One Major & One Minor	28%	26%	25%	26%	27%	28%
One Major & Two Minors	1%	1%	1%	2%	1%	3%
Two Majors	15%	17%	20%	19%	14%	17%
Two Majors & One Minor	--	1%	1%	1%	1%	1%
Three Majors	--	--	--	--	--	1%

As to be expected, the numbers of students choosing specific majors and minors varies significantly. Majors cluster in seven departments, each of which typically graduates 70 or more majors per year: Economics, Government, Psychological & Brain Sciences, History, English, Engineering and Biology. Currently, two academic units (Education and Jewish Studies) do not offer a major.

Each department and 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.

The structure of individual majors varies in terms of the overall number of courses, the number of prerequisites, the number of specifically required courses and the amount of stratification among courses. However, all majors include a “culminating experience.” The culminating experience, which was adopted in 1994, is designed to include an academically challenging project appropriate to the discipline. Typically it involves individual work (theses, directed research and writing, laboratory research, creative projects), senior seminar(s), group tutorials or colloquia, or some combination of these. The culminating activity affords students an opportunity to apply those skills and understandings learned in the major, and to engage in close collaboration with members of the faculty, thus providing an intellectual capstone for their undergraduate studies (see E-forms).

Developing effective culminating experiences poses different challenges and opportunities for smaller departments and programs. Although having fewer students opens opportunities for special attention, small entities also have fewer courses to accommodate scheduling conflicts or to provide many distinct culminating experiences for majors with different interests. The main challenge facing departments with a large number of majors is to provide an adequate number of courses or individualized learning experiences for their students in order to complete the requirement.

Undergraduate Research

The ability to participate in faculty research projects is a valuable complement to classroom learning for a significant portion of the undergraduate population. According to a 2008 Senior Survey (with 89% of seniors responding), over 25% of the graduating seniors had been involved with faculty in research projects during their junior year and about 24% during their senior year.

Table 4-3. Percentage of Graduating Seniors Participating in Faculty Research

	1st Year	2nd Year	3rd Year	4th Year
Faculty research no credit	6.1%	14.8%	20.9%	11.6%
Faculty research for credit	0.6%	2.2%	7.2%	12.3%

While many faculty members provide such research assistantships on an ad hoc basis, there are several College-wide programs that exist to facilitate student research opportunities. Examples include the James O. Freedman Presidential Scholars Program, the Women in Science Project and the Howard Hughes Medical Institute Fellowships.

The James O. Freedman Presidential Scholars Program was initiated in 1988. Each year, faculty are invited to submit project descriptions to the Undergraduate Advising and Research office, which then makes the descriptions available to students. Students interested in a particular project arrange to have an interview with the faculty member. After completing the interviews the faculty member selects up to two students to participate in the research. The selection process occurs in the sophomore year, and students spend two terms during their junior year as Presidential Scholars. Students receive a \$700 stipend for the first term; they can earn an academic credit for the second term or another \$700 stipend. In 2008-2009, 213 students participated under the supervision of 147 faculty members.

The Women in Science Project (WISP) was established in 1990 to address the under-representation of women in science, mathematics and engineering. WISP encompasses a range of activities, including a peer-mentoring network and an annual symposium, but research internships are at its core. First and second-year women spend up to ten hours a week for two academic terms working with science faculty members or researchers in nearby industrial or government laboratories. Students go through

an application and interview process in the fall term and then serve as interns for the winter and spring. In 2008-2009, 77 students served as WISP interns under the supervision of 58 sponsors.

Dartmouth is one of 50 institutions in the United States that have been selected for the prestigious Undergraduate Science Education Program Grant, which exists to strengthen and enrich science teaching at research universities. The grant has allowed the establishment of Howard Hughes Medical Institute Fellowships. As fellows, students work with a faculty mentor for seven to twelve hours per week for one or two terms. Fellows receive a \$750 stipend per term and are expected to present a poster at a symposium in the spring term. The interview and application process occurs in the spring prior to the academic year that a student undertakes the fellowship. For the class of 2012, 55 students were selected to be Fellows under the supervision of 55 sponsors (26 from the faculty of Arts & Sciences and 29 from the Dartmouth Medical School and Dartmouth-Hitchcock Medical Center).

Many students also pursue their own research projects under the supervision of a faculty member. Not uncommonly, such research is carried out under the rubric of an Independent Study, which allows students to earn academic credit. Indeed, Dartmouth faculty members currently direct more than 1,000 one-on-one individualized studies with undergraduates every year.

Funding for student research is available from a number of sources. The Office of Undergraduate Advising and Research provides grants of up to \$3,500 for full-time research that takes place during a leave term and up to \$1,500 for research during a residential term. In 2008-2009, 134 research grants were awarded. In addition, the Dean of the College Office, the Thayer School Dean's Office, the Leslie Center for the Humanities, the Dickey Center for International Understanding, the Nelson A. Rockefeller Center, the Neukom Center for Computational Sciences, and the Institute for Security, Technology, and Society all offer funding opportunities for student research.

International Opportunities

One of the signature pieces of a Dartmouth undergraduate education is studying off-campus, typically outside of the United States. In fall 2008, the College celebrated 50 years of sending students to study abroad. Currently, with 61% participation, Dartmouth is ranked first in the Ivy League and sixth nationally among doctoral institutions for students who study abroad, according to the *Open Doors 2009 Report on International Educational Exchange*.

Dartmouth students earn academic credit by studying off-campus in five ways. Foreign Study Programs (FSP) are designed by departments and programs to offer major-level courses. There are currently 25 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 Complutense de Madrid in Spain). Domestic Study Programs (DSP) are the domestic equivalent to FSPs. There are currently two DSPs (E.G., Earth Sciences field program, Government program in 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 six distinct LSAs and four distinct LSA+ programs.

Dartmouth has 24 exchange programs with other educational institutions in the United States and ten with institutions in other countries. Students participating on exchange programs are directly enrolled at the partner institution, enabling them to have a university experience very similar to that of a student of the host institution. Finally, students may independently arrange a transfer term at another

institution that is not part of a Dartmouth exchange program. As with exchange programs, independent transfer terms are counted toward the maximum of four transfer credits.

Dartmouth runs 40 to 44 programs in any given year in over 20 countries. Programs are offered every quarter, with fewest in the summer term (four in 2007-8) and most in the fall (19 in 2007-8). Overall participation in off-campus programs has remained steady over the last decade, averaging around 600 enrollments annually. (<http://www.dartmouth.edu/~oir/pdfs/offcampusprograms.pdf>)

Over the past decade, five new off-campus programs have been offered and more are in development. These new initiatives reflect a growing interest on the part of the faculty and the student body to have more opportunities to study in Asia and the Arabic-speaking world. Also in the last decade, four off-campus programs have been eliminated: Two French LSAs and one Italian LSA+ were eliminated because they were regularly under-enrolled; and an exchange agreement with Stanford University was not renewed because too few Stanford students were participating.

The off-campus programs are reviewed on a regular schedule (typically after every five offerings, though more frequently for newer programs) set by the Committee on Off-Campus Activities. The review involves an examination by the committee of directors' reports and of student evaluations, followed by a discussion with the chair of the academic unit that hosts the program. All aspects of the program are considered during the review: safety issues, pre-trip orientation, the quality of the academic experience, the nature of out-of-classroom experiences, the types of opportunities to interact with members of the host culture, the budget and so on. In recent years, the Committee on Off-Campus Activities has identified two needed changes to the review process. First, the evaluation form used by students to provide feedback on the programs must be reworked because it fails to elicit information on all aspects of the programs and it does not include a component that asks students to reflect on the ways that their off-campus activity has improved their cultural competencies. Second, there needs to be an assessment tool to measure the effectiveness of Dartmouth's programs in meeting their stated goals, such as improvement in language ability, increased cultural sensitivity, greater willingness to cross cultural barriers and intellectual growth in a discipline.

Dartmouth invests significant financial and human resources in developing and maintaining a rich variety of off-campus offerings for students. For almost all of the programs, a Dartmouth faculty member accompanies the students and teaches at least one of the three courses for which the students earn credit. This arrangement allows for direct oversight of the academic content of the programs and helps to ensure their quality. However, it is expensive to cover the travel and living costs of the faculty member and to replace the courses that the faculty member would normally teach on campus.

Three recurrent concerns surrounding Dartmouth's off-campus programs should be mentioned. First, fluctuating exchange rates and increases in the cost-of-living in most regions where Dartmouth has programs pose challenges to accurate budget forecasting and to containing costs. Second, the limited availability of residence hall openings on the Dartmouth campus, especially during the fall term, has brought about a situation in which the College depends on the off-campus programs to draw students out of Hanover. Moving particular programs from one term to another, or canceling a program must now be carried out with space pressures on our residence halls in mind. Both of these issues have been handled through good communication and cooperation among the relevant offices on campus. Third, certain students and disciplines are less well represented in Dartmouth's off-campus offerings than others. In particular, only three off-campus programs have been developed for advanced studies in science (the Biology FSP, the Environmental Studies FSP, and the Engineering Thailand exchange). Student-athletes, especially those with a winter season, report difficulty in negotiating the demands of training, practice, and game schedules with the desire to study off-campus.

Curricular Innovation

Departments and programs regularly evaluate courses to ensure that they are of high caliber and reflect areas of current significance in their respective fields. Usually, changes are relatively minor, involving the adjustment of an existing course or the addition of a new course. To facilitate this process of curricular innovation, departments and programs commonly use a “special topics” rubric that exists in their course listings. These topics courses do not have to be approved by any faculty body outside of the department or program (unless a general education designation is being requested). After two offerings of a topics course, they must be approved as a new course in the curriculum by the regular process of review by the appropriate Divisional Council and the Committee on Instruction. In this way, topics courses allow for easier experimentation and innovation.

Another venue for curricular innovation is a College Course. On an annual basis, a steering committee composed of faculty members from across the divisions solicits proposals for new courses that are interdisciplinary or experimental. Depending on the resources available for that year, eight to twelve courses are selected from among the proposals. College Courses provide a unique opportunity for faculty members to team-teach with colleagues in different departments, programs and divisions; to introduce courses that are currently not part of the curriculum; or to experiment with innovative teaching methods or new classroom technology. Though there is no explicit limit to the number of times that a specific College Course can be offered, the steering committee favors proposals for courses that have never been offered or have been offered just once. Occasionally, successful College Courses are adopted by a department or program and made a permanent part of its offerings.

In 2005, Dartmouth discontinued its Office of Speech (which consisted only of the Director) after the resignation of its Director who taught 5 speech/public speaking courses. The Dean of the Faculty then created an ad hoc faculty committee to explore the best way to reintroduce speech courses into the curriculum. The committee recommended that speech instruction be connected to the instruction of writing. In 2008 speech was reintroduced as part of the Institute for Writing and Rhetoric (IWR). There are now two full time faculty offering ten speech courses annually. They are active members of the IWR, thus creating a more comprehensive academic program with greater opportunities for integrating speech and rhetoric across the curriculum.

Since the last self-study report, new minors and majors have been added. A Neuroscience major was established in 2004 by the Department of Psychological and Brain Sciences. Students are expected to understand introductory neuroscience, cell biology and statistics. They are also expected to gain competency in calculus, chemistry, physics or computer science. The Dickey Center for International Understanding helped to establish a minor in International Studies which allows students coming from different departments to better understand the cross-cutting global forces that shape the vital issues of our day.

THE GRADUATE PROGRAM

Dartmouth has a long and distinguished history in graduate and professional education. Founded in 1871, the Thayer School is the oldest professional engineering school in the country, and the Tuck School is the oldest business school in the country (established in 1900). Dartmouth’s medical school is the fourth oldest in the country (started in 1797). The first graduate degrees in the Arts and Sciences at Dartmouth were conferred in the early 1800’s, but Dartmouth began modern-day graduate programs in the 1960s. Currently, Dartmouth offers the PhD in all Science Division departments including engineering, the Department of Psychological and Brain Sciences in the Social Science Division, and seven departments in the Medical School (Biochemistry, Physiology, Immunology and Microbiology, Genetics, Pharmacology/Toxicology, Experimental and Molecular Medicine, and

Evaluative Clinical Sciences). Dartmouth operates facilities of a sort typically found at a large research university, while maintaining the small size and intimate setting of a traditional residential liberal arts college, including on and near-campus housing for many graduate students. A Dartmouth education includes close student-faculty interaction at the graduate and professional levels, as well as the undergraduate level. Adequate numbers of distinguished full-time faculty (who are active research scholars and committed teachers) and other resources support these programs. The faculties of the professional schools include experienced professionals who contribute to the development of their field. Recent faculty growth has improved graduate student access to faculty even further.

Degree Programs

Currently, graduate programs in the Arts and Sciences at Dartmouth enroll about 650 students in eight Master's degree programs and sixteen PhD programs. Graduate degree programs exist in all three divisions of the Arts and Sciences (heavily concentrated in the Science Division), the Thayer School of Engineering (over 200 students), the Medical School (over 400 students) and the Tuck School (over 500 MBA students). The total graduate and professional student population at Dartmouth is approximately 1,700. The following summary refers only to Arts and Sciences/Medical School and Thayer School graduate programs offering the Master's and/or PhD degrees.

Arts and Sciences graduate admissions application occurs via an online service, "ApplyYourself". Reviews and decisions for admission are completed in each department or admissions program. Each graduate program produces its own program-specific brochures explaining its requirements and application processes. Once selected by a program, each candidate's credentials must receive the approval of the Dean of Graduate Studies prior to final acceptance.

Although difficult to quantify, it is nevertheless clear that, in the Science Division, the quality of faculty – as judged by research publications, grant support, and national stature – is synergistic with, and reliant upon the presence of strong graduate programs. Similarly, Dartmouth's graduate programs contribute to its national reputation and rank among peer institutions (the 2011 *U.S. News and World Report* shows Dartmouth ranked 9th overall among national universities and 1st in best undergraduate teaching), and its classification by the Carnegie Foundation for the Advancement of Teaching as a "Research University" with "Very High Research Activity."

In the past decade, the life-science education programs in Biochemistry, Genetics, Microbiology and Immunology, and Cellular Biology combined their resources in a new graduate program: the Molecular and Cellular Biology (MCB) Program, which has a large critical mass and is very competitive with peer institutional programs. Following this model, the Programs in Physiology, Pharmacology and Toxicology, and Neuroscience formed a new program called Experimental and Molecular Medicine (PEMM) three years ago. These programs link the Medical School and the College and are composed of closely related elements of the PhD programs in the Biological Sciences area. These provide a framework for recruiting and training students in increasingly interdisciplinary fields where the focus of the training is on the problem rather than confined to specific departmental walls. The students can tailor their training broadly to gain problem-solving skills rather than discipline-specific skills. The MCB program is being reviewed next year, and PEMM will be reviewed after it has run for a few more years.

In the Arts & Humanities, Dartmouth has chosen to create selective graduate programs that will yield high intellectual merit for students and the institution. Two small yet well-respected Master's programs run in Digital Music and in Comparative Literature. The music program produces graduates highly desired by the music and advertising industries. Both the Digital Music and Comparative Literature programs feed some of the best PhD programs in the country. The Psychological and Brain

Sciences PhD program is the only graduate program established in the social sciences, and has the distinct attraction of having its own 3 Tesla Magnetic Resonance Scanner. The program provides a solid foundation for its graduates to pursue post-doctoral positions and faculty appointments.

The Thayer School of Engineering offers two Arts and Sciences based degrees, the PhD and the MS degree. There are also two professional degrees, the Bachelor of Engineering (BE) and the Master of Engineering Management (MEM). The 1.3 year MEM program is offered in collaboration with faculty of the Tuck School of Business Administration. It has recently grown to matriculate about 50 students for each class. Enrollments have grown significantly in the PhD program, with up to 20 PhDs matriculating per year. The MS program matriculates between 10-20 students each year.

The Master of Arts in Liberal Studies (MALS) Program offers interdisciplinary graduate work. This program allows students to take classes during their first year and then spend the next year or two completing a research-based thesis project in one of three areas of liberal studies. Previously, the program included a large proportion of community members, teachers, or individuals contemplating a career change. However, over the decade, we have refined recruitment and development of new academic tracks. Matriculating classes have grown to about 40 students per year, with a significant increase in the numbers of international and fulltime students coming to Dartmouth from other parts of the country or world to participate in the MALS program.

Since the last review, Dartmouth Medical School (DMS) created an M.D. /PhD degree, where students complete their four years of medical training at DMS, and complete their PhD training in one of the Arts and Sciences graduate programs mentioned above. These students are at the top of the academic range, and usually complete their PhDs within four years. In the past year, Dartmouth partnered with the Tuck School of Business to create a PhD /MBA program that allows a few well-qualified graduating doctoral students to obtain an accelerated MBA degree.

Graduate Training

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, and 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.

DCAL offers a variety of support services for graduate students and post-docs in their current and future teaching. With support from Graduate Studies, DCAL created a full-time position for professional development of future faculty in 2007. Future faculty offerings include a teacher training series (focused on student learning, diversity, and course design), a TA series, a syllabus design series, teaching philosophy workshops, and consultations with individuals and small groups on teaching and teaching-related career issues. With the Office of Outreach, DCAL offers a series on communicating research to broad audiences and provides teaching opportunities in local schools. DCAL works closely with faculty on graduate training and assessment components of grants. IWR, described above, also provides graduate students with ESL support services and extensive professional development and on-the-job training opportunities.

Dartmouth's professional school and graduate program graduates assume highly competitive positions in and outside academia – whether they are post-doctoral fellowships, academic appointments, or jobs in business or government. Not surprisingly, students welcome co-curricular activities and opportunities focused around potential areas of work after completion of their degree. In

2009, about 14% of the Graduate Arts & Science students graduating with doctoral degrees became faculty or instructors, while over 48% obtained post-doctoral positions at major research universities. The remaining fractions went on to work in industry (14%) and to other policy or training programs (8%). Their success within their fields speaks to the quality of their professional or graduate training, both in terms of knowledge acquisition and skill development (See S-forms).

Graduate Life and Learning

Graduate students are highly valued members of the Dartmouth community. Student enrollment in the graduate programs is comparatively smaller than the undergraduate enrollment. Where appropriate, some of the services to this student body are combined with those offered to the undergraduates, for economy of scale. One separate feature is the North Park housing area, which provides shared housing and independent apartments for 110 graduate students on campus, thereby providing a separate space for this older and more mature group of students. Incoming international students enjoy priority to this campus housing to help create certainty about their housing and to provide proximity to the campus as they acclimate to a new culture and environment.

Common space for social events and purchasing food is routinely geared to the undergraduate population. Services such as the athletic facilities, cafeterias, and performing arts programming and films are limited outside the normal academic terms. Graduate students lack a common space devoted solely to them. As a result, graduate students at times feel disenfranchised from the larger Dartmouth community. Common space specific for the graduate student population is being considered to provide a location for the activities of the Graduate Student Council as well as the Graduate Student Activities Coordinator. We are also looking into providing common space for commuting graduate students, particularly those in the MALS Program and TDI.

THE EVALUATION OF TEACHING

Dartmouth is committed to outstanding teaching of its undergraduate, graduate, and professional students. Among its peer institutions Dartmouth has a well-deserved reputation for the strength of its teaching, which is widely regarded as one of the best at any of this country's research universities. In recognition of this fact, *U.S. News and World Report* has for two consecutive years rated Dartmouth first among national universities in a ranking for "Best Undergraduate Teaching."

In our 1999 NEASC projections, we indicated that a center would be established to provide faculty with expert guidance and assistance in developing innovative pedagogy, helping faculty use technology, and training future faculty (that is, graduate students and post-docs). The Dartmouth Center for the Advancement of Learning (DCAL) was founded in 2004 to provide professional development opportunities for Dartmouth's teachers (<http://www.dartmouth.edu/~dcal>). DCAL offers a wide range of services to faculty, including workshops and consultations on syllabus and course design, assessment, use of BlackboardTM and other technology, class video and audio recordings, and one-on-one consultations. By cultivating informed conversation about how people learn and promoting collaboration among educators, DCAL advances Dartmouth's mission to prepare students for life-long learning. In 2008-2009, DCAL logged just over 2,700 participants in its many programs. The center offered 131 events to faculty and had 242 faculty participants. DCAL staff had 31 one-on-one consultations with 26 faculty members. The Active Learning Institute (ALI), which helps faculty develop and refine skills for learner-centered teaching and assessment, is offered every fall.

Since 2000, we have addressed the challenge of providing faculty a common set of guidelines and course management tools for their work in the classroom. In 2009, the Committee on Instruction delivered to the Arts and Science Faculty "Teaching Guidelines for Faculty"

(http://www.dartmouth.edu/~dcal/documents/Teaching_Guidelines_S09). These “Guidelines” were adopted unanimously. Among other things, these guidelines call for every course to include a syllabus that specifies learning goals or objectives for the course and clearly articulates grading policies. This document is an essential first step towards achieving meaningful assessment of learning outcomes for every course. The Guidelines also point faculty to DCAL’s syllabus template (<http://www.dartmouth.edu/~dcal/resources/documents/DCAL%20Syllabus%20Template.doc>).

Our 1999 NEASC report cited the need for a standardized course assessment process for Arts & Sciences courses. In 2006, the Faculty of Arts and Sciences implemented a standard web-based student evaluation process for all courses in Arts & Sciences. 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. Course evaluation reports are provided online for each professor by course. The evaluation reports are not publicly available. Each instructor has access to his or her own evaluations, as does the Chair of the department or program and the Dean of the Faculty. 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 evaluations are considered in faculty annual review conversations. 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 also evaluated on an annual basis by graduating seniors. 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. The faculty member with the highest rating is recognized with a plaque and a monetary award. The Dartmouth Center for the Advancement of Learning (DCAL) maintains an online guide (<http://www.dartmouth.edu/~dcal/resources/evaluations.html>) for “Interpreting Your Course Evaluations and Using Them for Professional Development.” Each term, DCAL invites instructors to use the guide and to schedule a visit with the DCAL director or associate director.

The Dean of the Faculty Office and each instructional department are responsible for monitoring the quality of teaching at the College. Each department and program has a process of evaluation in place for its faculty. Typically, this involves visitations to courses taught by new and non-tenured faculty members by senior members of a department or program. Observers write letters of evaluation, which are 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 and program development are also recognized.

On an annual basis, tenure-track faculty members without tenure are reviewed by the tenured faculty in their department or program. The written evaluation provides feedback on the quality of teaching, as well as progress made in scholarly endeavors and service to the college. After the evaluation is completed, the chair of the department or program reviews it with the junior faculty member, which provides an opportunity to discuss strategies for professional development. The evaluations are then sent to the Associate Deans, who also meet annually with each junior faculty member.

To receive tenure at Dartmouth, every candidate must present a record of excellence, both as teacher and scholar. The body that evaluates tenure cases (the Committee Advisory to the President) looks for unambiguous professional distinction and evidence that the individual will provide intellectual leadership to the faculty in the years ahead. As part of the tenure process, the Dean of the Faculty solicits an assessment of teaching from a random sample of approximately 80 undergraduate students who have been taught by the candidate. Only those students who have received a grade of C+ or

better are eligible, and the sample is constructed to include a distribution of students across the various courses taught by the candidate. All graduate students taught by the candidate are also asked to write a letter. About 30% of the students receive an 'A letter,' which asks students to compare the candidate with other faculty members they have had, and the other students receive the 'B letter,' which asks for assessment of effectiveness as a teacher, but does not ask for any comparison.

ASSESSMENT OF LEARNING

The College has recently made strides towards adopting more varied measurement of learning outcomes. Many indirect measures, such as student surveys and course evaluations, have been in place for some time. Since the last NEASC self-study there has been an increased effort to encourage individual faculty members, as well as departments and programs, to use this information to adjust course content and pedagogical methods.

As noted above, a significant development in the assessment of learning outcomes occurred with the adoption of "teaching guidelines" which call for each syllabus to specify the learning goals for the course. While the responsibility for implementing this recommendation rests with individual instructors, the importance of developing learning outcomes is reinforced through the review process for new courses. When divisional Councils and the Committee on Instruction observe that learning outcomes are missing on a syllabus, they encourage faculty members to include them when the course is taught. At this point, however, learning outcomes are not required for a new course to be approved.

Another important development is that departments and programs are now asked to indicate learning outcomes for their minors and majors on their website and in appropriate print publications (e.g., handouts for incoming students during orientation). Though most departments and programs have begun to do this, some have not yet done so. The College anticipates full compliance with this practice by the end of the 2011-2012 academic year. Departments and programs that have FSPs, DSPs or LSAs also are required to indicate the learning outcomes associated with their off-campus programs when those programs come up for review by the Committee on Off-Campus Activities.

Indirect Measures of Learning Outcomes

The Office of Institutional Research (OIR) administers routine surveys of Dartmouth students and alumni in an effort to assess the educational outcomes of our students. Such evaluations provide the College with essential feedback on the academic and extracurricular experiences of our students and the results are carefully considered by our faculty committees and senior officers and the board of trustees (<http://www.dartmouth.edu/~oir/surveyresearchreports.html>). Specifically, consortium-based surveys of graduating seniors, enrolled students, and alumni provide both evidence for Dartmouth's success in meeting its educational objectives and a rich data source for benchmarking. The majority of students saw improvement on all of 25 life skills compared to when they entered college. For most of these skills, a large majority (over 75%) indicated that they were "stronger" or "much stronger." Other indirect measures also support the effectiveness of a Dartmouth education. Over 80% of Dartmouth students who apply to law school have been accepted over the past three years and approximately three-fourths of those who have applied to medical school. In the same time span, the college has ranked in the top 11 for schools that produce volunteers for the Peace Corps. Eighty-five percent of respondents to an alumni survey of 1998 graduates had received an advanced degree within ten years of graduating, and 10% had received a doctoral degree. Nearly 50% of respondents to an alumni survey of 2004 graduates had received an advanced degree. Over the past decade, approximately 90% of graduating seniors indicate that they are "generally satisfied" or "very satisfied" with their undergraduate education, and they report obtaining stronger abilities in reading and speaking a foreign language compared to students at our peer institutions (See S-Forms).

The implementation of standardized online course evaluations provides other indirect measures of how well Dartmouth faculty members are achieving learning outcomes. For example, the aggregate responses from student evaluations depict that a high percentage of students find their courses to be well taught and of high quality (Table 4-4).

Table 4-4. Dartmouth Undergraduates' Evaluations of Courses

Term	Overall Quality of Course % “good”, “very good” or “excellent”	Learned a lot in the course % “agree” or “strongly agree”	Overall Effectiveness of Teaching % “good”, “very good” or “excellent”
Spring 2009	89.4%	82.4%	88.9%
Winter 2009	90.1%	84%	89.6%
Fall 2008	88.6%	83.1%	89.2%
Summer 2008	85.8%	80.6%	86.8%

Measurement of learning outcomes mostly occurs at the level of individual academic units where the measurements are most effective in suggesting potential changes to courses and curricula. Program and Department faculty use regular meetings and retreats to deliberate about changes to courses found necessary because of student feedback, new disciplinary developments, or faculty observations that students are entering their courses without sufficient preparation or background knowledge.

Departments and programs typically use the performance of students in an academic activity during the senior year to assess whether students have achieved the outcomes for their degree. These activities include participation in a senior seminar (which involves a research paper), writing a senior honors thesis, undertaking an Independent Study or a project-based class. Projects are assessed in terms of specific skills and areas of knowledge that students are expected to have mastered.

External department and program reviews provide further evidence for the relative degrees of success that academic units have in meeting their learning objectives. The committee examines syllabi for all the courses, interviews students and faculty and evaluates the learning objectives developed by the academic unit. Feedback by the committee during the exit interview and in their written evaluation is helpful in benchmarking the quality of the academic programs relative to other schools, and provides insight as to how course content or pedagogy can be made more effective in achieving learning goals.

Direct Measures of Learning Outcomes

Several departments have begun to implement direct measures of learning outcomes. These initiatives, to the degree that they are successful, will serve as models for other departments and programs as they determine the measurements that are best suited to their particular discipline.

The Institute of Writing and Rhetoric (IWR), for example, launched a project in 2009 to assess first-year writing. Faculty members are developing extended outcomes for students in each of their first-year writing classes (Writing 5, Writing 2-3, and First-Year Seminars). The IWR will collect students' writing—one essay from the start of the term and a second from the end of the term—render each essay anonymous (no student or course information), take a random sample of essays, and then

involve faculty in determining whether the program outcomes are discernable in those essays. The results of each year's assessment will inform the following year so that the IWR can design a first-year rotation of course offerings that will accommodate all students. The assessment process is helping faculty collectively agree on core, shared outcomes, it is building additional program coherence through faculty dialogue, and it is establishing assessment procedures as an essential component of its ongoing work. The IWR approach to assessment is distinctive in that it studies student work both in the context of their first-year writing education and in light of current research in the field. This has already opened one direct conversation: what outcomes are appropriate to the 21st century? What writing, reading, and research abilities might students need in the globalized and technology-based knowledge economy into which they will enter? We expect these questions to drive the next five years of growth in the IWR.

In 2008-2009, the Dartmouth Center for the Advancement of Learning (DCAL) experimented with a critical thinking instrument, the Critical thinking Assessment Test (CAT), at the invitation of its developers at Tennessee Tech University's Center for Assessment & Improvement of Learning. DCAL collaborated with the IWR to offer the CAT test to seven sections of first-year seminar. This effort was primarily aimed at faculty development focused on considering ways to define and assess the development of critical thinking skills in Dartmouth's first-year writing sequence (FYS). Seven faculty members, along with DCAL, IWR, and OIR representatives, attended discussions based on readings, implemented the CAT instrument in their winter or spring FYS, and then participated in a day-long scoring session and follow-up discussion led by the directors of DCAL and IWR, both of whom had attended a two-day scoring training session earlier in the year. The project has led to ongoing work on critical thinking: DCAL hosted related workshops in 2009-10, and some members of this group are participating in a working group developing FYS outcomes.

The Office of Off-Campus Programs (OCP) offers another example of the manner in which Dartmouth is beginning to develop direct measures of learning outcomes. Because OCP lacks a sufficient staff to undertake assessment projects on its own, the Director decided to participate in a major assessment study conducted by the University of Minnesota and funded by the Department of Education. Study Abroad for Global Engagement (SAGE) examined personal, professional and global engagement outcomes associated with study abroad experiences that occurred during the college years. Data were collected from the alumni of 16 institutions in five year graduation intervals, ranging from 1960 to 2005. For its participation, Dartmouth received the data specific to its own alumni. Among other findings, the SAGE data indicate (in general and for Dartmouth) that over 98% of respondents felt that their experience studying abroad had a strong or very strong personal impact and that almost 60% reported that the experience had a significant impact on their choice to pursue an advanced degree. Dartmouth is also participating in a second phase of this study that will collect data from a control group—students who did not study abroad.

II. Appraisal, Projection, and Institutional Effectiveness

Dartmouth's General Education Requirements aim to ensure that our students are educated in the important categories of knowledge of a liberal arts education. The College, through its committee and council structures, will continue to fine-tune the requirements as part of their ongoing efforts. Given that the current set of requirements has been in place for fifteen years, a comprehensive review is in order. The Dean of the Faculty will oversee such a review before the next accreditation.

Dartmouth has made significant improvement to the structure of our writing program in recent years. We now have in place the infrastructure that will allow us to continue to assess the development of writing skills and to assist our faculty in refining their abilities to teach writing. We anticipate that the formal assessment of student writing will expand and become institutionalized before the next review.

The language requirement will continue to be a core component of a Dartmouth liberal arts education. A challenge we foresee is accommodating students who prefer to study languages that traditionally have not been taught at the College.

Majors and minors will continue to be the primary ways in which we help students focus their scholarship. The development of new innovative and interdisciplinary minors is the primary tool by which we keep the Dartmouth curriculum current with changes in scholarship and society. Rethinking our approach to culminating experiences and assisting departments to ensure all students participate in them will be a primary focus in the coming years.

The extent to which undergraduates participate in faculty research is one of the distinctive strengths of a Dartmouth education. It allows us to capitalize on the quality of faculty research and the inquisitive nature of our students. Over the next few years, we will conduct a full evaluation of student interest in this area. We plan to use this to determine if additional resources are required to meet this need, and to ensure faculty have sufficient support for overseeing student research.

The degree of participation in off-campus study is one of Dartmouth's unique attributes. The creation of the position of the Associate Dean for Interdisciplinary Studies (which includes the Off-Campus Programs) provided the infrastructure for a more comprehensive and strategic approach to international initiatives. Dartmouth will continue to evaluate its offerings in light of gaps in geographic and cultural coverage, changing language preferences, new intellectual opportunities, scheduling challenges, and changing regional economic conditions.

New degrees are always being discussed. For example, a minor in Global Health was proposed by the Department of Anthropology in fall of 2009. The Social Sciences Divisional Council discussed the proposal and provided feedback about ways the minor might be adjusted for final aiming for approval in AY2011. An ad hoc committee created a new minor in Sustainability Science in 2009, which was approved in spring of 2010. An initial proposal for a Digital Arts major has been drafted by faculty from several departments, shared with the Associate Deans, and will move forward this year.

With the addition of several new degree programs in the last decade, some members of these committees have raised the question of whether a proliferation of minors and majors is a positive development. On the one hand, the increase highlights the richness of the curriculum and it provides more opportunities for students to tailor their education to specific interests. On the other hand, each degree also requires that particular courses be offered on a regular basis, and this potentially has the effect of curtailing the flexibility that departments/programs have for developing new courses. In the next formal review of degree requirements, this issue will have to be addressed.

Graduate programs are integral to the intellectual life of Dartmouth College. As well as educating graduate students, they are essential to faculty success because they directly impact research activity. We soon will be asking the graduate council and an external committee to undertake a comprehensive first time review of graduate support across campus, and to provide advice about the most appropriate programmatic and administration structures to augment growth and success of students and programs.

The new electronic assessment system and the creation of DCAL create the infrastructure to “close the loop” between assessment of teaching and the provisioning of services to the faculty to enable them to develop their teaching skills and style. We anticipate continued positive developments in this area in the coming years.

The creation of both DCAL and the IWR are concrete reflections of Dartmouth's commitment to continuing improvement in learning. These two organizations have the requisite expertise and

infrastructure to research student learning at Dartmouth and apply those research findings to motivate changes in all areas of Dartmouth's educational programs. Because each program involves faculty across the disciplines, their work, combined with the new inclusion of learning outcomes in syllabi, should lead to a widespread shift in faculty understanding of and implementation of outcomes assessment of student learning. We believe that these recent developments will continue to drive the College's evolution in assessing student learning over the next ten years.

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 ten years ago. There is a greater degree of cross-fertilization between the professional schools and the college of Arts & Sciences.

Looking forward, there are several aspects of the academic programs that will be examined:

- In Dartmouth's 1999 NEASC self-study, the report indicated that the policy of including the median grade on transcripts for undergraduate courses with an enrollment of ten or more would be examined. This review is currently being carried out by the Committee on Instruction within the larger context of grade inflation at Dartmouth. This review should be completed by the end of the 2010-2011 academic year and will include specific recommendations for faculty consideration,
- Review of feasibility of 3-2 graduate programs,
- Current budget realities and reallocation of resources,
- Review of management of new minors/majors into the curriculum.

Dartmouth will complete its current cycle of department and program evaluation in four years, and immediately begin the new cycle. This program of evaluation and self-reflection is now systematic and regularized. Course assessment and evaluation of teaching at all levels will continue to be part of the annual faculty review, which is used by deans to establish compensation and to help evaluate faculty in the promotion and tenure process.

As part of the strategic planning process beginning in the fall of 2010, the faculty will work closely with the Dean of Faculty and other College leaders to identify curricular and student support needs at the graduate and undergraduate level that are currently not being met, determine effects of recent changes in staffing on the administration of departments and programs, develop plans to meet these needs, and report annually to the President and Provost.

STANDARD FIVE: FACULTY

I. Description

THE GENERAL FACULTY

Members of the Dartmouth faculty have strong aspirations, hold themselves to the highest academic standards, and compete with the best universities and colleges in terms of teaching and scholarship. They share a goal of creating an outstanding academic community that enables both faculty and students to achieve distinction today and to play a leadership role in a rapidly changing world. To realize this ambition, Dartmouth expects and supports excellence in research and teaching and seeks to provide an outstanding and comprehensive curriculum not only within individual academic disciplines, but also across the institution.

The General Faculty at Dartmouth College consists of four entities: the Tuck School of Business, the Thayer School of Engineering, the Dartmouth Medical School, and the Arts and Sciences. Faculty members at the Thayer School regularly teach at both the undergraduate and graduate levels and are members of the Arts and Sciences faculty. Faculty members at the other two professional schools teach undergraduate students only under certain circumstances — the Tuck School runs a “bridge program” for Arts and Sciences students in the summer, and as of 2009 its professors offer undergraduate courses in accounting, marketing, and business strategy. The Medical School welcomes undergraduate students as interns or volunteers in its laboratories and some DMS faculty teach undergraduate courses in Arts and Sciences. Neither the Tuck School nor the Medical School faculty members are members of the Arts and Sciences faculty. The following statistics, unless otherwise noted, all derive from the 2009-2010 academic year.

The Tuck School has 60 faculty members, 33 of whom are tenured, and 532 students, of whom 24 are exchange students. While the student body at Tuck has increased substantially over the past ten years (from 370 to 532), the size of the tenure-track faculty has held steady.

The Thayer School has 27 tenure-track faculty members, 21 of whom are tenured, and 21 non-tenure-track faculty; 234 graduate students are enrolled, and a total of 927 undergraduate students take Thayer School courses.

The Dartmouth Medical School has 76 tenured faculty members, 81 untenured faculty on the tenure track, and 167 non-tenure-track faculty (these figures do not include those who are not on the Dartmouth College payroll). In 2009, 339 students were enrolled into the MD program, including the MD/PhD program, 68 students into the Masters of Public Health program.

The Arts and Sciences faculty currently consists of 379 tenure-track members, of whom three-fourths are tenured. Over the past decade the faculty FTE has increased from 389.6 to 452, or 15.9%. During the same period, the tenured and tenure-track faculty lines also have grown by 16.4%, from 353 to 411. In any given year, there are about 30 unfilled positions. Arts and Sciences also employs approximately 200 non-tenure track faculty, which includes visitors, lecturers and senior lecturers, who are appointed on an annual basis or, in some cases, with multi-year contracts. In the 2009-2010 academic year there were 4,196 undergraduates and 614 graduate students in Arts and Sciences.

Searches, reappointments, promotions, and tenure procedures follow the guidelines that are specified in several faculty handbooks: *The Handbook of the Faculty of Arts and Sciences* (<http://www.dartmouth.edu/~dof/handbook.html>) is the primary resource for both the Arts and Sciences and the Thayer School, the Dartmouth Medical School uses this *Handbook* when no DMS-specific policy exists (e.g., in the criteria and process for promotion and tenure). Additional DMS

faculty information is available at: http://dms.dartmouth.edu/faculty/fac_info.shtml. In the spring of 2009, the section on Reappointment, Tenure and Promotion of the *Handbook* for Arts and Sciences was updated to make certain it conformed to current practice, but no substantive changes were made. Tuck has its own faculty handbook (<http://mba.tuck.dartmouth.edu/pdf/FacultyHandbook2010-11.pdf>). Each school provides paid research leaves for tenure-track faculty, as well as research and computer acquisition support, based upon policies set forth in the relevant faculty handbook. Coherence among all academic policies is maintained by the Office of the Provost and established in discussion among the deans as part of the Provost's Academic Planning committee.

THE FACULTY OF ARTS AND SCIENCES

Tenured and Tenure-Track Appointments

Dartmouth College strives to recruit and retain faculty who demonstrate sustained excellence in scholarship, teaching, and service. The ideal faculty member brings enthusiasm for scholarship into the classroom and derives energy from the teaching experience that feeds back into the scholarly process. Dartmouth has continued to be successful in hiring outstanding faculty at the junior level since the last self-study. Indeed, the College was named exemplary in six out of twelve categories (including tenure practices, clarity, and reasonableness; effectiveness of key policies; overall nature of work; teaching; research and support services; work and family balance; compensation; culture and collegiality; and global satisfaction) by the 2005 Collaborative on Academic Careers in Higher Education survey (COACHE) conducted by Harvard Graduate School of Education.

Recruitment procedures are described in detail in the *Handbook of the Faculty of Arts and Sciences*. The Dean of the Faculty and Associate Dean of the Faculty for the relevant division must review each request and approve it in writing before a search is authorized. An open and systematic process is followed for each search. Dartmouth seeks to meet not only all legal requirements related to equal employment opportunity, but also its own goal of achieving a diverse, multi-racial and multi-ethnic faculty of both sexes. For each hiring search, the Vice President for Institutional Diversity and Equity (IDE) or the Director of Equal Opportunity and Affirmative Action (EOAA) consults with the chair of the search committee prior to recruitment and after the short list has been assembled, particularly if the latter contains no women or minorities. Once the final ranking has been determined, the Associate Dean consults with either the Vice President for IDE or the Director of EOAA to determine whether appropriate affirmative action procedures have been followed.

The most common initial appointments are at the rank of Assistant Professor for individuals who hold a PhD or an appropriate advanced degree in the creative and performing arts. Searches typically generate very large pools of candidates, including those who have completed several years of post-doctoral training or have already held a tenure-track position elsewhere. If a strong and diverse pool of applicants cannot be identified, or if the short list does not comprise sufficiently qualified candidates, the search is deferred.

Normally the initial term appointment is for three years as an Assistant Professor, after which the department can recommend 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 Faculty and Associate Deans hold an orientation, at which they discuss reappointment and tenure, faculty and student research support, and the scholar-teacher model. The Library, Office of Sponsored Programs, and the Dartmouth Center for the Advancement of Learning (DCAL) also offer orientation sessions for new faculty.

Every year, the tenured members of a department review each Assistant Professor's performance. The chair submits a written evaluation to the Associate Dean, either through a letter or completed form (or both), commenting on the junior colleague's effectiveness in pursuing an appropriate research agenda, in teaching, and in service. This evaluation is shown to the Assistant Professor, who then also meets with the Associate Dean.

During the third year of appointment, each Assistant Professor presents the chair with a current curriculum vitae and a two-page statement about research, teaching, and service. In most departments Assistant Professors also submit scholarly work, course evaluations, and syllabi. The tenured members of the department then meet to vote on whether or not to recommend reappointment for another three years, and the chair writes a letter to the Associate Dean that explains the recommendation. The Associate Dean forwards the chair's letter, together with his or her own recommendation, to the Committee Advisory to the President (CAP), which reviews all recommendations for reappointment at the same time and votes on each one. The department's letter is then sent to the Assistant Professor along with notice of the CAP's decision. If the CAP votes to deny reappointment, the Assistant Professor is given a one-year terminal contract. If the CAP votes to approve, the contract is extended for another three years.

The promotion of Assistant Professors to the rank of Associate Professor with tenure normally occurs in the sixth year in rank. A tenure review committee is constituted for each candidate. It usually consists of all the tenured members of the department or program, but when these number fewer than four, or when other circumstances seem to require it, two additional colleagues are solicited by the Associate Dean who then requests approval from the CAP for this ad hoc tenure review committee.

Beginning in the spring quarter before the year of tenure review, candidates in the Arts and Humanities suggest the names of eight to ten appropriate senior professionals in their field to the Associate Dean, while the tenure review committee also submits a separate list of eight to ten names. The Associate Dean selects eight to ten evaluators from the two lists. Candidates are asked to present tenure review dossiers, which include a curriculum vitae, a personal statement of 4-5 pages, copies of their publications, and other examples of scholarly or creative work by December 1 of the academic year in which they are to be evaluated. These materials are then sent to the external reviewers for assessment. The Dean of the Faculty office also writes to approximately eighty of the candidate's former students, asking them to send written evaluations of his or her teaching. This request typically generates between 10 and 20 detailed responses.

Graduate training is a critical aspect of evaluation and promotion for faculty in all departments with graduate programs. Graduate students are asked to submit comments on teaching and mentoring as part of the tenure and promotion process. The number and quality of mentoring provided to these students is a key part of the tenure review process and is weighted highly in tenure decisions in departments with graduate programs.

The tenure review committee examines all the materials and then votes to recommend that the candidate either be promoted to Associate Professor with tenure or not be promoted. This recommendation goes to the Associate Dean, who adds his or her own recommendation and forwards the case to the CAP. The CAP then recommends to the President that tenure and promotion be granted or denied. It has been the practice at Dartmouth that the CAP will occasionally recommend 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 of tenured Associate Professors to the rank of Professor usually takes place during the sixth year in rank. The standards for this promotion have become more rigorous in the last ten years. The process and expectations are similar to those for promotion to the rank of Associate Professor

with tenure, in that they emphasize the importance of solicited evidence of sustained excellence in research, teaching, and service, but in this case the Associate Dean's office does not seek student letters on the candidate's teaching.

All faculty are reviewed annually by the Dean of the Faculty Office at the time of the salary review, based on the Faculty Record Supplement forms that allow faculty to list all of their scholarly and creative work, publications, presented papers, teaching initiatives, advising and mentoring work, service in professional organizations, and service to their departments and to the College.

Dartmouth strives to assess its processes on a regular basis in order to keep them balanced and transparent. Procedures are reviewed on a regular basis, as well. For example, a new procedure for filing grievances concerning reappointment, tenure, and promotion was just passed by the faculty. The College has recently discouraged some advanced assistant professors from coming up for tenure review a year early so as not to indirectly pressure other junior colleagues to prepare for tenure review in five years instead of six. The College will remain attentive to changes in the dynamics of appointment, reappointment, tenure, and promotion and will reassess as needed.

Compensation and Support

Dartmouth 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 allow for scholarly productivity and effective teaching and advising. The Committee on the Faculty (COF) monitors the total compensation of Arts and Sciences faculty and, using data provided annually by the American Association of University Professors (AAUP) and peer institutions, issues an annual report that tracks how Dartmouth's compensation compares with that of peer institutions. In addition, an external consultant studied faculty salary equity in 2005-2006 and 2007-2008 and the results were shared with the Dean of Faculty and the standing faculty committees.

Determining individual compensation is the responsibility of the Dean of the Faculty and the Associate Deans, who work closely with department chairs during the recruitment process to ensure that initial salary offers are competitive with those from other institutions. Salaries for all faculties are also reviewed by the provost. Dartmouth provides start-up support for faculty with specialized research requirements, particularly for those in laboratory-based disciplines. Each assistant professor receives a minimum of \$25,000 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 \$12,500 is available at the beginning of the initial three-year contract, the second upon reappointment. New faculty members whose research involves sustained fieldwork or other cost-intensive requirements may receive start-up funds substantially greater than the baseline \$25,000. Over the last decade, we have ensured that Assistant Professors in all divisions receive a one-course reduction in their first year.

Faculty members with tenure currently receive \$3,000 annually to support their research and teaching, whereas faculty holding one of the 87 endowed chairs are given \$5,000. These figures represent an increase from \$1,500 and \$3,000 in 1999, respectively. 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. Every year, the Dean of Faculty usually provides additional research support in the form of a fellowship with a stipend of \$2,000 to each newly-tenured Associate Professor and each newly-promoted Full Professor. Eight teaching awards are also granted, with small one-time research funds.

Assistant Professors can apply for Junior Faculty Fellowships, generally 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 consecutive leave. In recent years, almost all applicants have been given support. Senior Faculty Fellowships, on the other hand, are more competitive. Applications are submitted to the Associate Dean, who ranks them and forwards them to the CAP, which awards as many as funding availability will allow. In 1998-1999 seven Junior Faculty Fellowships and five Senior Faculty Grants were awarded and in 2008-2009 there were 17 Junior Faculty Fellowships and four Senior Faculty Grants awarded.

Faculty members may also access internal support from a number of the interdisciplinary centers, including the Rockefeller Center for the Social Sciences and 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, the hosting of conferences, and, occasionally, teaching reduction.

Faculty in the Arts and Sciences compete for outside support, as well. The majority of external grant support in Arts and Sciences is generated by faculty in the Sciences. Grant support awarded to Arts and Sciences faculty has increased by 100% since 1999. Direct costs generated by Arts and Sciences faculty amounted to about \$25 million in 2009-2010, which goes to support their research and stipends for graduate students and other personnel.

As mentioned earlier, DCAL was established in 2004 to enhance teaching at Dartmouth. DCAL promotes collaboration and discussion between faculty, post-docs and graduate students; collects, selects and distills published scholarship on teaching and learning; orients new faculty members and postdoctoral fellows to teaching expectations at Dartmouth; promotes the purposeful use of new media and information technology for teaching and learning; helps faculty members, individually and in peer groups, assess the effectiveness of their teaching in order to promote continuous improvement; and encourages and supports research about teaching and learning.

Further resources include the libraries and two other entities that help faculty with their computing and other technological needs: the Arts and Humanities Resource Center, a division of the Dean of the Faculty Office, and Academic Computing, which is connected to Computing Services.

The Office of Outreach helps faculty develop the broader impacts (outreach) components of research proposals, identify potential partners, and share institutional resources. The Director provides faculty with direct assistance in developing learning goals, assessment strategies and diversity plans for proposals and, in collaboration with DCAL, provides professional development training and opportunities for graduate students and post docs.

In this past year Dartmouth faculty have been very successful in winning prestigious awards. In 2009, 25 colleagues won major grants and awards from the American Council of Learned Societies, Mellon, Alfred P. Sloan, Carnegie Corporation of New York, Fulbright, Woodrow Wilson, Ford, and Guggenheim Foundations as well as National Science Foundation Career grants.

Sabbaticals

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).

Faculty who receive prestigious awards (e.g., Fulbright, Guggenheim, or NEH grant) may benefit from the policy that stipulates that if the award is at least \$30,000 and the duration is one academic

year, no financial burden is incurred in accepting the award. 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.

Dartmouth has a similar or more generous sabbatical leave policy (granting sabbatical leave every fourth year) in comparison with our peer group in which several schools have policies whereby sabbatical leave is only possible every seventh year or is not supported by full-time pay.

Course Load and Assignments

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 in the Arts & Humanities and the Social Sciences and three courses (including graduate courses) in the Sciences per year. Science faculty also 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, since they may plan their teaching quarters and their residence and free quarters as they wish, 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 (R-term) in which faculty have no teaching obligation, they still are expected to participate fully in advising, 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.

Faculty members typically serve as advisors to first-year students. The advising process has recently been revised and improved through the Office of Undergraduate Advising and Research (created in 2004), to support faculty academic advising. Every year, faculty are asked to indicate on their Faculty Record Supplements whether they have served as advisors to first-year students, how many independent studies and theses they have directed, whether they have used undergraduates as research assistants, and where appropriate, the numbers of graduate students and post-docs they have supervised and advised. The new process also includes second-year advising, a great improvement because that is when students select their majors. Efforts have been made to strengthen advising for second-year students who have not selected a major, yet. Undergraduate Research and Advising also helps with pre-med and pre-law advising, and applications for post-baccalaureate fellowships and awards (e.g. Fulbright, Rhodes).

Graduate student advising is directed independently by each graduate program, with orientation and many other services overseen by the Dean of Graduate Studies. Faculty advisors form a supervisory committee for each individual student, and with close mentoring the success of the student is thought to be an indication of success of the faculty and committee at advising. Milestones for successful progression are set, and the student is mentored through the process from beginning to end by a graduate faculty representative, faculty advisory committees, and by the primary faculty advisor. External support mechanisms are also provided through the Graduate Studies office by mentoring workshops, women in science workshops, and international student mentoring programs.

Undergraduate students also have significant resources at their disposal for their own individual, faculty-supervised research. The Dean of Faculty Offices, the Dickey Center for International Understanding, the Rockefeller Center for Public Policy, the Neukom Institute for Computational Science, the Institute for Security, Technology, and Society (ISTS), and the Tucker Foundation all make funds available in a competitive process for undergraduates to pursue projects that require additional resources, including international travel. Faculty members also supervise student research

through the Women in Science Project (WISP) and through the James O. Freedman Presidential Scholar program, which enables third-year students to work as research assistants for a faculty member for two quarters, one of which may be spent on an independent study. Every year, over 300 Dartmouth students write honors theses under faculty supervision and Presidential Scholar Research Assistantships have increased from 194 in 1998-1999 to 226 in 2009-2010. Students seem to be increasingly motivated to write honors theses, a sense of motivation that is welcomed by the faculty. Between three and ten students each year are awarded Senior Fellowships — a highly competitive program whereby students design their own individual honors programs during the senior year.

Graduate students in doctoral programs are guaranteed a minimum of five years of stipend and tuition funding through a combination of Dartmouth Fellowships, departmental reserves, and research assistantships. Students are mentored in how to apply for funding, including workshops in writing NSF applications and other specialty funding programs. All students that are stipend supported are provided with health insurance, or must show coverage from other sources. Additionally, a child accommodation policy was created to fund primary care givers for one term of support for child leave. Students in tuition paying graduate programs are directed on how to apply for funding by the program office of the department they are entering.

Department and Program chairs, in consultation with faculty, determine the teaching assignments to faculty according to each department's or program's allotment of courses. Each year, towards the end of the fall term, the Associate Dean meets with the Chair to review the teaching schedule for the current year and then plan for the following one. Besides the Chair and the Associate Dean, this meeting is attended by the Associate Dean & Chief Operations Officer and the Director or the Associate Director of Fiscal and Budget Affairs. The College Registrar provides the relevant course enrollment data. Department budgets and expenses are also discussed at these annual meetings.

Each year, the Associate Dean & Chief Operations Officer provides a data digest of offered courses, enrollments, student FTE, majors and minors awarded, faculty FTE, and student/faculty ratios. This digest is discussed within the Dean of the Faculty, shared with the Provost and used for planning.

Non Tenure-Track Faculty

Arts & Sciences employs approximately 200 non-tenure track teachers. These colleagues are critical for allowing the College to respond to fluctuating enrollment pressures and in accommodating specialized fields that do not require a full-time tenure-track person. Non-tenure track faculty may be hired for one or more courses, or on a full-time basis. In some cases, the Dean of Faculty offers multi-year contracts. Non-tenure-track faculty usually hold the title of Lecturer or, in the case of long-term employees working at least half time, Senior Lecturer. A full course load is six for Lecturers and five for Senior Lecturers, with the understanding that Senior Lecturers put more time and effort into advising and supervising independent work. The term "Visiting" is reserved for those instructors who have appointments at other institutions.

Non-tenure-track faculty members are compensated on an equitable basis, and benefits-eligibility is clearly defined. Comparisons of salaries for non-tenure-track faculty carried out by the New Hampshire College and University Council (2007-2008) showed that Dartmouth provides compensation that is four or five times higher per course than other colleges and universities within the state. Long-term non-tenure-track faculty members in the Arts and Humanities (approximately 150) benefit from a modest development fund of up to \$400 per year. In other divisions, Associate Deans may be able to provide modest research funds to non-tenure track faculty members on request or at the time of appointment. Senior Lecturers are eligible to apply on a competitive basis for an annual award of \$5,000 to help support research and professional development.

Graduate students serve as teaching assistants in laboratory sections and certain lecture courses. A certain level of teaching experience (varies with program) is a requirement in all of our programs, and considered an essential part of a student's academic program. It is rare for graduate students to teach formal undergraduate courses of their own except for graduate students in mathematics who have completed their master's degrees and undergone intensive teacher training. All first-year graduate students participate in an innovative professional ethics program developed in 2003, after which departments provide training sessions or courses to prepare graduate students for their specific teaching responsibilities. Teacher mentoring and training programs are available for graduate students through DCAL, giving them supervised experiences in teaching with positive feedback through self evaluation and peer-review. Graduate teaching assistants are supervised by faculty members and assessed through our mandatory student course evaluations. This is often supplemented by reviews written by the course director. Expectations and feed-back on their performance is under the advising purview of their thesis advisor and advisory committee.

Dartmouth strives to offer all its non-tenure-track faculty good conditions of employment as a way of promoting collegiality, high quality instruction for the students, and good relations with the broader community while retaining necessary flexibility in the curriculum for growth and change.

Organization and Governance

The *Handbook of the Faculty of Arts and Sciences* describes the overall organization of the College and identifies operating policies and procedures as well as available resources. It is readily available to all faculty members on the Dartmouth website and may be downloaded, together with the excerpted *Guidelines for Appointments, Reappointments, Promotion and Tenure*, from <http://www.dartmouth.edu/~dof/handbook.html>.

The Organization of the Faculty of Arts and Sciences of Dartmouth College (OFDC), available on the website (<http://www.dartmouth.edu/~dof/ofdc.html>), describes functions and membership of the seven Councils of the General Faculty and the 14 Standing Committees of the Faculty of Arts and Sciences, as well as of other committees and councils. Councils address issues pertaining to graduate studies, the libraries, honorary degrees, sponsored activities, computing, benefits, and academic freedom and responsibility. Among the Standing Committees are two elected committees – the Committee Advisory to the President (CAP) and the Committee on Organization and Policy (COP). The CAP makes all the reappointment, tenure, and promotion recommendations and the COP attends to questions pertaining to the operation of the College. The COP has recently begun a systematic discussion of grade compression and inflation and is looking at how median grades are reported. The Faculty Coordinating Committee (FCC) is a standing committee chaired by the chair of the COP which assures clear communication between the committees through a membership that includes representatives from the COP, the Committee of Chairs (COC), the Committee on Instruction (COI), and the Committee on the Faculty (COF). Other standing committees review standards for instruction, admissions and financial aid, senior fellowships, off-campus programs, academic and conduct standards, graduate fellowships, and questions pertaining to student life and faculty priorities.

The Committee of Chairs (COC) operates in lieu of a faculty senate. Chairs bring questions and concerns from their departments and programs to the committee meetings. In 2005 the faculty voted to have the Dean of the Faculty chair the COC. The meetings are attended by the Provost and other senior officers. Chairs take information from the meetings back to their departments and programs.

Since 1999, several committees have been modified to help them operate more effectively, including the Council on Benefits, the Committee Advisory to the President, the Committee on Organization and Policy, the Committee on Student Life, and the Committee on Off-Campus Activities. Below are details of the more significant changes since the last accreditation review.

In 2009, there were revisions to several processes: (i) how questions of academic freedom are reviewed by the Council on Academic Freedom and Responsibility, (ii) how grievances are heard, and (iii) how the Dean of the Faculty adjudicates grievances. These modifications included the establishment of a Review Committee to review allegations and disciplinary actions. These changes came about naturally when it became apparent that the previous guidelines were insufficient for the needs of a faculty that has grown over the past twenty years and also that the Dean of the Faculty needed the option of relying on a small group of trusted senior colleagues for advice with grievances.

In 2005, the faculty approved a package of proposals that was designed to enable the Dean of the Faculty to serve more effectively as the chief officer of, and advocate for, the Faculty of Arts and Sciences. The package included changes (i) in the selection of the search committee for a new Dean, (ii) in the procedure for reappointing the Dean, and (iii) in replacing the President with the Dean as the chair of the Committee of Chairs. Further, the Agenda Subcommittee was converted to a standing Faculty Coordinating Committee, and its membership and function were expanded.

The COC's Subcommittee on Priorities underwent changes in its composition and meeting structure in 2001, 2002, and 2003, and its membership and charge were further revised in 2004. At that time it was renamed the Committee on Priorities. In 2003, the membership and charge of the Committee on Student Life were revised to shift from a merely advisory body to one with an active role in budget allocations pertaining to programs that integrate the social and academic lives of students.

In 2001, the faculty approved the establishment of an Organizational Adjudication Committee, charged with adjudicating all violations of the College's standards of conduct by organizations.

While the charges of the standing Councils of the General Faculty and the standing Committees of the Faculty of Arts and Sciences reside in the Organization of the Faculty of Dartmouth College, they represent an addition to the guidelines that ensure that faculty members adhere to high ethical standards, including a policy on scientific misconduct, a copyright policy, and a computing code of conduct. These and other policies appear in the *Handbook of the Faculty of Arts and Sciences*.

Recently some faculty members have requested scrutiny of the current committee structure. The College might consider reviewing this structure in the coming years.

PROFESSIONAL SCHOOL FACULTY

Tenured and Tenure-Track Appointments

Dartmouth Medical School, the Thayer School, and the Tuck School maintain their own practices for recruitment and promotion of tenured and tenure-track faculty. The Thayer School follows the practices of the Faculty of Arts and Sciences in faculty hiring, promotion and tenure. The only significant difference is that decisions to initiate searches, hire candidates and negotiate terms of the position and associated startup package are the responsibility of the Dean of the Thayer School. In promotion and tenure cases, Arts and Sciences policies apply, with the Dean of the Thayer School serving as the responsible dean. All tenure track appointments are also reviewed and approved by the Provost.

The Tuck School has a standing committee on promotion and tenure, comprising tenured faculty and chaired by the dean. The committee sets criteria for promotion and tenure decisions at Tuck and recommends specific action to the dean on individual cases. The committee also participates with the dean in setting out the long-range plan for faculty staffing. The Dean of the Tuck School has authority to make tenure recommendations, which are submitted to the president through the provost, who has

the authority to independently review the recommendation, and to either send the recommendation back to the dean of the Tuck School or endorse it to the president.

Faculty members at DMS who are hired at the level of Assistant Professor are usually given two 3-year appointments, and begin the process of developing their academic portfolio in concert with their chair(s). The portfolio is the framework for assuring that the candidate meets criteria for advancement in a timely fashion. A Faculty Advisory Committee serves as a resource for professional development and portfolio review. The portfolio is periodically reviewed and updated in consultation with the departmental chair and senior faculty mentors. Candidates submit their portfolios for consideration for advancement to Associate Professor after five years and for consideration for advancement to Professor after four to seven years. Portfolios are reviewed in conjunction with both internal and external letters of assessment first by the home department before a review by the Appointments Promotion and Titles Committee of DMS. Recommendations for advancement, if put forward by the APT Committee, subsequently must be approved by the Dean of DMS, the Dean's Academic Advisory Board, the Provost of Dartmouth College, and, in the case of tenure, the Trustees of Dartmouth College.

Compensation and Support

The Thayer School follows the practices of the Faculty of Arts and Sciences in conducting faculty performance evaluations and merit review. Salary decisions for Thayer School faculty are made by the Dean of the Thayer School. Salary data for engineering professors compiled by the American Society for Engineering Education (ASEE) are used to provide guidance in setting compensation at the time of hiring. Members of the Thayer School faculty are provided with an annual \$3,000 research discretionary fund, generally used to support travel to an academic conference or to visit a potential research sponsor. All members of the Thayer tenure-track, research-track, and instructional-track faculty are provided with this support.

Because the development of a research program is a key expectation for Medical School faculty, compensation is influenced by the level of grant support. Beginning Assistant Professors receive competitive salaries, as funded 100% by DMS during the initial, 3-year appointment, or until the first major grant award as PI is received if that success occurs earlier. 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 their cumulative efforts on grants on which they are the PI or as a Co-Investigator on another PI's grant.

The Tuck school contributes resources to support faculty research through three separate programs: the Tuck Funding System to Support teaching and Research (STAR accounts); Summer Research Support; and Tuck Research Computing. As part of their annual activity report all faculty request funding through the STAR system to support their individual teaching and research.

Course Load and Assignments

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 member of the faculty is also expected to supervise 1-3 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 need and their interest coincide. Members of the tenure track and research track faculty are expected to maintain a funded sponsored research program and to serve as major advisors of MS and PhD students as part of their normal responsibilities.

At DMS, 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/year in a core course. Established faculty members typically teach an advanced graduate seminar class either yearly or every other year. All tenure and tenure-track faculty members are expected to have extramurally funded research programs and to instruct undergraduate, graduate, and postdoctoral students in the context of those programs in the lab setting.

The normal course teaching load for a Tuck School tenure-track faculty member is three courses per academic year. Teaching loads are established in order to permit a significant portion of individual faculty members time to be devoted to research. Additionally, all faculty are expected to participate on committees and contribute to the success of the school.

Non-Tenure Track Faculty

Thayer School also 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. All initial appointments are first reviewed by the Thayer Committee on Adjunct & Research Appointments and have specific published guidelines.

At Tuck, the title of adjunct professor has been used to designate faculty members whose primary appointment is elsewhere within Dartmouth College 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 school and the college will be of mutual benefit. Teaching assignments are normally not required.

DMS has two non-tenure track lines. Faculty members employed by the Dartmouth-Hitchcock Clinic (D-HC) follow recruitment and advancement in the academic ranks, just as our Dartmouth College employed faculty members do. However, the D-HC faculty participates in a process of consideration for senior membership to the clinic rather than in the tenure process at Dartmouth College. We expect clinical faculty to teach a broad range of students, and many also conduct research and provide service to DMS. The other non-tenure track line is our research track faculty. Search and hiring practices for research track faculty follow those for tenure-track hires. However research track faculty are expected to provide 100% of their salary support from extramural sources. As such, there is no expectation or obligation for teaching or service for those in this line, although many of our research track faculty members choose to do so on a limited basis.

II. Assessment and Projection

Dartmouth is committed to continually assessing how its academic enterprise advances institutional goals. Faculty and student surveys and comparative analyses across peer institutions help inform the planning process. Regular department and program reviews, which are planned on seven- to ten-year cycles, provide internal and external assessments of academic programs. Since 1999, 21 departments and programs have been reviewed. More are scheduled for review each year. A uniform online course evaluation process, implemented as a pilot program in the fall of 2006, was standardized in the fall of 2008. Course size and enrollment patterns are also monitored on a regular basis. These and other evaluative methods are used to document and guide the pursuit of the College's mission.

Dartmouth has a strong record in recruiting women and minority faculty. The percentage of women who are tenured in the faculty of Arts and Sciences in all ranks is currently 37%, and the percentage of all minority faculty in all ranks is 15%. In relation to Dartmouth's peer group of 11 institutions,

Dartmouth ranked second for the percentage of women non-medical faculty in all ranks, and first for tenured women. For Asian faculty, Dartmouth ranked 11th; for Black faculty, it was 3rd; for Hispanic faculty, 5th; and for Native American faculty, 1st. Data from the past few years indicates that Dartmouth has been doing an excellent job of hiring junior minority faculty (e.g., over the last five years, 31% of the Arts and Sciences hires were faculty of color). We also continue to seek to recruit outstanding senior minority faculty and to retain minority faculty of all ranks in such a competitive market.

Dartmouth continues to make every effort to attract and retain a strong and diverse pool of faculty and administrators. It is committed to promoting a greater understanding of how to succeed in a pluralistic society and establishing the best learning and working environment possible. With this goal in mind, Dartmouth's office of Institutional Diversity and Equity offers standardized and customized training programs. This office consults regularly with faculty, chairs, chairs of search committees, with the Associate Deans, and Deans of the Schools and the Provost.

Since the 2000-2001 academic year, Dartmouth has added 57.25 Arts and Sciences faculty lines for a total of 412.25 tenured and tenure-track lines. Class size differs among departments. The percentage of classes with fewer than 20 students has increased from 61% in 1999 to 63% in 2009 and the student to faculty ratio has gone down from 10:1 to 8:1. In fall 2009, the majority of courses in the Arts and Humanities had less than 20 students; while in the Sciences the majority of courses enrolled either less than 20 students or between 20 and 29 students. Social Sciences course sizes enrolled either less than 20 students or between 30 and 39 students. Most of the courses in interdisciplinary programs had less than 20 students.

Student interest in the Social Sciences has grown over the last decade, creating enrollment pressures in several departments. Strong student interest in technology has broadened to digital arts and computational methods. Environmental Sciences and Media Studies are newer fields of growing student interest. Interdisciplinary studies have expanded offerings to include new programs in International Studies, Ethics, and Global Health, among others. The changing composition of the student body, along with an increased awareness of global issues, has led to demands for new or expanded language instruction. It has been important to maintain appropriate class size for faculty who are often solely responsible for grading, as well as for courses across the Arts & Sciences that require a small class size. At the same time, it is important to keep highly desired classes accessible to students. The hiring of additional faculty has reduced many enrollment pressures and allowed the College to strengthen its programming in key areas.

The Division of the Humanities was renamed the Division of the Arts and Humanities in 2007 in recognition of the many opportunities that exist at Dartmouth in the arts. This new name reflects other developments in the arts, including greater collaboration between faculty, students, the Hood Museum of Art, and the Hopkins Center for the Performing Arts. A new "Arts at Dartmouth" website (<http://www.dartmouth.edu/arts/>), launched in 2008, highlights activities and opportunities. This new emphasis also anticipates the construction of the new Visual Arts Center which will house the Departments of Studio Art and Film and Media Studies and is expected to open in 2012.

Since the last review, Dartmouth established a Vice Provost for Research to coordinate sponsored research and compliance, including oversight of ethical guidelines. The Ethics Institute serves as a further resource and offers regular seminars that engage faculty and students in a broad range of discussions concerning academic integrity, professionalism, and ethical issues. More support could be offered to Arts and Humanities faculty, who have less experience in grant application. Since the establishment of the Leslie Center for the Humanities in 1999 and the opening of space for the Center in the recently completed Haldeman building, there have been new opportunities for internal research

support for faculty in the Arts and Humanities through programs run by the Center: term-long Humanities Institutes, faculty seminars and colloquia, and fellowships and grants.

Retention of top faculty is an ongoing activity and priority in the Dean of the Faculty Office. We hire outstanding faculty, many of whom become attractive to other institutions precisely because at Dartmouth they are able to develop cutting-edge research while cultivating adeptness and creativity as teachers. We are generally successful at retaining faculty as well as hiring top faculty away from other institutions. Some excellent faculty members also choose to leave, most often citing opportunities to join a larger faculty in their specific area or to solve partner issues. We are in the process of developing a formal exit interview to ensure we learn from each individual experience.

Hiring faculty with joint appointments on a case-by-case basis has been a longstanding tradition here. One of the first was hired in 1972 to develop Native American Studies and held a joint appointment in Anthropology and Native American Studies. However, in 1999 a goal was set to encourage and facilitate more interdepartmental appointments. Since then, ten faculty members have been hired with joint appointments starting in 2000, of which eight remain.

More collaborations are also forming between Arts and Sciences and the professional schools, with some Medical School faculty teaching undergraduates in Arts and Sciences, and through internships available to undergraduate students in the Medical School. All Thayer School faculty teach both graduate and undergraduate students.

Moving forward, Dartmouth aims to maintain or increase its current faculty size in the near future in order to provide a student to faculty ratio that fosters the scholar-teacher model that has worked so well. The goal is to sustain high quality and flexibility in the curriculum while at the same time making room for new fields, such as the Digital Humanities and the collaboration this new discipline supports between the arts, the humanities, and the sciences. Our long-standing excellence in international education will allow us to focus on incorporating internationalism in research and teaching, thus positioning Dartmouth prominently in a global world.

To ensure that our compensation remains equitable, during the next two academic years we will repeat the process led by the provost to evaluate salary equity that we undertook twice in the previous decade. As before, the results will be shared with the deans of all the faculties and the standing faculty committees. We are also committed to increasing the level of pre-grant support offered to our faculty. Assistance in the preparation and writing of proposals for federal and other prestigious awards will be increased through the Office of the Provost, with a special focus on faculty in the Arts and Humanities and some of the Social Sciences, who have less experience in grant application than their colleagues in STEM fields. We will also continue to offer numerous workshops on this topic for graduate students and postdoctoral fellows.

The College, including its graduate programs and professional schools, regularly evaluates its need for both faculty growth and disciplinary depth. Through a strong governance structure, the faculty discusses and assesses opportunities to advance the curriculum and provide support for faculty research and teaching. Clear processes exist to regularly engage faculty in setting institutional goals and evaluating our success and regular reviews are conducted when new leadership is appointed (such as the appointment of a new dean).

STANDARD SIX: STUDENTS

INTRODUCTION

Dartmouth has always understood the importance of providing an educational experience that extends beyond the classroom. The close campus community and our distinctive location have allowed us to integrate students into an experience that is robust both in and out of the classrooms, laboratories, libraries, and studios. We continue to pursue this goal and have made significant improvements since the 1999 self-study. Our aim is to always be aware of the evolving needs of our changing student populations. Over the last decade we have increased resources to support their academic and personal success. We realize the importance of being nimble in the future. Our community is energized by our diverse and active student body. We know that our students' success depends on our ability to meet their shifting needs as their backgrounds and interests change and broaden.

ADMISSIONS AND FINANCIAL AID

I. Description

UNDERGRADUATE ADMISSIONS AND FINANCIAL AID

The Undergraduate Admissions Office at Dartmouth plays an integral role in bringing to life Dartmouth's mission each year for thousands of potential students curious about Dartmouth College. On an annual basis, the staff in the office makes a series of highly complex and nuanced decisions on an applicant pool that now numbers over 18,000 prospective students. Their task is to identify those students whose academic abilities, accomplishments, talents, backgrounds, and potential will enable them to succeed here and who will enrich the community and the quality of the educational experience for everyone.

Each applicant to Dartmouth is evaluated against the overall criteria for selection. The goals and priorities of Dartmouth admission do not depend upon ability to pay tuition and fees. Our selection process takes into consideration many factors, both quantitative and qualitative, 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, we seek to understand the accomplishments, talents, and potential of each applicant. Students are evaluated in four broad areas: academic achievement, intellectual qualities, extracurricular achievement and impact, and personal qualities. The consideration of student background factors is also an underlying principle of our holistic and individualized review process. Background factors provide the context in which we can most effectively evaluate student achievement and potential and are critical to our ability to equitably, thoughtfully, and accurately evaluate candidates for admission.

In-depth information on Dartmouth's admissions policies and procedures is primarily available through the Admissions website, <http://www.dartmouth.edu/admissions>. The website is divided into sections containing information relevant to prospective first year, transfer, and summer term applicants and the specific requirements, deadlines, and policies of each program.

The majority of applicants present tangible academic credentials, including grades, rigor of high school curriculum, and standardized test scores that suggest they would be successful students at Dartmouth. The College provides support to admitted students with identified needs that may affect their ability to achieve their full academic potential. In addition to pre-major advising and the personal and academic guidance offered by departments and programs, support services include

Student Accessibility Services, which provides accommodations for students who have disabilities; Academic Skills Center, which offers individual counseling to improve study skills, tutoring, and study groups; and the OPAL, which has advisors to help students with personal and academic challenges. Additionally, Undergraduate Deans read through each admitted student's file to familiarize themselves with our new students and their particular needs. Depending on the need, the Deans will contact students to schedule meetings and suggest resources on campus that can help them succeed. The institution uses appropriate methods of evaluation to identify deficiencies and offers support where necessary to prepare students for collegiate study.

Dartmouth financial aid awards are sufficient to meet full need based on an analysis of family income and assets. The Dartmouth financial aid application process and the policy for determining need are published online (<http://www.dartmouth.edu/apply/financialaid/index.html>). 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 (FAFSA). Types of student financial aid – including scholarships, loans, and employment – are described on the financial aid web site. 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. Consumer information intended to clarify rights and responsibilities and to disclose the terms of the award are included with each award notice. 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 ADMISSIONS AND FINANCIAL AID

The Professional Schools and Graduate Programs are an integral part of the wider campus network. The admissions process of each school and program are different, but are centralized within each admissions office: Tuck, Thayer, Dartmouth Medical School (including the PhD programs in Biomedical Science), Graduate Arts and Sciences, and The Dartmouth Institute on Health Policy and Clinical Practice (TDI). Growth has occurred in all areas of the graduate programs in the past 10 years (1999-2009), including:

- Applications in Graduate Arts & Sciences and the Thayer MS and PhD programs up 16.8% from 1,514 to 1,769
- Enrollments in Graduate Arts & Sciences and Thayer master's and doctorate programs, up 30.7% from 554 to 724
- Applications to the MD program at the Medical School up 12.9% from 4,690 to 5,297
- Enrollments in the MD program at the Medical School up 26% from 272 to 343
- PhD degrees awarded up 102% from 38 to 77 Arts & Sciences Masters degrees awarded up 2% from 99 to 101

The professional schools and graduate programs include personnel designated to work on recruitment, diversity, student services, registrar needs, and alumni communications. The Dean of Graduate Studies oversees the Master's and Doctoral degrees in Arts and Sciences, and provides some services for students seeking degrees in Engineering and Public Health as well as services for students in Arts and Sciences programs taught within the Medical School. The Dean of Engineering oversees most aspects of admissions, student life, academics and degree requirements for the students in Engineering. Similarly, the Director of TDI oversees these areas for the MPH, MS, and PhD students in Public Health and Health Policy & Clinical Practice respectively. The Dean of the Tuck School oversees all aspects of the MBA program.

The admissions process requires official transcripts for all previous degrees, official test scores from Test of English as a Foreign Language (TOEFL) or International English Language Teaching Service (IELTS) if international applicants, and one of the official standardized test scores, including GRE (for Master's and PhD programs), GMAT (for the MBA), and the MCAT (for the M.D.). Applicants provide a written statement of interest for each program, and on-campus interviews are conducted for domestic applicants. Interviews with international applicants vary by program, but can be done via teleconference or web conference, and are not mandatory. Guidelines for admission with advanced standing vary by school, but are well described in the student handbooks (<http://www.dartmouth.edu/~gradstdy/>), and most are reviewed on a case-by-case basis by the Dean's office. Accommodation for disabilities is specifically stated in the student and faculty handbooks (<http://www.dartmouth.edu/~gradstdy/students/grddisability.html>), and are made as needed.

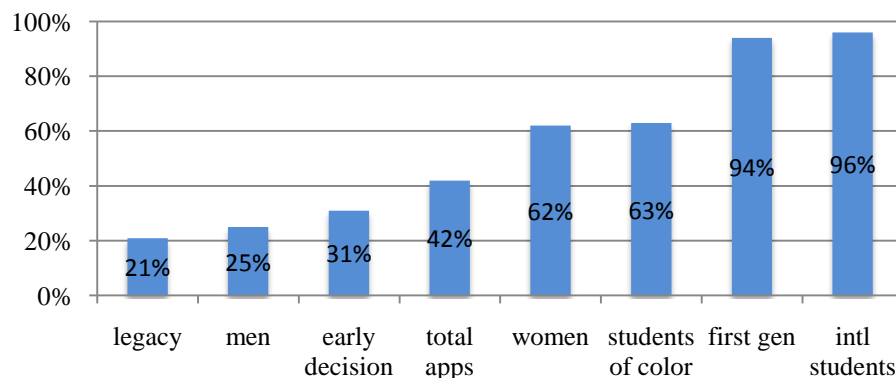
Graduate and professional schools provide many types of financial support for their students. Tuition paying programs provide tuition scholarship and loans for living expenses based upon need and demand in each program. All doctoral programs provide full tuition scholarship, stipend support and health insurance coverage for a minimum of 5 years in the program. Academic support for students for whom English is a second language is provided for students in the Master's and Doctoral programs, and writing assistance is available on an ongoing basis through the IWR.

II. Appraisal, Projection, and Institutional Effectiveness

In September 2006, the Undergraduate Admissions and Financial Aid Offices underwent an external peer review. The review noted the offices' many strengths, most notably "the high degree of professionalism and integrity evident in all the work the offices perform, from a careful and thorough review of each and every application to a fair and equitable distribution of financial aid funds, and everything in between." The reviewers went on to say that the offices use best practices whenever possible and concluded "that all aspects of the admissions and financial aid activities...are first rate."

The success of the work of Admissions and Financial Aid is evident in the breadth and depth of our pool of prospective students and the strength of our matriculating students. The results of Dartmouth's recruitment and outreach efforts are reflected in the changing demographics of our applicant pool, including the following changes in key indicators demonstrated by Figure 6-1.

Figure 6-1. Change in Characteristics of Undergraduate Applicants between AY2005 and 2009



Similarly, a review of the students matriculating between the years of 2005 and 2009 (classes of 2009-2013) shows classes marked by notable levels of tangible academic accomplishment and diversity of backgrounds represented. The academic credentials of Dartmouth's student body are

among the strongest of the nation's highly selective universities and colleges. Table 6-1 offers the data in brief.

Table 6-1. Comparative Profiles of Recent Classes

Entering Year:	2005	2006	2007	2008	2009
Class of:	2009	2010	2011	2012	2013
Applied	12,756	13,938	14,176	16,538	18,132
Admitted	2,171	2,186	2,165	2,228	2,279
Matriculated	1,074	1,081	1,116	1,095	1,094
Valedictorians	29.7%	30.0%	29.2%	29.0%	29.4%
Salutatorians	12.4%	10.6%	10.1%	10.0%	10.9%
Top 10%	87.3%	89.8%	91.0%	90.0%	91.2%
# with rank	518	480	487	480	422
Mean SAT					
Verbal/CR	717	715	711	712	714
Math	720	721	716	720	718
Writing	n/a	711	707	714	720
Median SAT					
Verbal/CR	740	730	730	730	730
Math	730	730	730	740	730
Writing	n/a	720	720	730	730

In fall 2009 the first year class at Dartmouth came from all 50 states and over 40 different countries. The representation of students of color has grown to 39.1% of the incoming class (2013) as compared to 30.4% of the class of 2009. Similarly, international students comprise 7.2% of the class of 2013, up from 5.5% in the class of 2009. Students currently at Dartmouth speak over 40 languages. First generation college students comprise 13.9% of Class of 2013, up from 11.3% of the Class of 2009. Additionally, the percent of the class receiving need-based financial aid is 52.2% for the Class of 2013, up from 47.4% of the Class of 2009.

Over the course of the last three years, the Admissions and Financial Aid Offices have made significant progress in transitioning to an entirely paperless review process, a key recommendation from the 2006 external review. Any materials not submitted online are scanned and uploaded into the database. Applicants to the College have an online portal through which they can check the completeness of their files as well as the decisions on their admissions and financial aid applications.

Although the national economic downturn created some financial challenges, we continue to meet our standards for selecting an outstanding entering class of students. Applicant numbers as well as yield continue to increase. The Office of Admissions and Financial Aid has instituted new recruitment and communication strategies using the web and social media and has reorganized some of its workload to increase efficiency. We have a great need for a robust customer relationship management tool that would allow us to more effectively communicate in highly targeted and strategic ways with over 100,000 prospective students each year and track the efficacy of our various recruitment and communications strategies. Two possible solutions have been identified and we expect that we will invest in this new technology in the near future.

Dartmouth's generous and comprehensive financial aid program appears to contribute to growth in the numbers of international students, first-generation college students, and other students who find it necessary to apply for financial aid. We will monitor whether recent changes to Dartmouth's financial aid packaging (which now offers more loans and fewer grants) inhibits our ability to recruit and matriculate future classes of students.

In the graduate programs for Arts and Sciences, admissions are facilitated by a director of recruiting and diversity, who also mentors students of diverse backgrounds through their graduate training. However, recruiting a diverse pool of applicants remains a challenge and more outreach needs to be done. Dartmouth has 4 training programs funded by the Department of Education (GAANN grants) directed at increasing minority participation, as well as 9 NIH grants in biomedical training (T32 grants). The College is committed to increasing conference travel funding for all students, and also provides alumni funded travel awards for students to complete thesis work or training in an area that would significantly benefit their research. Each of these areas is important to our successful recruitment and retention of graduate students and could be expanded with additional personnel resources.

RETENTION AND GRADUATION

I. Description

Through a variety of programs Dartmouth expresses its determination to equip all students to succeed academically. Academic advising is presented to undergraduate students in two phases. First, before the major is declared the student is paired with a faculty member who serves as the first year advisor. Then, at the end of the student's fifth term in residence, the student chooses an advisor from the faculty within his/her major. The College has strengthened its support of students through their second year, by clarifying key deadlines and processes for declaring a major and by furnishing additional advising resources across campus (<http://www.dartmouth.edu/~ugar/pdfs/SophomoreYear0910.pdf>)

The Office of Undergraduate Advising and Research and the Dean of Undergraduate Students provide general academic, career, major, and personal advising. Additional advice is provided by programs such as the Integrated Academic Support Program, which enhances introductory-level courses with weekly subject-specific tutorials and study group sessions. The Academic Skills Center schedules individual advising sessions, workshops, and mini-courses to improve grades and academic self-confidence. Student-athletes receive individual academic advising, financial support for peer tutoring and laptop computers for use during athletic-related travel as is consistent with National Collegiate Athletic Association (NCAA) standards. The Office of Pluralism and Leadership (OPAL) provides one-on-one advising for academic, personal, social, and cultural matters. Career Services also advises students individually regarding academic, co-curricular, and post-graduation plans. The Women in Science Project strives to improve the success of women in math, science and engineering. It offers a peer mentor program and connects undergraduates to faculty and graduate students in the sciences. Writing support services are provided in the Student Center for Research, Writing and Information Technology. Students also receive direct support and mentoring through all academic departments, participation in programs at the Hood Museum and the Hopkins Center for the Performing Arts, and involvement in the myriad student programs of organizations such as the Tucker Foundation, the Dartmouth Outing Club, and the interdisciplinary centers.

Academic standing policies are clearly outlined in the Student Handbook (<http://www.dartmouth.edu/~deancoll/student-handbook/standards.html#acadr>) and administered by

the Dean of the College division at the end of each term. Professors file midterm reports for students experiencing academic difficulty and the Deans stay in close contact with those students. Dartmouth College uses a variety of measures to monitor undergraduates' persistence toward graduation, including first-year retention rates; four- and six-year graduation rates; standards for satisfactory academic progress; and academic progress rates established by the NCAA. The goal is for students to graduate at the same rate regardless of background (e.g., first generation, ethnicity, gender, socio-economic status) or course of studies at Dartmouth. The Office of Institutional Research monitors these measures for all undergraduates and for many sub-populations. The data are reviewed annually (at minimum) and by appropriate administrators upon request. The data are used to inform Admissions and for programmatic decision-making to support student academic success.

Dartmouth graduate programs have an outstanding record of completion, with several means of support to ensure that students progress on schedule, such as faculty committees reviewing progress and mentor programs for all students who volunteer to participate. Faculty thesis committees are formed to ensure that the student has multiple points of contact with faculty. As a result of a newly created ESL writing program, all students who have TOEFL scores below 106 are now required to meet weekly with a specialist who helps them practice and learn English writing and grammar.

STUDENT RECORDS

The Faculty determines policies regarding the information to appear on the student's permanent record, including academic transcripts. Academic Probation is recorded in the file in the Dean of the College's Office and is temporarily reflected on academic records, while the course grade of W (withdrawn) is on the transcript permanently. The College has a Records Management Office and the Registrar's Office and Dean of the College's Office have records retention and disposal policies. Increasingly staff access student records electronically using the Banner Student Information System, which is accessible only by username and password. Both offices are well-educated on Family Educational Rights and Privacy Act (FERPA) and privacy laws and they help to train the campus community via the Registrar's online FERPA tutorial and by offering FERPA training workshops.

Graduate programs score student grades at three levels, HighPass, Pass and Low Pass, with the latter being a trigger for a warning for one LP or academic suspension for two repeated LP grades. Grades submission online makes it possible for students to see their grades rapidly after the courses are completed. They can view transcripts online anytime by login to their electronic student record.

II. Appraisal, Projection, and Institutional Effectiveness

Dartmouth has excellent graduation and retention rates, with our first-year retention rate consistently at 98%. Overall, our 4-year graduation rate has never dropped below 85% and our six-year graduation rate hovers between 94% and 95%. The disaggregated graduation rate data are monitored closely for trends. While there is some variation in graduation rates across demographic characteristics (i.e., race/ethnicity, gender, athletes), disaggregated graduation rates are generally above 90% and rates across groups are within ten percentage points (See data in S-Forms). For those groups of students where the graduation rate is somewhat lower than the norm, we investigate the factors that might be contributing to this difference. While we understand the extenuating circumstances contributing to the lower rates, we hold ourselves to a high standard of continuous improvement in support in order to improve the academic and social experiences of these students.

"Academic action" is the term used for the process of holding students accountable for not achieving prescribed academic thresholds. It occurs at the end of each term using the policies and procedures outlined in the student handbook (<http://www.dartmouth.edu/~deancoll/student->

[handbook/standards.html#acadr](#)). More serious cases are reviewed by a Committee on Standards panel. Data on academic actions suggest that some groups of students receive academic actions disproportionately to other groups and to the overall undergraduate population. The College must investigate whether there are systematic issues within our environment that negatively impact the academic success of certain populations. Our continual goal is to help all students graduate and succeed academically. The divisional restructuring in the Dean of the College division (described below) is intended to improve our capacity to support student needs.

STUDENT SERVICES

I. Description

Dartmouth students, both graduate and undergraduate, benefit from an environment that is intentionally designed for their success. The College focuses on educating students with the mindset that they can and will change this world for the better. This focus underlies our decision-making about resources, organizational structure, staffing, programs, and policies.

Undergraduate student services are offered primarily through the Dean of the College division, which includes the departments of Athletics, Career Services, Residential Life and Dining, Student Life, Health Services, and Safety & Security, among others. Undergraduate students can find a list of the departmental websites on the Dean of the College main webpage (<http://www.dartmouth.edu/~deancoll/about/offices/index.html>).

Graduate student services focusing on professional development, career counseling, and recruiting are located in each of the professional schools and in the Graduate Studies Office. The Tuck and Thayer Schools each have offices with staff who are devoted to helping students with career placement. The Graduate Studies Office supports graduate students by providing professional development opportunities and career counseling for both academic and non-academic jobs; it partners with the undergraduate Career Services Office to provide access to non-academic employers.

Student services perform two major functions at Dartmouth College – supporting academic success in the classroom and fostering learning through campus life outside the classroom. These services are centered upon three purposes which serve as the foundation for this work:

- Creating a safe residential community that meets the needs of students and enhances their educational experience,
- Providing a robust menu of programs and services to assist students in achieving their individual academic and personal potential,
- Challenging and supporting students to be engaged, accountable and ethical citizens and leaders.

SAFE AND RESIDENTIAL COMMUNITY

As a residential community with 95% of undergraduate students living on campus, Dartmouth has a special responsibility for the health and safety of all students. The Office of Safety and Security operates 24 hours a day, seven days a week, and serves as the primary point of contact for emergencies after business hours and on weekends. The staff builds relationships with students, and provides related programming. The safety of our campus is demonstrated through the low number of crimes which are reported yearly in the Clery Report (<http://www.dartmouth.edu/~security/information/clery-act/>).

The College Health Service (<http://www.dartmouth.edu/~health/>) supports the health and well-being of both graduate and undergraduate students. Exemplifying the statement on their website that “Good health is an essential part of a successful educational experience,” the staff maintains services such as primary care, counseling, sports medicine, a pharmacy, health education, and a 9-bed inpatient infirmary available during the fall, winter and spring terms.

While Safety and Security and the Health Service are central to ensuring the health and safety of our students, this responsibility is shared by a number of offices. These offices, including the Deans of Undergraduate Students, the OPAL, the Office of Residential Life, Counseling, and Judicial Affairs, participate in case management meetings and Threat Assessment Team meetings if a student’s behavior raises significant safety concerns.

In 1999, shortly before our last reaccreditation, the College announced the Student Life Initiative (SLI), aimed at enhancing all aspects of student life, undergraduate and graduate. This initiative allowed us to identify the core principles that make the student experience outside the classroom an essential component of a transformative College experience. To address student needs we provided more and much improved housing for our undergraduate students (the McLaughlin Cluster, completed in 2006, houses 342 students; Fahey/McLane residential complex, also completed in 2006, houses 161 students). To address the request for more social living space for undergraduate women, Dartmouth renovated one sorority house in 2009.

Graduate housing was also improved greatly. A new graduate housing complex for 110 primarily first-year graduate students opened in 2002 on campus at North Park St.; we added 180 beds in Whittemore Hall to house new Tuck students. Achtmeyer and Pineau-Valencienne Halls, opened in 2009, adjacent to other Tuck buildings, to provide outstanding student housing as well as common rooms, libraries and fitness facilities. The development of a multi-story townhouse style complex at Sachem Village is now housing more than 200 students with spouses and children. With abundant outdoor access and nearby playing fields, Sachem provides close to campus housing that fits the needs of advanced students.

Major improvements were also made in our recreational facilities, including an investment of over \$85 million to build or renovate athletic facilities used by our entire community. All of these improvements helped us achieve higher levels of student satisfaction with campus life, as seen in Table 6-2.

Table 6-2. Increase in Satisfaction with Aspects of Campus Life from Senior Survey*

	Year	
	2000	2008
Student housing facilities	75%	86%
Climate for minorities	56%	69%
Ethnic and racial diversity	59%	75%
Sense of community on campus	73%	87%
Athletic facilities	78%	92%
Opportunities to participate extracurricular activities	94%	96%

*% Generally or Very Satisfied

More satisfaction data can be found at:

<http://www.dartmouth.edu/~oir/pdfs/DartmouthSeniorSurveyHistoricalTrends.pdf> .

Significant enhancements were also made to graduate student social spaces. The new MacLean Engineering Sciences Center includes additional student offices for graduate students, a student lounge, and the GlycoFi Atrium, a large public space that is used heavily by students. The Tuck School's new residence halls include social spaces for use by students and visiting guests. The new Life Science Complex incorporates an array of spaces for graduate students, and a social space is being considered for the Gilman building, which serves as the geographic center of the Arts & Science and Biomedical graduate student populations.

ACADEMIC AND PERSONAL SUPPORT

Dartmouth students are encouraged by faculty, staff and other students to find the best within themselves and to approach learning with curiosity. The particular support needed to achieve this success varies from student to student, and the College has created several opportunities, beginning with their orientation to the College, to tap the intellectual and personal potential of our students.

Our formal orientation program starts the week before classes begin, yet Dartmouth has a broad and comprehensive approach to orienting our students that both precedes and follows that particular week. Once the first-year class is finalized and before students arrive on campus, each incoming student's file is read by at least one staff member to familiarize themselves with the unique strengths, needs, and challenges that each student brings. This process helps identify individual students with particular needs, but also helps us understand the aggregate needs of our students.

Before the academic year starts, over 90% of incoming students participate in First-Year Trips (<http://www.dartmouth.edu/~doc/firstyeartrips/>), an outdoor learning experience that exposes students to new classmates, current Dartmouth students, and other campus members prior to the start of classes, helping new students meet other students and become familiar with the culture and expectations of Dartmouth College.

Following Trips, incoming students participate in the formal Orientation program, during which they are introduced to many campus resources, undergo academic placement testing, and attend presentations on health and safety. Students attend academic open houses, and meet with faculty for academic advising. Through scheduled individual meetings, group gatherings, and open houses they also meet with other faculty and administrators who want them to thrive, academically and personally, at Dartmouth. The First-Year Residential Experience Program, described in more detail below, continues to acclimate students to the College throughout the first year.

A major function of student services at Dartmouth College is to support students' academic success. This function is accomplished through a variety of programs and services. The Office of the Dean of Undergraduate Students (<http://www.dartmouth.edu/~upperde/>) exists to support students in their overall educational experience at Dartmouth. A dean is assigned to each student and follows that student throughout their college years, providing advising and information and referring students to others on campus as needed. The Dean's Office also sponsors a program of Student Consultants.

The Pre-Major Advising Office (<http://www.dartmouth.edu/~ugar/premajor/>) was created in 2004 in response to data indicating that better pre-major advising was needed for students in their first and sophomore years. This office, part of the Dean of Faculty's Undergraduate Office of Advising and Research, facilitates a productive advising relationship between faculty and students who have not yet declared a major. Major advising occurs within departments and each department has its own procedures for identifying an advisor. Often, advising relationships begin before a major is declared, with students seeking advice from faculty about the major or through a student's course work in the department.

Students are instructed on learning strategies by the Academic Skills Center (<http://www.dartmouth.edu/~acskills/>), which also organizes a Tutor Clearinghouse (a student-to-student tutoring program) and study groups, and facilitates other occasions for learning as needed. Among the many peer advising programs available to students is a new, student-initiated and student-run mentoring program, The First-Year Scholarship Enrichment Program. Started in 2009, the program promotes student success by matching 24 upperclass students with 24 first-year students (selected from a pool of more than 50 applicants). Additionally, Student Accessibility Services (SAS) (<http://www.dartmouth.edu/~accessibility/>) works with colleagues across campus to ensure that all programs and services are accessible to Dartmouth students. SAS consults directly with students who have specific accommodation needs (such as real-time captioning or extended time on tests).

A number of Dartmouth services ensure that students' personal needs are met so that they can achieve their academic and individual potential. Both undergraduate and graduate students are advised to take advantage of many of these services. The College Health Service, as described above, provides many services, including alcohol education, personal counseling, meetings with student groups upon their request, and one-on-one meetings. The Office of Pluralism and Leadership (OPAL) (<http://www.dartmouth.edu/~opal/>) serves as a central resource on issues related to gender, race, culture, sexuality, citizenship, and socio-economic class.

Residential Education (<http://www.dartmouth.edu/~orl/life-in-res/>) supports undergraduates through professional and undergraduate live-in staff, who create a number of educational options. The First-Year Residential Experience includes weekly floor meetings and disseminates information to help students successfully transition from high school to college. The East Wheelock Program – a residential cluster staffed by a faculty fellow, undergraduate dean and community director – tailors programming and advising that inspire students to integrate their academic and social lives as they unfold throughout the year.

The North Park Graduate housing complex has a Graduate Activities coordinator who works with the predominantly international student population there to help make them feel more at home. Social activities are planned and information about programs is provided through this coordinator. The William Jewett Tucker Foundation (<http://www.dartmouth.edu/~tucker/>), established in 1951, has as its mission to “educate Dartmouth students to think and act as ethical leaders and responsible citizens in the global community through service, character development, and spiritual exploration. To this end, they coordinate community service work (including cross-cultural and service trips), religious and spiritual life, and educational enrichment opportunities, including fellowships. In academic year 2008-2009 over 1,650 students, approximately 40% of undergraduates, participated in service projects through the Foundation.

ENGAGED, ACCOUNTABLE, AND ETHICAL CITIZENS AND LEADERS

We strive to help students become citizens and leaders who act ethically, are engaged in their communities, and are accountable for their behaviors and decisions. Students learn and practice leadership in a variety of settings. Much of this leadership occurs in organized programs and activities, although we acknowledge there is also considerable leadership development in individual and ad hoc group situations, from laboratories to off-campus exploration.

The primary areas of opportunity for organized leadership development and their associated foci are:

Department/Office	Area of Focus
The Tucker Foundation	Leadership through service and spirituality
The Dickey Center for International Understanding	Leadership in a global context
The Rockefeller Center for Public Policy	Leadership and civic engagement
The Collis Center for Student Involvement	Leadership through campus organizations
Student Life	Leadership through group participation
The Outdoor Programs Office	Leadership in the outdoors
Residential Life	Leadership in peer residential settings
Athletic Department	Leadership in sports
Office of Pluralism and Leadership	Socially conscious leadership, cultural competence
Dartmouth College Health Service	Peer advising regarding health and wellness

ACCOUNTABILITY AND ETHICAL BEHAVIOR

Accountability and ethical behavior are expected of all faculty, staff, and students and strengthen our culture of academic rigor and success. They are implicit in the undergraduate Principle of Community (www.dartmouth.edu/~upperde/principles), the Academic Honor Principle (www.dartmouth.edu/~uja/honor/index.html), the Statement on the Freedom of Expression and Dissent for undergraduates (www.dartmouth.edu/~upperde/principles), and the Statement on Equal Opportunity and Affirmative Action (<http://www.dartmouth.edu/~upperde/principles/>). The graduate honor code and code of conduct are stated separately (<http://www.dartmouth.edu/~gradstdy/students/regulations.html>). Standards of conduct are clearly delineated in the student handbook and included on the College website (<http://www.dartmouth.edu/~uja/standards/policies/index.html>). The Undergraduate Judicial Affairs Office administers these standards for undergraduate students, with a focus on educational outcomes. The Committee on Standards (COS), made up of students, faculty and staff, adjudicates all policy violations. The Ethics Institute (<http://www.dartmouth.edu/~ethics/>) leads discussions and provides training in applied and professional ethics, including the ethics of teaching and research. It supports an ethics minor and a seminar, Ethics Across the Curriculum, to help faculty bring ethics into the classroom. The Graduate Programs and the Ethics Institute were pioneers in developing a professional ethics program, which is required for all incoming graduate students. Their efforts preceded the national mandate for training all NSF and NIH funded students in ‘Responsible Conduct of Research’ (RCR). The program is a model for combining case-based learning with faculty and peer-instruction to teach ethics to graduate students.

II. Appraisal, Projection, and Institutional Effectiveness

SAFE AND RESIDENTIAL COMMUNITY

The Counseling and Human Development Office continues to see increased client demand. Since our last reaccreditation in AY1999, Counseling saw 694 students for a total of 4,376 visits; in AY2009, Counseling had 1,000 students use their services for a total of 6,496 visits. The number of staff has remained constant during this time, although the number of visits has increased 48%. A recent concern has been the perceived delay in getting appointments. Although the Counseling staff has been reduced by one half-time position, we have reorganized to distribute more of an administrator's time to counseling.

Like other U.S. college campuses, alcohol use is a concern. We have seen a drop in the percentage of incoming students who say they have used alcohol prior to matriculation, from 70% in 2000 to 64% in 2009. Nonetheless, excessive drinking in the undergraduate student population at Dartmouth remains a concern. Binge drinking, or consuming five or more alcoholic drinks in one sitting, is a commonplace practice among our students, although it seems to be decreasing. Our binge rate peaked at 57% in 2004, but has since dropped to 44% in 2008, which is more in-line with the 2000 rate of 45%. Our rate of students who reportedly abstain from alcohol has increased slightly from 15% in 2000 to 18% in 2008.

President Kim has focused the College's response to student alcohol use on harm reduction. He has created the Student and Presidential Alcohol Harm Reduction Committee as a collaborative effort to explore opportunities to reduce the harm of alcohol misuse. The College also regularly reviews its alcohol policy to ensure that our values of health and safety are paramount in our policy content and related enforcement. Currently, our Social Events Management Policy (SEMP) is under review by a campus committee. We will continue to assess policy and procedures as they are implemented. The Department of Safety and Security is currently reviewing its written policies and procedures as the first step toward achieving accreditation through The International Association of Campus Law Enforcement Administrators (IACLEA). IACLEA represents campus public safety leaders at more than 1,200 institutions of higher education throughout the U.S. and Canada.

As students' lives become more complicated, we find ourselves addressing increasingly complex cases and interacting with parents more than we did ten years ago. We have strengthened collaboration across departments within the division to bolster our efficiency and effectiveness.

ACADEMIC AND PERSONAL SUPPORT

The satisfaction of seniors with their pre-major academic advising has increased each year from 28% for the Class of 2000 to 41% for the Class of 2008. The satisfaction for major advising has increased as well from 54% for the Class of 2000 to 76% for the Class of 2008. President Kim recently announced that he and other senior administrators are working to develop a long-term plan to further improve undergraduate advising.

Demand for health-professions advising is high at Dartmouth. These services are delivered through the Health Professions Program (HPP) under the leadership of a faculty member co-appointed in both Arts and Sciences and the Dartmouth Medical School. He works with a 2nd full-time pre-health advisor and a credentials coordinator. The Nathan Smith Society, a student organization coordinated by the faculty leader, is a central resource for students (<http://www.dartmouth.edu/~nss/>). The Health Professions Advising Committee, comprised of a group of faculty and administrators, meets annually to coordinate and develop health professions advising/experiential components and communicates

regularly through a listserv. Recent changes include having the HPP personnel report directly to the Dean of College office and moving the HPP Advising Office to the same building as the Office of the Dean for Undergraduate Students to improve communication between the two units.

Graduate Arts & Sciences has implemented an Academic Life Survey to assess the impact of academic programs and student satisfaction with the graduate student experience. Survey results are being reviewed with the faculty on the Council on Graduate Studies for programmatic improvement. The section regarding institutional effectiveness and co-curricular learning provides more details on the assessment of effectiveness for many programs listed above.

In 2009 the Dean of the College division undertook an internal strategic planning process. The mission statement was revised and three goals developed, as follows: *“Consistent with the liberal arts tradition, the Dean of the College Division builds an inclusive, thriving, and intellectually stimulating environment that fosters academic, social, cultural, and personal growth.”* Departments within the division have reviewed and revised their departmental mission statements to align with the divisional mission statement and goals. These will be used for future departmental program planning and assessment. Divisional metrics are being developed to track progress towards the divisional goals.

The internal strategic planning process, together with budget reductions and a divisional external review, galvanized the Dean of the College division to examine its own operations. We have streamlined resources and improved coordination of departments in order to continue assisting students in reaching their personal and academic potential. Additional planning will be a part of the next phase of the campus-wide strategic planning process.

The strategic plan and structural changes resulting from new financial models and the external review will assist the division in developing a more systematic and integrated approach focusing on campus life and student academic support. As we improve efficacy through planning and evaluation, we will develop a sustainable budget and increasingly reliable projection of needs. The 2010 restructuring of senior leadership in the division yields an opportunity for greater efficiency, accountability and coordination that will serve our current and future students well.

LEADERSHIP AND ENGAGEMENT

To develop leadership skills, students need opportunities to learn, practice, and achieve competency. Our efforts in this area indicate we are having success in developing leadership skills among our students. In a survey of Dartmouth alumni from the classes of 1998 and 2004, more than 64% of respondents reported that Dartmouth adequately or very adequately prepared them to become an effective leader. This was significantly higher than students at peer institutions. Over 70% reported being prepared to function effectively as a team (See S-forms for detailed statistics).

Senior survey data from 2008 show that 75% of the seniors reported being stronger or much stronger now in their ability to lead and supervise tasks and groups of people. Below are a few specific examples combining student leadership with assessment for improvement.

- A 2007 survey of 350 alumni who were student leaders asked what leadership skills acquired in their student organization activities have been most useful in their personal and professional lives. Survey results prompted the Collis Center for Student Involvement to develop an 11-skill core program, which includes: accountability, communication, cultural competence, delegating, decision-making, developing connections, flexibility, planning and organizing, problem-solving, resource management, and time management.

- The Dartmouth Outing Club plans First-Year Trips before the start of the academic year to orient students to Dartmouth and to facilitate the development of relationships with other new students. Annual assessments show that leading a trip helps students become better leaders and learn about responsibility for self and others.
- Students who participate in the Rockefeller Center's Leadership Fellows Program examine their skills, qualities, and attributes as leaders. Through the study of leadership theories and experiential exercises, fellows explore leadership challenges at micro and macro levels and examine how to strengthen their own effectiveness as leaders.
- In June 2008, students and alumni participating in the Diversity Peer Leadership Programs reported in a survey that this program helped them learn culturally competent leadership. Eighty-nine percent of participants thought that the program increased their ability to notice injustice and bias when they occur. Most respondents indicated that they are more effective at identifying power dynamics in a cultural context (84%), actively challenging their own assumptions of others (89%), and working to create an inclusive environment (94%).
- Each term sophomore and senior student-athletes are surveyed to better understand issues related to athletic resources, coaching, team climate, and individual student-athlete learning. In a recent survey, participants reported a positive impact of their varsity athletic participation on a number of items, including cooperation skills (91%), leadership skills (90%), self-understanding (85%), and self-confidence (81%).
- Since our last reaccreditation, great advances have been made in nurturing a vibrant student activities program. Currently, the \$78 per term student-activities fee funds hundreds of events per year and every student benefits from the programming. Fee increases were tied to increases in tuition to compensate for inflation and to create capacity for new ideas and programming. Fees are allocated through the student-run Undergraduate Finance Committee to student organizations, Greek-letter organizations, and club sports. The result of the fee, comparable to the fee charged by our peers, is a compelling student life program.

Although we have had success in helping students develop leadership skills, we plan to improve further by taking a more cohesive approach to this process. Leadership development occurs across the campus in a variety of venues that, until recently, have not been connected to one another. In 2009 The Leadership Advisory Board (LAB), comprised of offices across the College that foster leadership development, synthesized their departmental initiatives into one document that describes their common leadership competencies and organizes them in a series of categories. These competencies will be used to develop and assess leadership initiatives across the College.

Similar to leadership, opportunities for community service, service learning, and community-based learning occur across the institution. In 2009 the Dean of the Tucker Foundation and Dean of the College constituted the Council on Service and Engagement. The Council has collaborated to develop a taxonomy of engagement as well as student-centered goals and outcomes of participation in service.

The Graduate Student Association has become a strong voice for leadership among the doctoral and masters students. They recently joined with the professional school student bodies to form the Graduate Senate, a single voice to work with the Provost on graduate student issues. Their participation in Ivy Student Council meetings and regular meetings with our President and Provost form the basis for leadership experiences for these students. Participation in entrepreneurship and grant writing workshops also develops their leadership training skills.

ACCOUNTABILITY AND ETHICAL BEHAVIOR

Dartmouth's disciplinary system and the Committee on Standards (COS) were comprehensively reviewed in 2008 by a committee of students, faculty and staff. The Dean of the College accepted the Committee's recommendations and implemented several changes to the system in fall 2008, which included the following: 1) all first-offense alcohol violations are referred to an educational or counseling session in lieu of disciplinary action, 2) the definition of College Probation (formerly known as "College Discipline") was updated to be a more educational response to repeated or serious behavior. Probation is now considered an educational opportunity to address behavior and is not reportable as a disciplinary action on a student's record, 3) the COS is now able to consider intent as a mitigating factor in determining outcomes, 4) Judicial Affairs reduced the number of college hearing officers from ten to four in an effort to make outcomes more consistent and better manage educational approaches. Most outcomes now include an education component or counseling referral.

The Undergraduate Judicial Affairs Office (<https://www.dartmouth.edu/~uja/community/>) compiles an Annual Report to the Community each year. The total number of cases has been decreasing since the 2004-2005 academic year while the total suspension-level cases, of which academic honor principal cases are a part, have been relatively consistent for the past 10 years.

Figure 6-2. Student Disciplinary Cases Since 2000

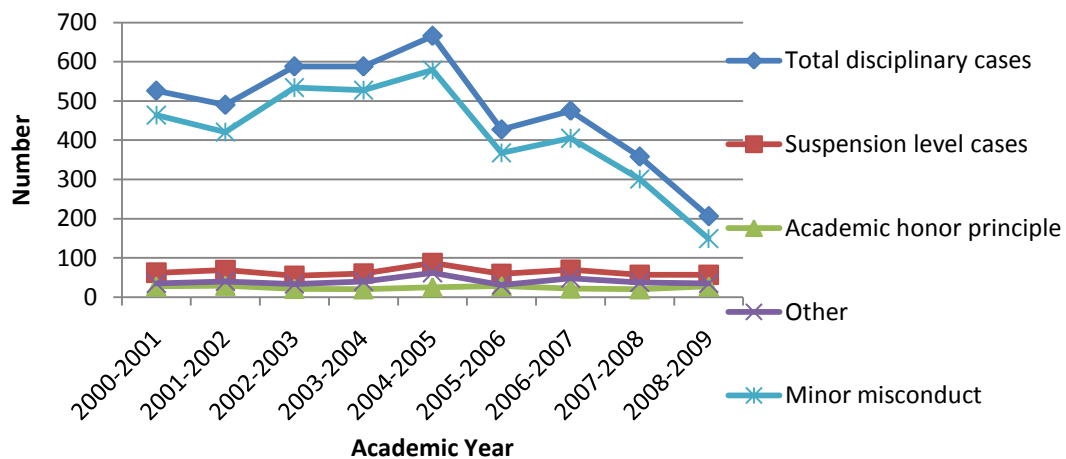
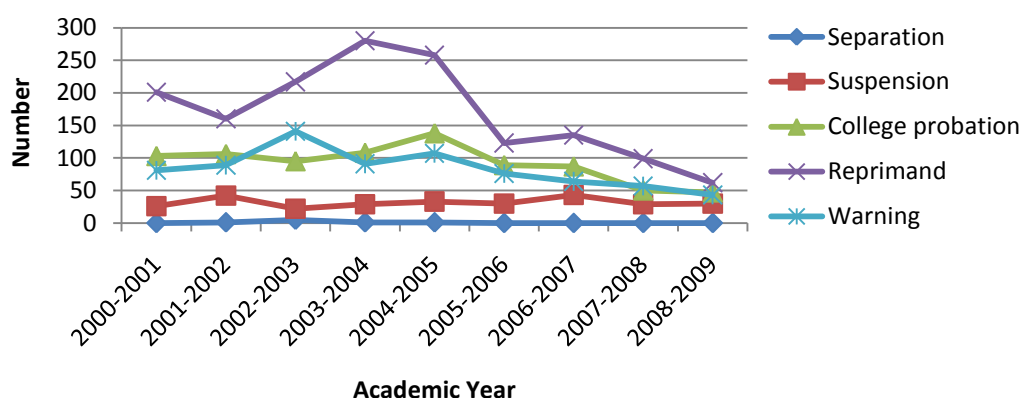


Figure 6-3. Outcomes of Student Disciplinary Cases since 2000



Over the past five years, Dartmouth has created an educational model to more effectively address the abuse of alcohol by revising our medical amnesty policy (the Good Samaritan Policy), and implementing an educational program in lieu of discipline for first-time alcohol violations. We have seen positive effects of this policy change. Our medical amnesty calls have increased from 26 in 2004 to 114 in 2008 and our alcohol violations have decreased from 296 in 2004 to 171 in 2008.

We also put in place a longitudinal Alcohol Education and Assessment Program beginning with pre-matriculation for the Class of 2012. Through this online program we stay in touch with students throughout their academic career, providing alcohol education, evaluating their comprehension of this information, and assessing their alcohol-related behaviors and attitudes. Based on the feedback from an assessment of this program, the emphasis that Dartmouth has placed on the Good Samaritan policy has resulted in the increased use of the “Good Sam” calls. We used data from this program to determine that we needed to provide more education regarding the possible repercussions for driving under the influence (DUI).

We are committed to administering the student disciplinary system in a way that educates all students to be accountable. The numbers from the disciplinary process are just one indicator of our efforts and ability to help our students grow in regard to acting in an ethical manner. According to the 2008 senior survey, 70% of seniors reported that they were stronger or much stronger now in their ability to identify moral and ethical issues and 81% were stronger or much stronger in developing an awareness of social problems.

(<http://www.dartmouth.edu/~oir/pdfs/DartmouthSeniorSurveyHistoricalTrends.pdf> for trends from the past 10 years.)

The College is continually seeking ways to help students understand their responsibilities, as well as their rights, within a community. Continued conversations with students, review of applicable data, and monitoring best practices will inform any changes that we make. We anticipate that students will continue to want involvement in our judicial process, such as in the recently formed Organizational Adjudication Committee. We will evaluate this Committee, once it has had time to hear more cases, to determine its success and ascertain what other opportunities might be available.

EVALUATION OF STUDENT LEARNING OUTSIDE THE CLASSROOM

I. Description

Dartmouth is committed to assessing educational impacts of co-curricular activities and student learning outside of the classroom. In 2006, a new focus was placed on assessment of co-curricular learning in the Dean of the College division rather than simply tracking participation and satisfaction. Through workshops, consultation, and empowerment of staff, assessment of programs and services has increased and student learning has been more intentionally documented. Since the fall of 2006, some form of assessment has occurred in every office in the Dean of the College division.

An assessment audit was completed in the fall of 2006 and again in the fall of 2008 to understand what types of assessment projects were being performed. The table below describes the type of projects occurring in each academic year and the change from AY2007 to AY2009.

Table 6-3. Program, Service, and Departmental Assessment Activities in the Dean of the College Division AY2007-2009

Type of Assessment Activity	2006-2007 (N)	2008-2009 (N)	Change (N)
Tracking Usage	92	78	-14
Needs Assessment	39	49	10
Satisfaction Study	43	53	10
Climate/Culture Assessment	Not tracked	34	NA
Learning Outcome Assessment	31	58	27
Resource Effectiveness Study	Not tracked	44	NA
Benchmarking	35	34	-1
Program/Department Evaluation	47	65	18
Strategic Planning	29	31	2

It is important to note that most assessment projects incorporated multiple forms of assessment. For example, benchmarking may also include outcome assessment and a satisfaction study. Data show that assessment within the Dean of the College Division increased for every type of assessment activity except tracking usage and benchmarking. The biggest change has come with assessment of learning outcomes. Students' behaviors and attitudes are affected considerably by what they learn outside of the classroom. We regularly evaluate programs to gauge their effectiveness in developing leadership skills, teamwork, problem solving, civic engagement, ethical reasoning, and intercultural competence. A few of these evaluations are listed below:

- The First Year Residential Experience (FYRE) program was evaluated to determine the extent to which students are achieving the learning outcomes espoused in the program. Based on the results, strategies were revised.
- The East Wheelock Program is a living/learning program that went through a comprehensive review, including a revision of its mission, creation of goals and learning outcomes, and evaluation of those outcomes. That process now provides the foundation for planning and assessment.
- The academic support self-study was a comprehensive review of the extent to which 10 departments across the Dean of the College Division provided academic support to students.
- Career Services surveys Dartmouth graduates each year to learn what students are doing (e.g., working, graduate school, volunteering) and where they are doing it. This information helps

current students think more broadly about the possibilities available with a Dartmouth degree. See <http://www.dartmouth.edu/~csrc/life.html>

- The Dartmouth College Health Service performs a biennial patient satisfaction study to determine how they can improve the health services they provide. The results influence quality improvement projects in each department.
- Pre-Major Academic Advising has been evaluated at the end of a students' first year and during sophomore summer. This helps the newly formed Office of Pre-Major Advising adjust their outreach.
- A graduate student life survey was recently created by the Graduate Student Council, to poll student satisfaction with housing, social life, transportation, and extracurricular activities. Results of this survey were reviewed with the Dean of Graduate Studies and the Provost.

II. Appraisal, Projection, and Institutional Effectiveness

The Dean of the College division has dramatically increased assessment activities since 2006 and evidence from program evaluations and assessments shows that our programs are producing desired change and growth in student behavior and attitudes.

As a result of the Health Service patient satisfaction survey, Primary Care introduced online appointments and secure-messaging to improve access and communication. First-Year Trips hired more staff to meet student needs as a result of their annual evaluation. The Career Services post-grad survey helped to better understand student needs and reallocate resources. Through the Student-Athlete program evaluation, coaches received annual feedback to help them improve the experience for student-athletes.

We will continue to monitor all of these programs on an annual basis and make decisions to continuously improve in areas identified for special attention and need.

Programs and services have improved as a result of engagement with assessment, and staff reported learning many skills, including “thinking of evaluation systematically” and “how to write learning outcomes.” They also reported that they became more likely to develop new programs with assessment in mind, create learning outcomes, and reallocate resources based on assessment results.

The Dean of the College also is working to improve reporting between programs and departments, including reviewing the annual reporting format and process to make it more efficient and useful to institutional decision-makers. The next phase in building a culture of assessment will be to have staff develop skills and knowledge to assess student learning more directly. We need to document “demonstrated” student learning, not simply “perceived” student learning and student satisfaction.

STANDARD SEVEN: LIBRARY AND OTHER INFORMATION RESOURCES

LIBRARY

I. Description

The mission of the Dartmouth College Library is to foster intellectual growth and advance the mission of Dartmouth College and affiliated communities by supporting excellence and innovation in education and research, managing and delivering information, and partnering to develop and disseminate new scholarship.

http://www.dartmouth.edu/~library/home/about/library_mission_and_goals_fy2010.html

The Dartmouth College Library is one of the oldest research libraries in the United States. The Library has 2.85 million books, 20,000 linear feet of manuscripts, 175,000 maps, 2.6 million microforms, 39,000 digital journals, 150,000 electronic books, and over 1,000 electronic databases. The Dartmouth Library is a system of libraries, including Baker-Berry Library (Humanities 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 Storage Library. The Library has a staff of 168 FTE.

The Dean of Libraries and Librarian of the College reports to the Provost. The Library Administrative Group and Library Management Group (heads of individual libraries and major departments) meet together bi-monthly and organize at least two extended planning retreats annually. These groups are leadership bodies for the Library and advance planning and recommendations developed by an extensive and diverse set of committees.

The Council on the Libraries, appointed by the President, consists of the Dean of Libraries, the Provost, a representative of the Dean of the College, six members elected by the Faculty of Arts and Sciences, one member from each of the three professional schools, two undergraduate students, and one graduate student. The Council meets monthly during the academic year and advises the Library on topics including budget, service programs, storage planning, and scholarly publishing issues. In addition, the new Dartmouth Student Advisors to the Library and Computing was initiated in 2009 to address student needs in a more focused manner.

Equally important is the level of service and satisfaction of the diverse user community of students, faculty, staff, residents of the Upper Valley, and visiting scholars, whether in our physical libraries or using our virtual library from locations around the globe. Regular assessment indicates that students and faculty consistently rate the Library's resources and services very highly. For example, surveys of graduating seniors over the last decade show 96-98% of respondents to be satisfied with Library facilities and resources; respondents of all types (under- and graduate and professional school students, faculty, staff) to the 2008 LibQual+TM survey ranked satisfaction with the Library higher than respondents at peer institutions.

PLANNING AND FINANCIAL SUPPORT

The Library has an active, formal strategic planning process. The Library Management Group engages in an annual planning process to identify goals and objectives for the Library that are responsive to the institutional mission and priorities. The process includes identification of timelines, assignments of responsibility, and identification of employee resources needed to meet the objectives. Individual and departmental goals respond to and support the overarching library goals. A semi-

annual review process assesses progress towards their fulfillment. System-wide assessment and evaluation provide reliable measurement of our success in meeting established goals. Robust planning enables the Library to select the most impactful actions and areas of staff and financial investment from an ever-growing roster of needs.

Financial support for the Library is provided by the four constituent schools of the College in a combination of subvention and endowment income. In FY2010, the balance between subvention and endowment was 65% to 33% (the remaining 2% includes gifts, grants, revenue, etc.). Most of the endowed funds support collections, and this is a stress point in the current financial climate. Overall support, as reported to the Association of Research Libraries (ARL), grew by 57% in the decade between 1998 and 2008 (the last year for which ARL has complete statistics). By contrast, the ARL mean for the same period grew by 89%. This comparison explains the drop in the Library's ARL ranking from 75th to 82nd place over the last several years. Slower growth strains the Library and challenges us to develop new efficiencies and collaborations in order to support faculty and students.

Due to consistent hyperinflation in the information marketplace, the Library has less spending power despite growth in collections support. The Library has invested in journal bundling and other large-scale purchasing strategies through consortial arrangements to address price hikes as well as the explosive growth in science, technology, and medicine publishing. The Library has taken a leadership role in partnering with other research libraries to safeguard information investments and provide greater access through initiatives such as Portico, LOCKSS, and most recently by joining the HathiTrust.

Elimination of staff positions over recent years challenges the Library as it contends with the hybrid nature of the contemporary research library, which must build new digital structures and staff competencies while carrying forward many historic print-centric activities and workflows. Careful examination of existing workflows and processes is ongoing in order to identify and eliminate activities that are no longer relevant to our users. The Library has been particularly effective in repositioning its staff for the future through on-going review of positions. As a result staff have taken on increased responsibilities and in some cases transitioned into new roles.

TECHNOLOGICAL AND PHYSICAL ENVIRONMENT

An early pioneer in the development and implementation of computer-based systems to support access to library collections and services, the Library has continued over the last decade to deploy more sophisticated discovery mechanisms. Most recently, the Library has been a development partner with Serial Solutions for an application called Summon, a state-of-the-art, Google-like search of aggregated content with highly desirable relevancy rankings of search results -- characteristics called for in the Library's Next Generation Library Systems Report. The Library has joined the College in national and international initiatives (such as Project Bamboo) to explore, with faculty, innovative uses of technology for teaching and to map out scholarly practices and common technology challenges. The goal is to create applications that can be shared between and among the higher education community.

OUTREACH AND INSTRUCTION

The Dartmouth College Library has an established user-orientation program, which includes instructional support at key points in undergraduate, graduate, and professional courses of study. In 2002, the Library established the position of Director of Education and Outreach, along with designated commitments from Library professionals across the system, devoted to enhancing the learning experience of students. The Education and Outreach program is physically and

programmatically integrated into the Dartmouth Center for the Advancement of Learning (DCAL). In addition, there are close working relationships with the Institute for Writing and Rhetoric (IWR), as well as collaboration with Computing Services in the development and operation of RWIT (Research, Writing, and Information Technology). The DCAL and IWR relationships have been especially fruitful in enabling Library staff to provide faculty critical information resources, assistance in the design of research assignments, and instruction on the ethical use of information. Currently, the Library is participating in Project Information Literacy, a large-scale national project housed at the University of Washington. Faculty involvement in this project should provide long-term benefits by creating a shared understanding of what skills students need to develop and how these may be acquired.

Education and Outreach efforts are broadened by a strong teaching program in Special Collections centered on unique materials. The goal is to ensure that primary source materials reach students. In 2008-2009, the Library taught 206 instructional sessions across twenty-seven departments. The experience of a student handling and reading a Robert Frost manuscript, or examining an object from a polar exploration, can and does change that student for a lifetime. The Library also offers the collections and services of the Jones Media Center, located in Berry Library, including advanced technology and instruction for preparing course presentations incorporating a variety of multimedia formats.

INFORMATION RESOURCES AND ACCESS

Dartmouth collects information broadly, and in some areas deeply, based on the curriculum and faculty-driven research interests. The physical collections are augmented by access to massive amounts of digital content through license (with perpetual rights), and outright ownership with ongoing associated maintenance fees. A review of the last decade of spending reveals two dramatic shifts in collecting patterns. In fiscal year 1999, material expenditures on monographs and serials accounted for 27% and 60% of purchases, respectively. In 2009, that balance shifted to 18% and 81% of all purchases, respectively. In starker terms, monographic spending rose by 20% in ten years; serials more than doubled. The rising prices in serials literature, well documented elsewhere, places extraordinary pressure on the Library's ability to support monographic-based academic cultures, principally the humanities. The second clear trend is the shift from print to digital. In 1999, the Library held 1,200 electronic monographic titles and 773 electronic journals. In 2009, these numbers grew to 319,000 and 58,000 respectively, and electronic resources made up 62% of all materials expenditures. In the area of serials, electronic titles account for 92% of all titles held. It should be noted that the vast majority of electronic resources available are English-language based. The Library collects in over 200 languages to support a broad array of academic programs and areas of faculty research interests. The preference of many readers for online access may marginalize foreign language collections unless the Library works creatively to make these materials more accessible and then promotes them.

In 2003, the Library instituted a digital collection specifically licensed for Dartmouth alumni to enhance their on-site access to the Library's collections and borrowing privileges. Dartmouth libraries offer on-site access to the public as well, and loans of materials to area high school seniors are arranged for a period of a month. To enable efficient searching across both collections for local residents, the Library licensed a federated search product in 2008 for cross-searching Dartmouth's and Hanover's Howe Library collections.

The Library also is deeply involved in new publishing models and non-traditional dissemination of scholarship, with an in-house publishing program, supported by robust journal and monograph management software, that has produced three online, open access, peer-reviewed journals. In 2009

the Library collaborated with the University Press of New England on an open access online edition of a scholarly monograph published print-on-demand by the Press. In 2008, the Library thoroughly reviewed its digital publishing activities and looks to build on its early successes by focusing on publishing projects that support curricular needs and that bring new life to the Library's unique holdings. In addition to its own publishing activities, the Library is active in national conversations on open access publishing and author rights. In 2009, Dartmouth was an original signatory of the Compact for Open Access Publishing Equity, along with Cornell, Harvard, MIT and the University of California, Berkeley.

STAFFING

The Library's professional staff is recruited through national searches which prioritize strong academic background, solid professional experience and education, and strong service orientation. For most positions, this means a master's degree in library or information science, with an advanced academic degree, depending on the position. The Library has an equally strong and talented support staff.

All librarians at Dartmouth, upon their appointment, are placed in the Library Professional Classification and are eligible for promotion following the guidelines of the system. Salaries are calibrated to ranges set by the Association of Research Libraries, of which Dartmouth is a member. The recent Provost-initiated self-study of the Library, and the external reviewers' report, found that the Library has a small staff compared to its peers, particularly in the exempt (professional) ranks. With recent budget reductions, the numbers are even smaller. The Library's capital campaign priorities describe a number of important areas for development, including support for current and new positions.

II. Appraisal, Projection, and Institutional Effectiveness

As noted above, for years the Library has received favorable ratings in Dartmouth's senior survey. In 2004, the Library implemented the LibQual+™ survey, developed by the Association of Research Libraries, and repeated the survey in 2008. Based on results from the first survey, the Library completely redesigned the Library's website, which then garnered higher satisfaction rates in the second survey. The Library's and College's strategic planning process will address other needs that have been identified, such as a strong desire for additional study space.

In 2007-2008, at the request of the Provost, the Library conducted a comprehensive self-study followed by an external review. The Library and College have begun addressing the recommendations of the report as much as feasible, including appointing a full-time East Asian librarian, establishing new funding lines for Korean and Japanese collections, and allocating additional resources for collections in Native American studies, African and African American studies, and Arabic. To help anticipate and plan for the needs of growing academic areas and emerging disciplines, the Dean of Faculty Office follows a new protocol for informing the Library at the earliest possible point when faculty lines are approved.

The Library established a User Assessment Group in 2004 to track usage and functionality in projects under development. In 2006, after a report from ARL consultants, a Library-wide Assessment Committee was formed, resulting in several in-house workshops, and the introduction of assessment and outcomes language into the Library's annual goal-setting process. This year, the Library Assessment Committee organized formal training in assessment methodologies to equip staff from all areas to evaluate Library programs and activities in conjunction with stated outcomes.

The Library has made many significant, positive changes over the last decade and is alert to the opportunities and challenges ahead. It is using mechanisms such as staff training and improved efficiency of services to compensate for the staff and collections reductions driven by economic considerations. Currently the library is thinking innovatively about the changing nature and volume of information used by the academy and the evolving role of libraries as information commons for faculty, students and communities. Dartmouth is considering building responsive, multi-lingual, multi-format collections in support of dynamic teaching, learning, and research needs. Increasingly spaces in the Library that previously held printed materials are being converted to research areas for interdisciplinary study. By joining other institutions in developing the quality of the Borrow Direct network, we can conserve physical space while facilitating access to a shared world-class collection. Faculty agreement on distributed collections, which will likely include materials that some might prefer to have at hand, will be essential.

The Library strives for balance between purchases of materials and expenditures on digitizing our unique holdings so they may be shared with the scholarly community at large. We are planning to invest carefully in our automated systems, which will require shrewd forecasting of what constitutes a “next generation” system. We also need to develop programs to prime faculty and staff to expect and thus feel more comfortable with the rate of change in information management technology and the need for intermittent training.

Finally, the Library plans to retire some of its practices and cease some activities, in order to free our staff to engage in new projects and priorities. We will ensure that staff at all levels receive in-service training to master new skills and to recalibrate their understanding of the information world. Staff will continue to assess the effectiveness of their programs and how well the collections meet faculty and student needs. Annual evaluations as well as period external reviews will ensure that resources are deployed appropriately.

COMPUTING SERVICES

I. Description

The mission of Computing Services is to lead the College in creating and managing an effective, productive, and secure information technology environment, which is used by all members of the Dartmouth community in support of its mission and goals.

Computing Services has five major functional areas that serve the College and one cross-organizational focus area:

Academic Computing supports innovative teaching and learning for faculty and students by promoting the use of technology. Areas within Academic Computing include Curricular Computing, which provides Information Technology (IT) services and consulting expertise to the faculty; Classroom Technology Services, which designs and supports and maintains technology in Dartmouth's classrooms and meeting facilities; and Research Computing, which provides consulting and computational resources to support and enhance research.

Administrative Computing supports Dartmouth's administrative computing systems by working collaboratively with our partners to understand and optimally address the College's business needs with technology applications. Within Administrative Computing the Oracle Applications Team oversees systems for finance, human resources, payroll, and sponsored projects; the Student Systems Team is responsible for systems that manage financial aid, admissions, student financial services and registrarial functions; the Packaged Applications Team manages applications that support the

business processes of specific offices or functions; the Data Warehouse Administration manages the reporting, budget and planning, and data management environment; and the Infrastructure and Data Base Administration oversees the College's Oracle database and infrastructure.

Computing Support and Fiscal Services supports the productive use of technology at the desktop level of the Dartmouth community and supports the administration of the department. Within Support and Fiscal Services, Consulting Services provides IT desktop support and service to members of the Dartmouth community; the Computer Store provides retail sales of computers and related peripherals as well as warranty service; the Business Office supports the financial, human resource and administrative needs of Computing Services, and the Media Production Group creates dynamic, digital media videos for promotional, instructional, and documentary use.

Technical Services develops, supports, and secures Dartmouth's converged computing infrastructure. Within Technical Services, Systems Administration supports systems that comprise the computing infrastructure, and includes a security office and software development team; Network Services provides network and telecommunications administration for voice, video, and data networking; and Data Center Operations oversees and maintains two campus data centers and provides administration for all servers and other hardware located within these centers.

Web Services provides Dartmouth's web design, development, and hosting services. Its chief responsibilities include web strategy and website development, developing web-based applications to automate and improve departmental processes, and maintaining a web-hosting infrastructure that is secure, reliable, and effective.

Computing Services has one area of cross organizational focus, *Information Security*. Our approach to providing institutional information security has two goals: to continually use technology to monitor and safeguard our information resources centrally, and to create broad policies that can be shared and implemented across the institution. Within Technical Services, the IT Security Engineer provides technical expertise for selecting and implementing security solutions and monitors the state of the information technology environment. The Chief Information Security Officer (CISO) develops and implements security governance, policy, training, and continuous improvement for groups that handle sensitive and proprietary information throughout the College. The CISO chairs the new Dartmouth Information Security Council (DISC), the governance body for information security policy.

GOVERNANCE

To ensure alignment of priorities with mission, IT oversight and advisory committees advise Dartmouth leadership. The committees and councils represent major functional areas and the constituencies that are supported by Computing Services, and advise the Vice President for Information and Technology and the Provost on major directions. The Vice President also seeks advice from the groups on specific projects and actions, such as the 2010 budget reconciliation process. While there is some overlap between the committees and councils, most of them have specific areas of oversight.

- The Council on Computing: A Council of the General Faculty; the primary forum for strategy and policy related to the use of technology. Issues such as implementing a network registration process, rebidding the PC vendor contract, and having a separate committee for information security are the types of items on the agenda of the meetings.
- Research Computing Oversight Subcommittee (RCOS): A subcommittee of the Council on Computing which provides oversight for the central research computing infrastructure. One

of the primary responsibilities of RCOS is to make policy regarding the centrally provided research computing resources.

- Enterprise System governance and oversight: A three-tiered priority-setting process for determining administrative computing priorities. Suggested changes to systems or the need for new systems start with system-specific committees and work up to the Enterprise Systems Review Committee.
- The Dartmouth Information Security Council (DISC): This council advises Dartmouth's leadership on policies that are focused on protecting Dartmouth's institutional and individual information assets.
- The Information Technology Advisory Board: Dartmouth alumni involved in the technology industry advise the Vice President and the Provost on selected initiatives such as hosting email and cloud computing. The group meets once or twice a year in Hanover.

PLANNING AND FINANCIAL SUPPORT

Computing Services regularly completes strategic plans. The 2008-2009 plan was widely distributed and comments on the plan were sought from deans, senior administrators, and the advisory councils. The goals are:

1. Lead the College in innovative uses of learning technology and provide appropriate faculty support to ensure excellence in student learning,
2. Continue to develop and maintain a sustainable cyber infrastructure and services to support research, scholarship and creativity,
3. Make students a more central stakeholder in Dartmouth's technology directions and make technology a differentiator for Dartmouth in the eyes of students,
4. Leverage technology to bring Dartmouth to the world and the world to Dartmouth,
5. Leverage technology and develop institutional standards for technology to achieve greater institutional and operational effectiveness,
6. Improve the security of institutional, departmental and individual digital information resources, and
7. Attract, develop and retain high quality computing staff.

For 2008-2009, the Computing Services annual report reflects Computing Services' achievements for each of these goals.

Dartmouth has historically placed a priority on adequately funding its institutional technology programs. The Computing Services budget is primarily funded from College operations. The department does not have an endowment or gifts that support the operation. There are three significant cost centers that charge for their services: Network Services, Classroom Technology Services (CTS) and the Media Production Group (MPG). The network budget is fully distributed to the campus through per building charges, and both CTS and MPG charge for services not directly tied to the curriculum. The budget for Fiscal Year 2009-2010 has gross expenses of just over \$21 million, with compensation accounting for 62.5%. Recovery from the service centers is \$4.5 million.

SERVICES AND SUPPORT

The Arts and Sciences faculty adopted Blackboard™, the course management system, for over 90% of its courses. They also have embraced the use of other technologies for use in the curriculum. Science faculty make regular use of personal response system ("clickers") technologies to gauge student learning in their classes. Starting in 2007, some faculty began to use podcasts and video-casts to provide students with a mechanism to review classroom discussion. In the 2008-2009 academic

year, the number of podcast episodes that faculty posted to Blackboard™ course sites increased by 70%, the total for the year was 1,332 episodes. Academic Computing partners with the Library and the Dartmouth Center for the Advancement of Learning (DCAL) to hold seminars on appropriate use of technology in teaching and on more in depth curriculum redesign.

Computing Services has an endowment fund and an expendable gift, the Learning Venture Fund, to support faculty innovation in technology. The use of “clickers” was first supported by a Venture Fund and is an example of a funded project that has proven to be so successful that Academic Computing has added the service to its portfolio. Dartmouth uses YouTube™ to post videos of campus events and also communications from the President. While Arts and Sciences has not yet posted classroom lectures or related academic programs on social media sites such as YouTube™ or iTunesU™, the faculty at Thayer and Tuck and some academic centers regularly post on such sites:

<http://www.youtube.com/user/ThayerSchool>; <http://www.youtube.com/user/TuckSchoolofBusiness>.

Through the work of the Classroom Subcommittee and the Classroom Technology Services, group technology in classrooms is maintained and replaced regularly. Every year, three to four of the 60 classrooms controlled by the Registrar receive a major renovation, including upgrading technology in the room. Smaller classroom renovations and technology replacements are also done annually.

Faculty training is provided through a variety of methods. Instructional technologists work with faculty on their curricular needs; research computing professionals work with faculty on their research computing needs, and desktop specialists work with faculty on their desktop application needs. Faculty also receive assistance and training from the Dartmouth Center for the Advancement of Learning (DCAL) and the Library. Seminar type programs are held by Computing, DCAL and the Library on particular issues that faculty face in using information resources and technologies.

Human Resources provides training sessions for employees on a number of productivity applications (Word, PowerPoint, Excel, etc.). Computing Services provides a menu of online training on productivity applications and teaches introductory courses for staff on use of the college’s email, calendaring and other basic applications. Offices that “own” particular applications also provide faculty and staff with training on how to use those applications.

Student support is provided by the Service Desk staff. Faculty also call upon Computing Services staff to provide sessions to their classes on the use of particular applications. A collaborative effort between the Library, Computing and the Writing Center, called Research, Writing and Information Technology (RWIT), provides students with student tutors who help students to use technologies and resources for particular assignments or courses.

Increasingly, faculty research relies upon having a high-performance computing environment and related support. Beyond our standard technology infrastructure, Computing Services provides faculty with resources such as enhanced Internet connectivity, and research IT consulting that allows faculty to successfully pursue and expand their research goals.

DISCOVERY, the central high-performance cluster, continues to grow in terms of its computational capacity (in 2009, 800 CPUs with 4.5 Teraflops capacity), the number of campus researchers investing in the cluster, and the different departments and research groups who are using the cluster (including Music, Psychiatry, Tuck, and Radiology). Research Computing is called upon to support students in need of a robust research-computing environment. Graduate students, and some undergraduates working on research projects or class work, are opening accounts on Discovery. Two undergraduate courses in Chemistry allowed students to conduct research directly on the cluster. In 2009, more than half of Research Computing’s consultations were with students and the most

requested assistance from Research Computing staff was on Discovery-related topics. Research Computing needs to grow with the increased activity of computing in research across campus, and new grant-funded financial models need to be developed.

The Administrative Systems group in Computing Services supports the business systems of the College. In 2008, a new financial and grants accounting system, Oracle Financials and Grants Accounting, went live after an 18-month implementation. The group also finished a related data warehouse project that allows offices to access their financial data for budgeting and planning. Dartmouth uses Oracle for its human resources system and Banner for the student and financial systems. The Administrative System group maintains the systems, does necessary upgrades and develops added functionality. In general, Dartmouth tries not to do customizations, and does so only after senior leadership approval.

As referenced under the Governance Section, through its three-tiered governance structure for administrative systems, Dartmouth engages staff from offices across the institution at three levels for Financial and Human Resource systems, Student Systems, and smaller systems to recommend priority projects. The goal of this governance process is to develop processes and procedures to ensure that resources are deployed in support of the institution's priorities.

STAFFING

Dartmouth conducts national searches for its IT staff and provides funding for professional development and staff training. Computing Services currently has 137.6 full time equivalent (FTE) employees in the central group. There are five major areas that have their own computing operations: the three professional schools; Development; and the Arts and Humanities departments. The Library also has its own technology group, which focuses on developing library-related applications. These IT departments report to the respective dean and/or Vice President. While Computing Services collaborates closely with these groups, these groups do not report to Computing Services. There are approximately 70 FTE in these non-central computing groups.

Current staffing levels in the central Computing Services are adequate for the current service portfolio, although the department cannot always respond to major requests as fast as users would like. The department has not been able to increase the staff in the academic computing area due to fiscal constraints but other changes to improve efficiencies and service are employed frequently.

II. Appraisal, Projection, and Institutional Effectiveness

The Provost has established a process of regular external reviews of areas in the division. The last external review of Computing Services was in 2005. The review took place after the former Director of Computing Services left Dartmouth and prior to the appointment of the current Vice President for Information Technology (a newly created position). Since the review, Dartmouth and Computing Services have made considerable progress on the recommendations. For example, the aforementioned change from a Director to a Vice President position was one of the review's recommendations. Another recommendation was to establish a transparent planning and prioritizing process that includes senior leadership, Computing Services management and staff, and all constituencies and schools. Under the leadership of the Vice President, the management and governance structures were revised to address the concerns raised through the review.

A major effort has been made in the last decade to more accurately plan for campus needs around information technology. Increased communication between Computing Services and other divisions allows for more effective planning of large-scale projects and produces fiscal savings and

efficiencies. Computing Services regularly uses evaluations and assessments to support changes to increase the efficacy of organizational structures and improve decision-making about technologies.

During the next few years, the campus will experience several changes to the information technology environment. One of the most significant changes includes Dartmouth's selection of Microsoft Online Services for email, calendar, and collaboration tools. We expect to complete this transition by the beginning of calendar year 2012. Additional changes we foresee include: an increased reliance on video conferencing; instituting new ways of operating to ensure that high-risk information is secure; and leveraging the power of social media to communicate with our constituencies. Furthermore, two new academic buildings will open with state-of-the-art IT components. Computing Services will work on a plan for a major and critical overhaul of the Dartmouth network, piloting thin clients as a replacement for public computers, and identifying solutions that have the greatest promise to improve our effectiveness and improve the teaching, learning and research environments. While resources will be constrained, Computing Services will continue to implement solutions that have the greatest potential to move Dartmouth forward.

STANDARD EIGHT: PHYSICAL AND TECHNOLOGICAL RESOURCES

PHYSICAL RESOURCES

I. Description

THE PHYSICAL CAMPUS: A DECADE OF GROWTH

Dartmouth College considers its beautiful, historic campus to be a great asset, one that contributes directly to the student educational experience. Dartmouth's core campus consists of 237 acres and 161 buildings. These include a wide array of building types, ranging from housing to specialized laboratories; gymnasiums to high-tech classrooms; playing fields to libraries. Since 1999, Dartmouth College has added just over 1.6 million gross square feet (GSF) as shown in the table below.

Table 8-1. Summary of On-Campus and Regional Campus Space

Type of Buildings	On-Campus GSF - 2009	Regional Campus GSF - 2009	Campus Total GSF - 2009	% of Total	GSF Added Since 1999
General Plant & Athletics					
Academic	959,967	2,059	962,026	15%	265,497
Science Lab	490,564	0	490,564	8%	123,663
Student Services, etc.	199,281	16,500	215,781	3%	0
Administrative	170,368	119,522	289,890	4%	43,611
Athletics/Recreation	552,484	22,800	575,284	9%	133,601
Ancillary	52,701	296,817	349,518	5%	174,444
Subtotal	2,425,365	457,698	2,883,063	45%	740,816
Undergraduate Housing					
Residence Halls	1,068,032	0	1,068,032	17%	248,799
Affinity Residences	32,994	12,582	45,576	1%	0
Fraternities/Sororities	74,195	0	74,195	1%	3,231
Program-Related Residences	22,162	15,550	37,712	1%	3,515
Housing Subtotal	1,197,383	28,132	1,225,515	19%	255,545
Real Estate Space					
Graduate Student Housing	34,896	243,092	277,988	4%	246,576
Employee Housing	0	192,004	192,004	3%	0
Commercial Properties Leased to 3rd Parties	0	219,239	219,239	3%	70,963
Commercial Ground Leases	0	364,249	364,249	6%	64,562
Real Estate Subtotal	34,896	1,018,584	1,053,480	16%	382,101
Graduate Schools					
Dartmouth Medical School	279,922	456,993	736,915	11%	0
Tuck School of Business	373,051	0	373,051	6%	153,267
Thayer School of Engineering	198,782	0	198,782	3%	69,608
Graduate Schools Subtotal	851,755	456,993	1,308,748	20%	222,875
Total	4,509,399	1,961,407	6,470,806	100%	1,601,337

Dartmouth-Controlled Space Increase Since 1999: 32.9%

NOTES:

1. GSF = gross square footage
2. On-campus includes all Dartmouth College properties within the Institution District in Hanover, NH.
3. Regional campus includes properties in Hanover outside the Institution District, Lyme, West Lebanon & Lebanon, NH and Norwich, VT.
4. Housing does not include privately owned fraternities and sororities.

The maintenance, renewal, adaptation and expansion of Dartmouth's facilities are critical to the effective fulfillment of Dartmouth's mission. Over the past decade the College has successfully executed an ambitious construction program to meet the strategic goals of the "Campaign for the Dartmouth Experience." Growth of the faculty and expanded student involvement in programs has driven increased demand for new construction and renovation. Almost every program has seen expansion including classrooms and laboratories, housing and athletics, and faculty and administrative offices.

During the last decade of construction and renovation projects, significant new academic buildings were added to campus, including the Berry Library, Carson Hall (History), Kemeny Hall (Math), Haldeman Center (Academic Centers), Thayer School MacLean Engineering Science Center, Moore Hall (Psychological and Brain Sciences), and Sudikoff Expansion (Computer Science). New undergraduate and graduate residential facilities were erected adding 564 new undergraduate beds and 287 residential units for graduates. In conjunction with affiliated housing, Dartmouth now houses approximately 90% of its undergraduate students.

New athletic facilities and fields were constructed, including the Boss Tennis Center, Burnham Soccer Field, Corey Ford Rugby Clubhouse and Fields, Floren Varsity House (football), Scully-Fahey Field (lacrosse), McLane Family Ski Lodge, and Red Rolfe Field at Biondi Park (baseball). The Dartmouth College Senior Survey shows increased student satisfaction with athletic facilities with 78% expressing satisfaction in 1998 and 92% in 2008.

Two very important major capital projects are underway. The Class of 1978 Life Sciences Center (Biological Sciences), scheduled to open in August 2011, will provide 30 new faculty labs, six state-of-the-art teaching labs, 30- and 80-seat classrooms and research infrastructure in 174,500 gross square feet adjacent to Dartmouth Medical School. The Visual Arts Center, opening in summer 2012, will provide 105,000 new gross square feet of space accommodating the Departments of Studio Art and Film & Media Studies. The building will contain production studios, classrooms, exhibition space, a 50-seat screening room, a 250-seat film theater, and faculty and administrative offices. Located south of the Hood Museum and the Hopkins Center, the Center will complete a vibrant arts precinct integrated with the southern edge of the campus and the Town of Hanover.

PHYSICAL RESOURCE PLANNING

Dartmouth Physical Resource Planning Leadership

In September, 2005 the Office of Planning, Design and Construction implemented an improved Project Delivery Process that promotes disciplined stewardship of campus facilities and supports the alignment of each project with the College mission. The process provided clear internal reporting and approval authority, and charged the responsible organizations with meeting the approved goals, budget and schedule with new discipline, contributing to the delivery of Dartmouth's major capital expansion.

In 2006 the College initiated a formal system for physical resource planning, and the identification, review, and approval of building projects and capital budgets. As members of the Executive Committee for Facilities & Space (ECFS), Deans, Vice Presidents, and senior staff meet to collaborate and review physical campus matters. The Committee is responsible for advising the President and Board of Trustees on all capital projects, campus planning, and major space assignments. It reviews major projects at key milestones in the project delivery process and informs priorities for planning studies.

The annual capital planning process is led by the Vice President of Campus Planning and Facilities, who reports to the Provost and the President. Each College division and graduate school is polled for

facilities needs and potential projects during the fall of each year. Concurrently, the Division of Campus Planning and Facilities prioritizes a list of infrastructure and repair/renewal improvements and develops estimates of operating and maintenance costs associated with projects. Annual capital budgets listing all projects and individual capital projects above \$3 million are reviewed and approved by the Trustee Committee on Master Plan and Facilities and the Trustee Committee on Finance prior to consideration by the full Board of Trustees.

Master Planning

Dartmouth's recent capital campaign supported the construction and renovation of an unprecedented set of facilities and fulfilled the ambitions of previous master plans. One quarter of the Dartmouth College campus buildings were built or acquired in the past ten years. Early in President Kim's presidency a new master planning framework will be created to guide the future development of the campus. While it is too early to know how President Kim's strategic planning process will impact the physical campus, facilities that enhance research and teamwork outside the classroom and incorporate technologies that connect students and faculty to colleagues around the world are likely to be important. In the next decade Dartmouth must balance the desire to preserve the historic pedestrian campus with the need for buildings of a much larger scale that accommodate the latest instructional technology, complex laboratories and improved facilities for student life. This will require a careful analysis of functions that should remain at the core of the campus and those that can move to the periphery or satellite locations.

The College has engaged planning consultant Biddison Hier to conduct a space utilization study that will serve as the foundation for planning, allocating and managing building space on-campus. The study includes an assessment of how space is being used with comparative benchmarks for academic, administrative and student activities space. The report will document space needs, identify under-utilized space, propose space-saving strategies and explore options for a comprehensive space management program.

Facilities Comprehensive Condition Assessment

In the last decade Dartmouth has greatly strengthened its commitment to facility maintenance and renewal to meet programmatic goals and stewardship obligations by increasing annual funding for capital repairs and building and infrastructure reserves. Dartmouth audits campus facilities comprehensively every five years, most recently in 2007, to track facility conditions. Robert H. Fuller & Associates, an engineering firm, conducts a detailed survey of campus buildings to assess the scope and cost of deferred maintenance, capital repairs and accessibility needs. The findings are used to inform annual capital budgeting and to prioritize renovation and maintenance investments. In 2007 the report recommended \$286 million in repair and renewal projects. The report validated significant progress over the past decade, including a reduction of 51% in the backlog of life-safety improvements through the installation of fire alarm, sprinkler and emergency lighting systems.

In 2008 Dartmouth engaged Sightlines, a consultant that provides higher education facilities benchmarking, to assess the College's building renewal program and compare key indicators against those of peer institutions. The comparative assessment confirms that facility reinvestment over the past decade has kept the level of deferred maintenance needs well within the recommended target range. As a result, the aggregate condition of Dartmouth's facilities is ranked "better than average" compared to peer institutions.

MANAGEMENT OF FACILITIES

Organizational Assessment and Consolidation

In March, 2009 the College initiated a cross-institutional review of campus facilities operations to consider a process re-engineering project for these functions. The review assessed the rationale and feasibility of such a project and proposed plans based on functional requirements, management systems needs, and the costs and benefits of organizational change. Based on this review, Planning, Design and Construction, Facilities Operations and Maintenance, the Real Estate Office, Sustainability Program, and Environmental Health and Safety were consolidated under the newly created position of Vice President of Campus Planning and Facilities. Through this merger, the College seeks to optimize the strategic investment in the campus, increase efficiency, and ensure a high degree of customer satisfaction. The new organizational model will also bring more coordinated implementation of Dartmouth's sustainability and accessibility goals.

SAFETY, SECURITY, ACCESS, AND HEALTHFUL ENVIRONMENT

Building Safety and Security

Building access at Dartmouth is controlled by a combination of electronic access systems and a rigorously managed key system. Dartmouth routinely provides electronic access controls on primary exterior doors in new construction and major renovation projects. Since 2002, electronic access controls have been put into service on all residence halls and two affinity houses. Resident students have access to all residence halls, allowing doors to be locked at all times. Vendors are not permitted to enter the buildings. Vandal-proof phones are attached to the exterior of residence halls by the main entrances and most accessible entrances and provide a means for vendors and guests to contact building residents. The phones can be used to call Dartmouth's Safety and Security for help. Pole-mounted emergency phones distributed on campus are managed by Safety and Security.

In 2005 the Library began to address a number of security concerns relating to staff and collection safety. A security audit of the Special Collections Library by Dartmouth's Safety and Security identified a number of concerns and recommended improvements to security procedures, electronic door access, key control, lighting, and digital surveillance. Electronic access to this Library was reduced and a more stringent procedure for approving access was put into place. A process for after-hours facility access was also modified. The Library anticipates continuing this program, with the pace dependent upon funding availability. With a nine-library system, this audit and program is an important step in a longer effort. We will expand the focus and audits to the other libraries in coming years.

Hood Museum security was greatly improved with the introduction in early 2009 of 56 Etna Road, a renovation providing environmental and access controls appropriate to the collection. The facility provides a high level of security while supporting access for research and teaching.

Accessibility

Dartmouth's approach to improving access for people with disabilities includes a guiding committee, diligent compliance activity, campus audits, and annual financial investment in capital improvements. The "504/ADA Committee" has been charged with oversight and coordination of access implementation. The Committee has been recently reconstituted and is expected to lead a renewed effort to expand accessibility in facilities and programs.

In 2005 the U. S. Department of Education's Office for Civil Rights (OCR) commenced a compliance review of physical and program access to housing by students with disabilities. OCR had previously identified numerous technical or code deficiencies in student housing. To address these issues,

Dartmouth designated certain facilities, reflecting the variety of housing on campus, as accessible housing. Dartmouth agreed to relocate or redesign any inaccessible Coed, Fraternity or Sorority housing when a student with mobility impairment joins an organization. Further, Dartmouth agreed to provide information to students with disabilities about the availability and process for obtaining accessible housing.

Dartmouth College has made annual financial commitments a part of its capital budget to improve facilities access. The comprehensive facilities condition review provides audit information that is used to guide project investments. Dartmouth anticipates placing renewed importance on accessibility on campus in the coming decade.

Environmental Resources

The Dartmouth Sustainability Initiative was created in 2005 to reduce the environmental footprint of the College by integrating sustainability principles and practices into campus operations and by working with student organizations to increase campus awareness of sustainability issues. The Sustainability Initiative builds on a history of conservation and student-led environmentalism at Dartmouth. To achieve common goals, the Sustainability Office works closely with the Resource Working Group, student organizations, a network of volunteer sustainability coordinators (Environmental Conservation Organization representatives), and related academic departments.

The Resource Working Group (RWG) is an advisory body that seeks to identify changes to operating policies and/or practices at Dartmouth to help the College become a more sustainable and environmentally-responsible institution. The group is comprised primarily of facility managers and directors of programs that are major consumers of resources such as paper, food, and energy. The RWG also identifies issues that Dartmouth needs to study with regard to resource consumption, operations, and environmental education and training.

In September, 2008 Dartmouth announced that it would reduce its campus greenhouse gas emissions to help confront the global challenge of climate change. Based on the recommendations of the College's Energy Task Force, Dartmouth will reduce its greenhouse gas emissions from 2005 levels of 88,000 metric tons of carbon dioxide equivalent (MTCDE) by 20% by 2015; 25% by 2020; and 30% by 2030. Dartmouth has achieved a 4,000 MTCDE reduction since 2008 by insulating its fuel tanks, beginning chiller replacements, and instituting a steam trap maintenance program.

Dartmouth is a leader in high-performance building design. In July, 2008 Dartmouth's Office of Planning, Design and Construction adopted a Building Performance Guideline: *"That any new constructed spaces have an energy efficiency that is within the best 5% of comparable facilities constructed in similar climates."* The baseline for energy efficiency comparison is the American Society of Heating, Refrigeration and Air-conditioning Engineers ASHRAE Standard 90.1-2004 minimum requirements. The Life Science building under construction is projected to use approximately half of the energy of comparable facilities. Leadership in Energy and Environmental Design (LEED) is a green building rating system, developed by the U.S. Green Building Council (USGBC). It provides a suite of standards for environmentally sustainable construction. More than 512 undergraduates are housed in LEED certified Gold residence halls and the Kemeny Building and Haldeman Center are LEED certified Silver buildings.

In its efforts to reduce greenhouse-gas emission and its ecological footprint, Dartmouth continues to expand and improve its transportation options. Highlights of the programs include four vanpools, car sharing (Zip CarTM), and shower passes (allowing non-gym pass, bike or walk-commuters to use the gym showers). Surveys show a 7% reduction over the last decade in the number of single occupant

vehicles arriving daily to campus. Future initiatives include a new parking permit fee structure, real-time information system for transit users, and the exploration of an enhanced vanpool program.

Environmental Health and Safety

The Office of Environmental Health and Safety (EHS) advises and guides the Dartmouth community on occupational and environmental health and safety issues. EHS manages the College's Hazardous Waste Management, Minimization and Disposal Program. The College's Occupational Safety and Health Program (OSHP) applies the U.S. Occupational Safety and Health Administration's (OSHA) General Industry Standards (29 CFR 1910). A range of occupational hygiene services, written policies and procedures, training and periodic inspections form the basis of the OSHP program. The OSHP addresses areas of laboratory safety, construction safety, and operational safety. The OSHP is integrated into the broader environmental health and safety program at Dartmouth through coordination with the Chemical and Radiation Safety Programs and the Hazardous Waste Management, Minimization and Disposal Program.

Dartmouth College and the University of New Hampshire (UNH) have partnered to create The New Hampshire College and University Compliance Assistance Cooperative (NHC3UA). The Cooperative aids the development of Dartmouth and UNH's occupational and environmental health and safety programs and assists other educational institutions in New Hampshire by providing information and resources.

CAMPUS UTILITY SYSTEMS

The office of Facilities Operations and Management (FO&M) is responsible for executing improvements to ensure system reliability and support planned and future physical growth on campus as outlined in a utilities master plan. The Dartmouth heating plant is one of the oldest continuously operated cogeneration plants in the country, with electrical generation beginning in 1904. In 2009 an aging 35,000 lb/hr boiler was replaced with a modern 76,000 lb/hr boiler, ensuring the ability to provide steam to buildings currently under construction as well as capacity for future growth.

In 2005 the College installed a new electrical substation on the north end of campus with plans to relieve loads from the main campus substation at the heating plant. Other ongoing electrical utility master plan upgrades include moving the remaining north-of-Maynard Street buildings to the north substation, to add capacity to the main substation, and the completion of an additional feeder. Future master plans for campus electrical utility include a tie from the North substation to the West substation loop to provide redundant electric utility supply for the West campus. A communications duct bank will be planned to be built alongside the electrical duct bank.

In the past ten years FO&M has improved the steam distribution in two key areas. The first is installation of 1,100 feet of steam line feeding the west side of the campus to serve the Tuck Business School, Thayer School of Engineering and nearby dormitories. The new steam line was installed in parallel with the existing line, providing a redundant feed that allows for expanded capacity to serve recently constructed and future buildings. This enhancement also allows FO&M to service this utility with fewer disruptions to the campus buildings. The second enhancement is the north campus utility extension. This 800 feet service expansion was primarily to provide steam, chilled water and high voltage electricity to the new Life Sciences Building.

In the area of cooling, the College installed its first district chilled-water plant in 1998. This plant has a capacity of 2,900 tons of cooling. The College plans to install a second district plant that will serve the new Visual Arts Center and replace old inefficient building cooling systems for the Hopkins

Center and the Hood Museum. The new chiller plant will increase efficiency, reduce the College's carbon footprint, and ensure reliable cooling for critical facilities.

LANDSCAPE AND GROUNDS

The 2007 Dartmouth Landscape Master Plan guides the sustainable design and management of the campus landscape. It emphasizes the role of landscape in preservation and enrichment of Dartmouth's rich cultural heritage and advocates for enhancement of a livable campus that fosters social interaction, energy conservation and the promotion of the arts. The plan is an update of the landscape master plan prepared in concert with the 2002 Campus Master Plan. Several contemporary issues were examined, including the changing social role of open spaces, storm water management, facilities expansion and 21st century landscape management practices. Additionally, circulation and open space studies were conducted to identify common typologies and spatial hierarchies as well as an assessment of plant material, site furnishings and construction materials.

With a clear understanding of historic precedent and the contemporary functionality of the campus, a set of guiding principles and design guidelines were created. These principles and guidelines, with the accompanying Campus Landscape Construction Details and Specifications, are the daily reference documents for planning, design and management of the campus landscape. The 2007 Plan also provides recommendations for capital projects and landscape management recommendations.

II. Appraisal, Projection, and Institutional Effectiveness

The consolidation of the facilities departments in the Campus Planning and Facilities Division provides a powerful new capacity to establish strategic priorities for the whole Dartmouth campus. This reorganization, creation of the energy management system and the space utilization assessment, will enable Dartmouth to more efficiently plan for and use facilities resources.

The primary tools that Dartmouth College has used to assess and manage the condition of the campus are the five-year cycle of detailed engineering condition assessments and participation in the Sightlines comparative assessment. These tools are robust and will continue to guide capital and operating investment in the campus facilities, landscape and infrastructure.

In 2008, the Board of Trustees authorized a \$12.5 million revolving loan reserve to fund energy conservation projects that meet a reasonable threshold for return on investment and greenhouse-gas emission reduction. Implementation of a predictive, campus-wide energy management and monitoring system is underway, as are projects to reduce energy consumption through building system improvements and reduction of utility distribution system energy loss. The campus energy management system will enable continuous commissioning programs for major building energy systems, and will also be used to provide feedback to the entire campus community on real-time campus energy use. The feedback feature is anticipated to result in additional behavior-based savings. The system will also be used to validate savings from capital energy-efficiency projects and to display reductions in energy and greenhouse gas emissions in relation to pledged goals.

While the combined division of Campus Planning and Facilities is new, their evaluative and assessment practices are well established. Regular external reviews and appraisals have guided our efforts over the last decade and the reorganization will provide a platform to better meet identified needs for cross-institutional planning, increased goals for sustainability, and cost-saving measures.

TECHNOLOGICAL RESOURCES

I. Description

CLASSROOMS AND SUPPORT

The Classroom Committee insures that classrooms promote and support excellence in teaching and learning. It has representatives from Computing Services, Arts and Science faculty, the Dartmouth Center for the Advancement of Learning, and the Provost's Office. The group assesses classroom demand and utilization patterns, establishes standards for various types of classrooms, and develops an annual project list for inclusion in the capital budget.

SYSTEM RELIABILITY, DATA INTEGRITY, AND SECURITY

Computing Services' policies and procedures ensure that its systems are reliable, that the data are secure and accurate, and that information about individuals is protected. In 2008, Dartmouth opened a second data center where critical systems are mirrored to provide redundancy for those systems and applications. The institution has standards for system redundancy and when systems are not available offices have plans for work alternatives.

Administrative Computing practices industry standard controls on access and changes to systems. External financial auditors conduct annual reviews for best practices in controlling financial data. All planned changes to applications or the IT infrastructure are reviewed by a Computing Services Change Management Committee that then publishes the planned changes to all relevant system owners and administrators prior to implementation.

Dartmouth networks are secure and access to the Dartmouth private network and many protected applications requires a Public Key Infrastructure (PKI) certificate. The PKI certificate is a means of binding an individual identity to the certificate and thus setting controls on what applications and networks individuals can and cannot access. Dartmouth also provides the public with a wireless network where traffic does not traverse the Dartmouth network but is routed to an external Internet Service Provider (ISP).

The Dartmouth Cyber Security Initiative (CSI) is an ongoing collaboration between faculty, Computing Services staff, and students aimed at improving the security of Dartmouth's information systems. In 2009, CSI received a \$200,000 grant from Cisco to create a network security lab that mirrors Dartmouth's production network. In Fiscal Year 2009, 15 students served as project staff and interns on such projects as voice-over-IP security testing, further development of the Achilles Vulnerability Assessment Console (an open-source project started by CSI students), intrusion detection and prevention, automated Linux hardening, and security reviews of proposed technologies. CSI work improves the campus information security environment.

To improve its information security policy and awareness/training Dartmouth created a new position, the Chief Information Security Officer (CISO), which it filled in winter 2008. The CISO is responsible for information security governance, policy, training, and continuous improvement. In Fiscal Year 2009, the College formed the new Dartmouth Information Security Council (DISC), to govern information security policy. With the CISO as its chair, DISC is working to create security guidelines and standards that protect Dartmouth's information assets and meet business requirements.

II. Appraisal, Projection, and Institutional Effectiveness

The most formal appraisal of Computing Services is conducted through an external review sponsored by the Office of the Provost. The last external review of Computing Services was in summer 2005. Recommendations from that review included defining the position of the Chief Information Officer and hiring for that new role, establishing transparent planning and prioritizing processes, and instituting effective administrative structures for Computing Services. Additionally, the College was encouraged to improve communications with internal and external constituents and complete a study of the appropriate levels of support needed to enable Computing Services to fulfill its mission.

Both the institution and Computing Services have made good progress on the above recommendations. At the time of the review, the leadership position in Computing Services was vacant, and Dartmouth's administration reviewed the position and changed the title from Director of Computing Services to Vice President for Information Technology and Chief Information Officer. The VP for IT now sits on one of the president's cabinets and serves on the Budget Committee.

The VP for IT has set up a management structure and meets with the whole management team every two weeks and meets with her direct reports on a weekly basis. The Council on Computing has taken an active role in advising the VP and Provost on technology issues. The Computing Services website (<http://Dartmouth.edu/comp>) was completely revised in March 2010 with the overarching goal of being more helpful to the community and better organized. The strategic planning process is an open process and the VP for IT has sought input on the plan from internal staff and external audiences throughout the process.

Annually, the Consulting Services group surveys our users to ascertain levels of satisfaction and areas for improvement. Faculty, student, and staff satisfaction with services provided by the IT desk is high with an average satisfaction score of 4.6 on a 5 point scale. In addition, more than 95% of the respondents either agreed or strongly agreed that IT Service Desk members exhibit a customer oriented attitude. These ratings speak highly of the staff in the Consulting Group and their commitment to the people that they serve.

The response goal is to respond to all requests within one day, and Computing Services has achieved a success rate of almost 95%. The data further indicate that the service desk responded to a request within one hour more than 56% of the time.

In 2009 data for solving problems rather than just contacting the user show that more than 48% of the problems are resolved immediately. Another 32% are resolved within one day. In the past, the largest area of dissatisfaction was finding information on our website and in our print materials. This trend continues in 2010 with an average response of 3.58. Hopefully, the new website will address this problem.

STANDARD NINE: FINANCIAL RESOURCES

I. Description

Dartmouth remains in a strong financial position, despite recent global economic challenges. Since the 1999 report, the College's financial base has grown significantly. The College's endowment value increased from \$1.5 billion in 1999 to \$2.8 billion at the end of the 2009 fiscal year (FY). The College successfully launched and completed The Campaign for the Dartmouth Experience, a seven-year, \$1.3 billion fundraising initiative. There was also a significant expansion of the physical plant and increase in net asset value.

Like many institutions that derive a portion of operating revenues from endowment distributions, Dartmouth College's budget has been negatively impacted by the economic downturn that began in early FY2008. The College actively and aggressively addressed the impact of these economic difficulties in FY2009 with a series of budget adjustments totaling \$72 million through revenue enhancements, cost reductions, and cost containment initiatives. In FY2010, the College expanded upon these changes to strategically position itself for the future. As of February 1, 2010, the College is moving forward with its Strategic Budget Reduction and Investment (SBRI) initiative that will deliver an additional \$50 million of budgetary improvements in FY2011 and another \$50 million in FY2012. As a result, the College believes it will emerge from the economic downturn with more efficient and effective operations and will be well-positioned to achieve its future strategic goals.

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.

The Finance Committee makes recommendations regarding business affairs and financial operations of the College, including the annual operating budget and multi-year capital budget, financial policy, and external financing of capital projects. In addition, this committee reviews proposals with respect to audit, compliance, compensation, risk management, investments, and other related matters.

The Investment Committee oversees the Investment Office, which manages the endowment as well as other College financial assets. The Committee is composed of Trustees and non-Trustees with significant experience in the investment industry. The Committee consists of 14 individuals and meets, at a minimum, quarterly to discuss and review asset allocation policies, investment performance and current strategies proposed by the investment office staff. Dartmouth is operating without a Chief Investment Officer for an interim period. The Investment Committee, headed by Steve Mandel '78, is working closely with the staff in each asset class to assure proper oversight.

The Audit Subcommittee, an offshoot of the Finance Committee, has responsibility to assess processes to manage key business risk areas, review internal and external audit functions, and recommend actions to address concerns of accounting, business conduct, accountability and stewardship, and compliance. The subcommittee meets privately with Dartmouth's external auditors and is required to approve the College's audited financial statements prior to their being signed and made available to the public.

A senior leadership team, comprising the Provost, Executive Vice President (EVP), Dean of the Faculty, and the President, collaborates closely to develop a financial strategy that supports Dartmouth's institutional vision. The EVP oversees budget and financial planning, reporting,

operations and risk management. The Provost, as chief academic officer, is responsible for all strategic plans and initiatives, and for coordinating institutional academic, financial and facilities planning. Together the Provost and the EVP ensure that resources are aligned with institutional priorities and strategic plans, and are allocated to support Dartmouth's mission of educating students and preparing them for a lifetime of learning and leadership.

The Provost oversees the overall academic integrity of the institution in consultation with faculty, senior leaders and Trustees. She also oversees Dartmouth's graduate and undergraduate research programs, where grants and foundation awards have grown from \$89 million to \$168 million over the past 10 years. In addition, the Provost assumes a leadership role in several key financial functions, overseeing the capital planning process and co-chairing the Budget Committee. The capital planning process is initiated annually to identify and prioritize major expenditures for systems infrastructure, plant expansion, and new construction and replacement/renovation of existing facilities. This process culminates in the recommendation of a multi-year capital budget with related funding strategy and summarized impact to the annual operating budget.

The Budget Committee is comprised of vice presidents from every division, deans from every school, including the three professional schools, associate deans from Arts and Sciences, and the Chair of the Faculty Committee on Priorities. Meeting at least bi-weekly, the Budget Committee is the primary budget recommendation and decision making group for the College. In addition to establishing broad financial policies, this committee strives to optimize the use of financial resources and makes decisions regarding the reallocation of available funds to better meet the College's goals. Throughout the year, the committee reviews financial management reports and takes mid-year corrective action when the budget shows significant deviation.

Faculty and students also have formal forums through which they actively participate in Dartmouth's financial management.

- The Faculty Committee on Priorities, an Arts and Sciences committee of which the Executive VP and the Provost are members, formulates, articulates, and promotes the Faculty's priorities in relation to the allocation of resources, the objectives on which resource allocation is based, and those commitments or expenditures that have significant budgetary effect.
- The College Benefits Council (CBC), with faculty and staff representation from undergraduate and graduate schools, provides recommendations to the President regarding any modification of existing employee benefit plans and the design of any new benefit programs.
- The Student Budget Advisory Committee consists of approximately 10-14 students with representatives from all four undergraduate classes. The students are recommended each year by the Student Assembly. Three senior officers are part of this group: the Provost (Chair), the Executive VP, and the Dean of the College. Meeting 2 to 4 times each term, this committee provides a student view in the budget process.

SUPPORTING FINANCIAL FUNCTIONS

Investments

Dartmouth's endowment provides financial support to the operations of the College. Its investment and spending policies are designed to balance the needs of current Dartmouth students with the needs of future generations of Dartmouth students. Earning long-term returns that maintain the inflation-adjusted purchasing power of the endowment underpins this concept of intergenerational equity.

Donor support has been critical to Dartmouth in fulfilling its broad mandate of teaching and research excellence at the College and its professional schools. In fiscal year 2009, \$54 million came in as gifts to endowment from alumni, parents and friends of the College. The value of the Dartmouth endowment on June 30, 2009 was \$2.8 billion. Without the continued support of generous donors over the past 25 years, the value on June 30, 2009 would have been only \$1.6 billion.

The fiscal year that ended in June 2009 was the most difficult investment environment since the 1930s, and resulted in one of the worst twelve-month performance periods for the endowment, which finished down 19.6%. It is little comfort to note that the endowments of our peer colleges and universities generated returns that were down between 16% and 28%. It is important to put these losses in a longer-term context. Over the past decade, Dartmouth's endowment has produced an annual return of 8% during a time when equity markets generated negative returns. These results placed Dartmouth's endowment returns in the top 5% of all endowments and foundations.

The Dartmouth 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 equity, long/short hedge funds, absolute return hedge funds, distressed securities, private equity, venture capital, real estate and other real assets. Although it was certainly severely tested during FY2009, we believe this endowment investment approach remains valid.

A number of the perennial challenges of managing an endowment with a long-term investment horizon were reinforced during FY2009 as financial markets declined. Outsized returns often come at the price of liquidity. The combined impact of market declines, capital calls from private partnerships, limited distributions from these same partnerships, and increased endowment spending requirements severely tested many large endowment funds, and their ability to manage liquidity.

Dartmouth took several key steps to enhance its liquidity position prior to and during FY2009. These steps included increasing cash-on-hand by strategically selling public equities and redeeming certain hedge fund holdings, and by restructuring our credit lines. As a further safety net for the College, we issued \$250 million of taxable debt at very favorable rates in mid 2009. The proceeds are held as a liquidity reserve and have not been used. We also believe it will be prudent to reduce our allocation to illiquid asset classes over the coming years.

Development

The mission of Dartmouth's Development Office is to raise the maximum dollars possible to support the priorities set by Dartmouth's administration and the Board of Trustees. Philanthropy plays a major role in the life of the College, as 8% of FY2009 revenue came from unrestricted gifts to the Annual Fund, restricted current use gifts, and other unrestricted gifts and bequests. In addition, gifts have funded much of the construction on campus, and they have built the College's endowment.

Gifts 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 Dartmouth's Gift Policy Manual, designed to provide guidance to the Dartmouth community and to facilitate the gift-giving process. Gift policies are designed to be helpful to prospective 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 division is headed by the Vice President for Development, who leads a staff of 152 FTEs at the start of FY2010. This includes front-line fund-raising staff and staff who provide a wide range of support services, including two units that support both Development and Alumni Relations: Alumni Records and Information Management Systems & Technology. Beginning in spring 2010, the VP for Development now reports to the Senior Vice President for Advancement, a position that also has oversight for Alumni Relations and Communications.

The Campaign for the Dartmouth Experience addressed goals articulated in former President James Wright's 2002 strategic vision, *Dartmouth College: Forever New*. The quiet phase of the campaign began July 1, 2002, with a goal of \$1.3 billion and a projected completion date of December 31, 2009. The College completed the campaign on schedule, raising a total of \$1.3119 billion from 65,265 individuals and organizations.

Total giving increased over the last 10 years at an average growth rate of 4.58% (from \$90 million to \$167 million (1990-2008)). A drop in 2009 to \$137 million reflects the global economic downturn.

FINANCIAL OPERATIONS AND CONTROL

Since its last reaccreditation, Dartmouth extended its commitment to strong financial systems and controls. In FY2007, Dartmouth completed an overhaul of its financial systems by implementing a new general ledger, post-award Grants Accounting and e-Procurement systems, and financial planning/budget and reporting tools. A new financial data warehouse was developed along with the infrastructure for a broader data warehouse from which student, alumni, sponsored research, human resource, and other data will ultimately be reported. With nearly 1,200 end-users, this three-year project was one of the largest, most complex system implementations Dartmouth has ever undertaken.

Dartmouth produces an annual budget through a rigorous institutional planning process that reflects institutional priorities as determined by the President, with support of the Provost, EVP and members of the Budget Committee. Annual budget proposals are presented to the Board of Trustees each spring. Final review and vote to approve the budget occurs annually at the June Board meeting. At each Board meeting, the College presents to the Finance Committee its year-to-date financial results and projected variances to budget, as well as an updated set of five-year financial projections.

The College's financial statements are audited annually by an external public accounting firm. Through a request for proposal process, Dartmouth selected KPMG as its auditors. Since 2004, external auditors have provided a qualified opinion of Dartmouth's financial statements. This qualification relates to the reporting of certain net assets, which exclude the College's interests in certain third-party charitable trusts because the current fair values of these trusts are not available. To be conservative in its reporting, Dartmouth elected to not record these assets due to the uncertainty surrounding potential value of these trusts. No material weaknesses were found in other audits, including A-133, NCAA and other related party audits.

The College maintains a strong and diverse range of financial controls and risk management activities. In 2006, Dartmouth created a Risk Identification Partnership program as part of its institution-wide, comprehensive risk-management activities. PricewaterhouseCoopers was selected through a competitive proposal process, with results of their work reported to the President and to the Audit Subcommittee of the College's Board of Trustees. In FY2008, the College's Risk Management organization expanded to include Internal Controls Services, a team that performs audits with a focus on financial, operational, compliance, technological, and strategic risks. Audits are conducted on an annual risk-based audit plan, as well as at the request of the College's management and Board of Trustees. Previously, the audit function reported through the College's Controller.

II. Appraisal, Projection, and Institutional Effectiveness

Dartmouth College's institutional budget for FY2010 totals \$835 million as follows (\$ in millions):

Figure 9-1. Fiscal Year 2010 Budget – Revenues by Entity

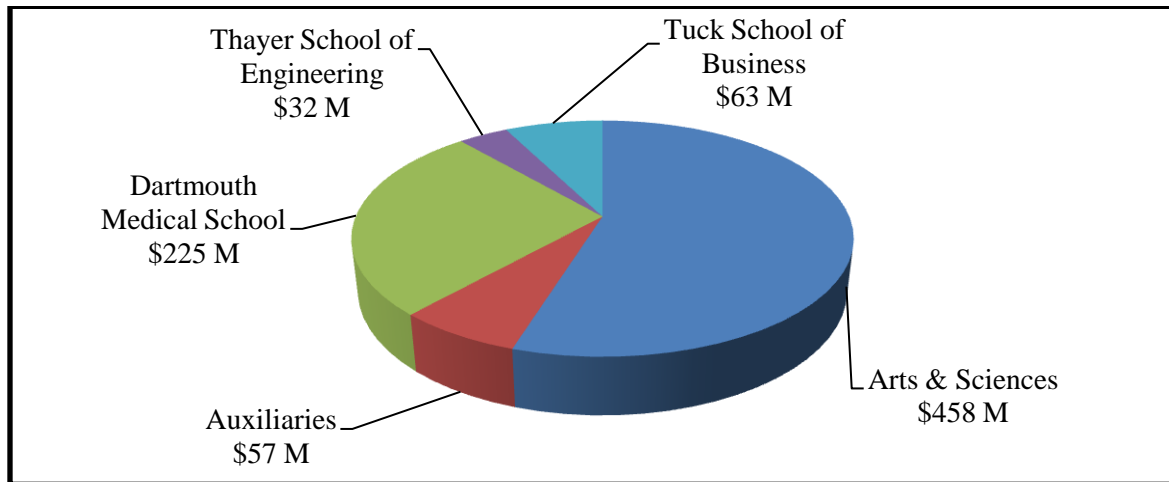
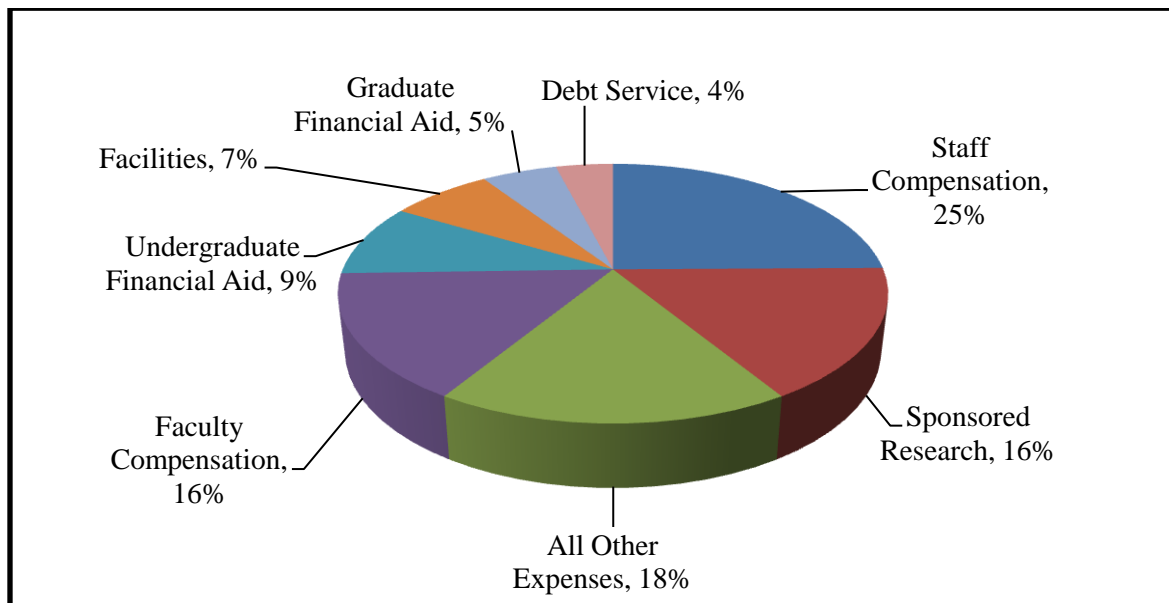


Figure 9-2. Fiscal Year 2010 Budget – Expense Types



FIRST PHASE OF BUDGET RECONCILIATION EFFORTS

Like its peer institutions, Dartmouth's finances have not been immune to the global economic downturn. With 23% of its operating budget dependant on an endowment that has recently declined in value, the College initiated a multi-faceted approach in FY2009 to address projected operating budget deficits. The goal of this work was to produce a balanced budget for the next two years to remove the short-term budget gap, and to allow for some time to evaluate the impact of the economy once it stabilized. Components of this process included:

- Broad institution-wide communication of the financial challenges, and solicitation of suggestions to increase revenues, reduce expenses and increase efficiencies.
- A participatory process by which departments identified plans for how to reduce their net operating budgets by 5%, 10% and 15%. Proposed reduction plans were reviewed by the Budget Committee and specific percent reduction targets were then set for each division, with plans implanted at the specified reduction level.
- Delay of proposed expansion for all facilities, pending Board of Trustee approval of each project.
- Research focused on access to American Recovery and Reinvestment Act funds, which account for \$28 million of new funds to date
- Initiation of “X-projects” designed to identify opportunities across the institution to save resources by creating efficiencies. Identified projects were suggested by faculty, staff and students, and were selected based on their feasibility and institutional value.

The success of this initial budget reconciliation effort was evident in the achievement of \$72 million in projected budget improvements by FY2010 through a combination of cost reductions, cost avoidance, and revenue enhancements. This work benefited from the vocal support of the Dartmouth community.

SECOND PHASE OF BUDGET RECONCILIATION EFFORTS

As Dartmouth looks to the future, the College is moving aggressively to strengthen its financial position still further. The College has determined that a more conservative approach to managing and utilizing its endowment resources is prudent. In November 2009 President Kim shared the goals of the Strategic Budget Reduction & Investment (SBRI) initiative with the community. Acknowledging the potential for a future budget gap of \$100 million by 2012 he invited faculty, staff, students, and alumni to join in our efforts to address a structural deficit.

Over 1,200 ideas to reduce expenses, enhance revenues, and increase philanthropic giving were submitted through various forums over the last several months. Successful completion of the SBRI work, now underway, will allow the College to achieve the following priorities:

- Eliminate the majority of a projected future budget gap
- Reduce its annual endowment distribution rate to 5%-5.5%.
- Reduce its long-term expected rate-of-return from the endowment to 8%
- Build strategic investment funds for new initiatives
- Establish contingency reserves

The College remains mindful of the words of caution expressed by its last re-accreditation team in the FY1999 report:

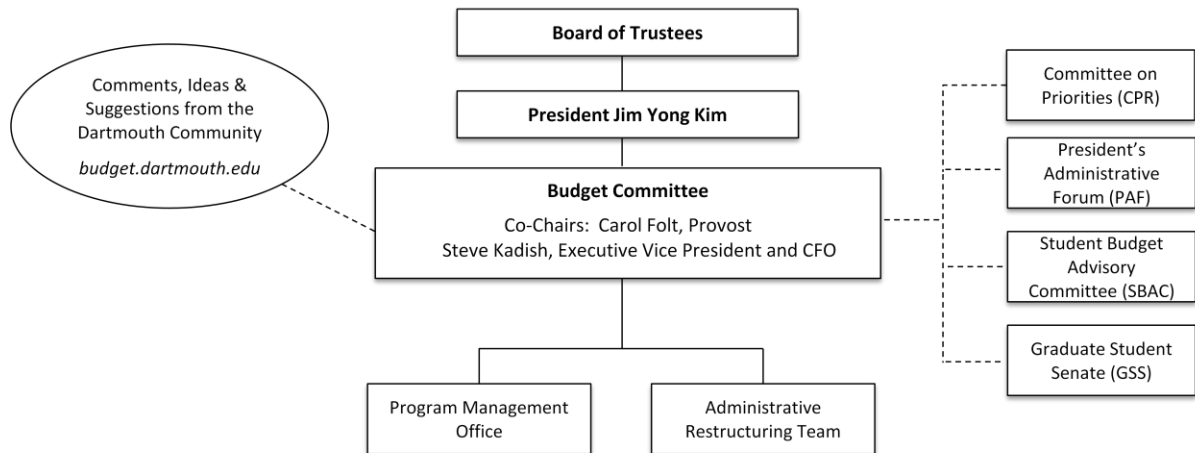
The “growth rate of new initiatives (e.g., facilities, new programs) could exceed available resources and jeopardize fiscal discipline. This will require more formal planning effort to tie allocation of short-term resources to long-term mission.”

The SBRI initiative is directly motivated by such concerns. Dartmouth is taking aggressive measures to implement a more urgent sense of fiscal discipline by taking a more cautious stance in the utilization and projected growth rate of its endowment, by building contingency funds into its budget, and by searching for efficiencies and cost savings ideas in its support functions. While the SBRI initiative provided the impetus for new processes, we recognize that on-going assessments are

necessary. The changes we have made will ensure greater collaboration in planning and more to leverage institutional resources. We will develop mechanisms to evaluate and assess our effectiveness, particularly in areas of accountability and ensuring alignment between the strategic planning process and our fiscal resources and practices.

Below is the organizational structure and leadership model for the SBRI initiative:

Strategic Budget Reduction & Investments



Budget Committee Membership

Kate Conley	<i>Assoc. Dean, Arts & Humanities</i>	Carrie Pelzel	<i>Senior VP, Advancement</i>
Paul Danos	<i>Dean, Tuck School of Business</i>	Brian Pogue	<i>Dean, Graduate Studies</i>
Julie Dolan	<i>Assoc. VP, Fiscal Affairs</i>	Linda Snyder	<i>VP, Campus Planning & Facilities</i>
William Green	<i>Dean, Dartmouth Medical School</i>	David Spalding	<i>Chief of Staff</i>
Joseph Helble	<i>Dean, Thayer School of Engineering</i>	Sylvia Spears	<i>Acting Dean of College</i>
Jeff Horrell	<i>Dean, Libraries</i>	To Be Determined	<i>Chair, Committee on Priorities</i>
Charlie Mannix	<i>Assoc. Dean & COO, DMS</i>	Ellen Waite-Franzen	<i>VP & Chief Information Officer</i>
Michael Mastanduno	<i>Dean of Faculty</i>	Michael Wagner	<i>VP, Finance and Financial Planning</i>
Traci Nordberg	<i>VP & Chief Human Resources Officer</i>	Kevin Weinman	<i>Assist. VP, Finance and Financial Planning</i>
Diana Pearson	<i>VP, Communications</i>	Martin Wybourne	<i>Vice Provost, Research</i>

STANDARD TEN: PUBLIC DISCLOSURE

I. Description

Dartmouth has an extensive digital presence and a collection of traditional print media that provide accurate information to current and prospective students, alumni, and the general public. The College's website offers comprehensive information about the institution, its three professional schools and the alumni body. Since the last reaccreditation, new ways to communicate via Web 2.0 applications such as Facebook™, YouTube™ and Flickr™ have emerged. Dartmouth uses these resources strategically to add depth to the information available about the institution. RSS feeds are also used to deliver updates to individuals who subscribe to the feed, and the entire Dartmouth website is searchable. The Dartmouth home page also has a link to "Ask Dartmouth" – a regularly updated site of frequently asked questions and answers.

The website has more than 1,300 accounts holding upward of 150GB of information, with a media server hosting about 150 accounts holding 680GB of information. On average, the web server receives about 350,000 page requests per day (January 1 - August 31, 2009). The three Professional Schools maintain their own sites and receive similarly high requests for pages. Statistics about website usage and data from user surveys are collected on an ongoing basis to evaluate the web presence and inform redesigns.

Web page design for the upper layers of the website is the joint responsibility of the Office of Public Affairs and Central Computing and primary responsibility for content of these pages rests with Public Affairs. About 80% of the top two layers of the site have a common format; this is helpful for posting (and finding) broad-based announcements such as emergency notifications. Hyperlinks are used frequently to avoid the duplication of data, improving the consistency of information across the website. However, Dartmouth has a distributed content management approach whereby departments largely create and maintain their own content. As a result, there is less clarity, depth, and currency of information across the website than we would like. Departmental requests for help with content and design are considered on a first-come, first-served basis. We are evolving to a more holistic approach that uses a project-request and review process. A Web Strategy Advisory Committee was established to prioritize projects based on strategic priorities of the institution and available resources. The Committee meets monthly and is working on details of how to manage the prioritized list.

Dartmouth has several print and online publications for different constituencies. The publications include: *Speaking of Dartmouth*, an e-newsletter for alumni and parents published every three weeks (<http://speakingof.dartmouth.edu/>), *Dartmouth Life*, a newspaper for alumni and parents published two to four times a year (<http://www.dartmouth.edu/~dartlife/>); and the *Dartmouth Alumni Magazine*, named the 2008 magazine of the year by Council for the Advancement and Support of Education. The professional schools each publish a magazine that highlights student and faculty achievements, information about school activities, and articles describing notable research.

Student publications include: *The Dartmouth*, the student daily newspaper (<http://thedartmouth.com/>), the Dartmouth Undergraduate Journal of *Science* that publishes three issues yearly; the *Dartmouth Undergraduate Journal of Law* published three times a year through the Rockefeller Center for Public Policy; and the *Collegiate Journal of Art* that appears once a year. Many academic programs, centers and institutes produce brochures and newsletters, the majority of which are moving to a digital format. Dartmouth also publishes a monthly e-newsletter for the local community – *Notes to Neighbors* – that provides information about public activities and events on campus.

Dartmouth's mission statement and core values, as well as historical facts, general information about the location, and the administrative structure of the College are all accessible through the "About

Dartmouth” link on the main page. This link also provides access to information about diversity and diversity support programs and events at Dartmouth. Directions for general inquiries and information about admission and financial aid, the Arts and Sciences, the Professional Schools, and Alumni Relations are also available through links on the main page. Several searchable databases for faculty, current students, emeriti and staff are available. Different administrative units own the databases and any inconsistencies between them occur for reasons that are mainly known and documented (ex. different methodologies required by agencies that receive the data). Academic departments maintain web pages that, while differing in format, include more detailed information about faculty, their academic qualifications and areas of specialty. Department web pages often include programmatic information, as well as research priorities and resources.

General information about Dartmouth is available through the Office of Institutional Research (OIR) Fact Book and a Common Data Set that are published online. These resources provide date-stamped data-of-record about the characteristics of the student body, the faculty and staff for the Arts and Sciences and the three professional schools. OIR also provides comprehensive data about retention rates, graduation rates, student life, the library collections, financial statements, research awards and computing resources. OIR also publishes a factsheet – Dartmouth Facts and Figures – that is a synopsis of the information in the Fact Book. Data in the Fact Book can be found on other web pages: For example, Admissions and Financial Aid publishes details of tuition and other fees. While OIR does not own the data, it works diligently to ensure consistency and accuracy of information used in electronic and print disclosures.

The outcomes of the 1999-2000 reaccreditation process and the accreditation status of the College are published online by OIR. (<http://www.dartmouth.edu/~reaccreditation/archives/index.html>) Drafts of the 2010-2011 reaccreditation self-study were shared with faculty, staff, and students through a website (<http://www.dartmouth.edu/~reaccreditation>) and campus constituents were invited to give feedback on the draft. Details about the self-study, including the timing and purpose, were also shared via this website. In late September and early October the College posted notices inviting third-party comments to be sent to NEASC in a variety of publications, including: The Valley News, the Dartmouth Alumni Magazine (November/December issue which is mailed in October), and several alumni and community publications online.

Membership and biographies of the Board of Trustees, as well as Trustee responsibilities, meeting calendar, committee structure and the Charter of the College are available on the Board of Trustees webpage. This page is maintained by the President’s Office. The Professional Schools have similar pages for their Boards of Overseers.

Primary access for prospective undergraduate and graduate students is the “Resources for Prospective Students” link on the home page. Prospective students can find information about the opportunities at Dartmouth, the fee structure, visiting campus and the fully electronic application process. Information about transfer credit evaluation, residency requirements and class year designation are provided online by the Registrar’s office.

Additional graduate program information is available from the Graduate Office webpage, as well as the individual Professional School websites and the Registrar’s Office. Research highlights are available through the “Research” link on the main Dartmouth page, and from Professional school magazines.

A catalogue, titled Organizations, Regulations and Courses (ORC), is published in September of each year and has been archived since 1820. The ORC states the mission and core values of Dartmouth and provides the complete regulations and degree requirements for undergraduate and graduate study in the Arts and Sciences. It also lists the name, title, date of hire and the highest degree of the Arts and

Sciences and Thayer faculty. Course descriptions, names of instructor, prerequisites and an indication of classes not offered in a particular year appear in the ORC. Course information is also available through the student Banner system and course descriptions have been available online since 2006. Each professional school separately publishes regulations and course descriptions for graduate study.

The Dean of the College publishes a web-based student handbook that provides comprehensive information about policies and regulations including the student standards of conduct. The Office of Graduate Studies publishes a graduate student handbook and the professional schools publish handbooks annually that codify academic requirements and standards of conduct. Academic requirements and regulations are available through the Registrar's website.

Dartmouth has developed a searchable site that enables a student to match her/his interests with the College's extensive study-abroad offerings. The site is managed by the Dean of the Faculty and also posts application guidelines, deadlines, and announcements such as health advisories. Some Dartmouth off-campus programs use Web 2.0 tools to post information about their activities for anyone to follow, for example, the "Dartmouth Classics FSP Program in Rome 2009" is on Facebook.

Undergraduate research is a priority for the College. The extensive opportunities for research, program requirements and details of the application process are coordinated through the Dean of the Faculty Office. Information about the programs is available online (<http://www.dartmouth.edu/~ugar/undergrad/programs.html>).

Many centers and institutes also offer academic opportunities beyond the classroom. For example, the Rockefeller Center for Public Policy and the Social Sciences provides students with experiential learning opportunities through programs that include interactions with scholars, policy makers and political leaders. The Dickey Center for International Understanding enables students to engage in complex questions with global reach, such as global health and environmental security in the arctic.

Undergraduate advising, which is centralized through the Dean of the Faculty office, provides online information about the advising system and how it functions in each year of the four-year undergraduate program. The office also provides information and help to faculty advisors. The Office of the Dean of Undergraduate Students within the Dean of the College division also provides undergraduate student advising and counseling to help students with their overall experience.

Other resources and services from which students benefit, including but not limited to: Athletics, the Hopkins Center for the Performing Arts, and the Hood Museum of Art maintain detailed information online on individual web pages.

The office of Alumni Relations offers many online resources to keep them informed about College news and activities. These include a searchable alumni database, as well as networking opportunities. It also provides access to the electronic version of Dartmouth newspapers, and limited access to the electronic resources of the library. Access restrictions are imposed by the terms of license agreements with publishers.

The Organization of the Faculty (OFDC) is available online (<http://www.dartmouth.edu/~dof/ofdc.pdf>). The OFDC states the charter of the general faculty, which includes the faculties of Arts & Science and the three professional schools, and codifies the responsibilities of the general faculty and the meeting procedures. The OFDC sets out the membership and functions of the seven Councils of the General Faculty that serve as advisory bodies to the President, Provost and Board of Trustees. The OFDC also contains the "Agreement Concerning Academic Freedom, Tenure, and Responsibility of Faculty Members," the functions of the faculty of

Arts and Sciences, the roles and responsibilities of the Dean of Faculty, and the Arts and Sciences standing committees.

Dartmouth is a research-intensive institution. The Office of Sponsored Projects (OSP) website provides information about funding opportunities, awards (current and past), compliance and regulatory support. Recent awards, a list of ARRA stimulus funding awards, annual reports of sponsored activities, and A-133 Audit reports are available through the OSP website. Links to much of this information are also included on the OIR Fact Book website.

Currently there are two internal systems that convey news and information to faculty, staff and students – these are Bulletins that are associated with Dartmouth’s proprietary email system (Blitzmail) and “Dartmouth Daily Updates” (D2U), which sends a daily email news digest and is also available on the web. Bulletins are topic specific while D2U is constituency specific.

Resources associated with employment at Dartmouth are available through the Office of Human Resources webpage. These include current news (such as health advisories), information about compensation and benefits, professional development and support, and employment opportunities.

II. Appraisal, Projection, and Institutional Effectiveness

Public disclosure will continue to be a priority for Dartmouth. Through continual assessment and use of web based platforms we will keep striving to improve the transparency of our programs and activities consistent with Dartmouth’s mission and values. We will work to provide more central oversight to the content and add more applications to disseminate information about the College.

In 2010-2011 we will see change at the top level of our website. We are exploring a “My Dartmouth” portal for providing access to communications and tools to faculty, students, and staff. This will make it easier for external visitors to identify resources that meet their needs at the top-level of the website. We have also started the implementation of a new campus system for email, calendar and collaboration tools. (See Standard Seven)

We are actively developing more gateway sites, like “Arts at Dartmouth” (www.dartmouth.edu/arts). These sites provide visitors with a coherent narrative about distinctive characteristics of Dartmouth without requiring they visit multiple sites and construct their own version of our story. When a fuller set of gateway sites is developed we will update the home page to incorporate direct access.

Dartmouth has taken a proactive approach to managing the migration of print materials to digital. Recognizing the complexity of managing digital information, the Provost established a senior level committee (Dartmouth Digital Information Committee or D2I) to help guide the institution through this transition. D2I has received funds from the Mellon Foundation to identify a strategy to understand the cultural, management and resource issues that will need to be addressed as the transition from print to digital develops. The program involves several other institutions across the U.S. and some of the program outcomes will be evaluated at Dartmouth through pilot projects. In addition, Dartmouth launched a Print-to-Digital project in the spring of 2009 to realize cost and environmental savings and improve communications by using digital communications in place of print. The project will produce guidelines for moving publications from print to digital while ensuring effective communications, continuity of data, and preservation and access for the future.

STANDARD ELEVEN: INTEGRITY

I. Description

The importance of instilling the highest ethical standards at Dartmouth College is an institution-wide priority that begins with individuals in leadership. Faculty, administrators, and students are expected to adhere to core values both in communication with each other and with individuals beyond the College community. The College's core values embrace the importance of integrity in the Dartmouth community: "Dartmouth fosters lasting bonds among faculty, staff, and students, which encourage a culture of integrity, self-reliance, and collegiality and instill a sense of responsibility for each other and for the broader world." (<http://www.dartmouth.edu/home/about/mission.html>)

Academic Honor Principle

Students at Dartmouth are made aware of the honor code (<http://www.dartmouth.edu/~uja/honor/>) upon their arrival to campus. There is a session about the honor code during Orientation, and all first-year faculty advisors cover the honor code during advising sessions. Potential sanctions are published and enforced through the Undergraduate Judicial Affairs Office. The Dartmouth community has access to annual reports based on the outcome of deliberations of the Committee on Standards (COS) and the Organizational Adjudication Committee (OAC).

Freedom of Expression and Dissent

Dartmouth's Principle of Freedom of Expression and Dissent (<http://www.dartmouth.edu/~upperde/principles/index.html>) provides that the College "prizes and defends the right of free speech and the freedom of the individual to make his or her own disclosures, while at the same time recognizing that such freedom exists in the context of the law and in responsibility for one's actions." The College therefore "both fosters and protects the rights of individuals to express dissent."

Principles of Community

In 1980, the Board of Trustees endorsed the following "Principle of Community" for Dartmouth:

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

Student Records

Dartmouth adheres to both the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) and maintains the confidentiality of student records appropriately.

Equal Opportunity

Equal opportunity is a closely held value of the College. Dartmouth does not discriminate on the basis of race, color, religion, sex, age, sexual orientation, national origin, disability, or status as a disabled

or Vietnam era veteran in its programs, organizations, and conditions of employment and admission. The College's Equal Opportunity statement includes sexual harassment as a form of sex discrimination and makes it clear that students with documented learning disabilities have the same legal entitlements as students with other types of disabilities and are entitled to reasonable accommodations as appropriate. (<http://www.dartmouth.edu/~ide/policies/nondiscrim.html>)

The College has been proactive in its quest to diversify the college community. In 2001 the Offices of Institutional Diversity & Equity (IDE) and Pluralism and Leadership (OPAL) were created. IDE provides "resources across the institution to promote access, respect, inclusiveness, and community in all of Dartmouth's working and learning environments" and has oversight for affirmative action (<http://www.dartmouth.edu/~ide/about/>). OPAL is student-focused and has a vision to "aspire to develop socially-conscious leaders who have the disposition, knowledge, and skills to positively influence our ever-changing and diverse society." (<http://www.dartmouth.edu/~opal/>)

The Ethics Institute

The Institute for the Study of Applied and Professional Ethics (<http://www.dartmouth.edu/~ethics/>) was established in 1982. Now known as The Ethics Institute it has progressed in scope and encompasses over 150 Dartmouth faculty and administrators with interests in applied and professional ethics ranging from medical, business, legal and engineering ethics, to the ethics of teaching and research. The Institute supports an ethics minor and organizes an undergraduate competition for the chance to participate in the annual Intercollegiate Ethics Bowl Team.

In 2004, a program for all incoming graduate students was launched in collaboration with the Graduate Studies Office. Using senior graduate students as facilitators, the program uses basic ethics theory to examine how humans make moral decisions, considering principles or consequences. Additionally, about 15 faculty members participate in a seminar called Ethics Across the Curriculum to help them bring ethics into their classrooms.

Integrity in Research

The complexity of regulations and the challenges of compliance and risk mitigation have increased significantly over the past decade. Under the Provost's Office, the Office of Sponsored Programs (OSP) maintains and implements research related policies and procedures (<http://www.dartmouth.edu/~osp/>). OSP also initiates workshops and provides education on all facets of research management. As part of the Provost's Office regular review process, OSP underwent an external review in 2007. The Office was praised for meeting the needs of the faculty and recommendations were made related to the consistent application and communication of policies. Efforts to address the recommendations are included below.

The research enterprise at Dartmouth is managed through an extensive set of policies covering areas including human and animal- subject research, conflict of interest, export control, and use of hazardous materials. The Council on Sponsored Activities is the standing faculty body that reviews and endorses policy revisions as necessary (<http://www.dartmouth.edu/~comply/council/>). The OSP website is designated as the place of record for all research-related policies, procedures and announcements, which are available via RSS feed. Additionally, major policy or process announcements are communicated to faculty and administrators via e-mail and memoranda.

To help understand, address and implement compliance issues, the Provost's Office established a Research Compliance Steering Committee and a Research Compliance Network in 2006. These groups are comprised of individuals from the three professional schools, Arts and Sciences and

Dartmouth-Hitchcock Medical Center (<http://www.dartmouth.edu/~comply/>). A program to educate researchers (including students and post docs), referred to as ‘Responsible Conduct in Research’, has recently been implemented through the Provost’s Office.

The Provost’s Office is responsible for the process of investigating and resolving any incidents of research misconduct. The College considers research misconduct a betrayal of fundamental scientific and research principles, and deals promptly with all complaints. The policy was revised and approved by the Board of Trustees in 2005 (<http://www.dartmouth.edu/~osp/resources/policies/dartmouth/MisconductPolicy.html>).

One recommendation of the 2007 OSP review was that the oversight of conflict of interest be moved from OSP to the Provost’s Office. This recommendation was implemented and a new web-based tool for faculty reporting is expected to launch November 2010. We are working closely with Dartmouth-Hitchcock Medical Center on a comprehensive conflict-of-interest management program that will cover research, education, clinician practice, and business operations.

The management of clinical trials is particularly challenging as it involves close coordination between three independent organizations; Dartmouth College, which includes the Medical School, the Dartmouth-Hitchcock Clinic, and Mary Hitchcock Memorial Hospital. Based on the complexity inherent in this type of research and the need to have a specific focus to ensure the rights and welfare of research subjects are protected, in January 2010 a Clinical Trials Office (CTO) was launched to administer all non-federally sponsored trials at the College. The governance of the office shared between the three organizations and is formalized in an affiliation and operations agreement between the institutions. Federally sponsored trials are administered through OSP, with OSP and the new office working closely together.

The Committee for the Protection of Human Subjects (CPHS) is the Institutional Review Board at Dartmouth - a federally mandated committee with the charge of overseeing institutional research projects involving human participants. The Provost’s Office oversees the CPHS and the Vice Provost for Research is the designated Institutional Official. While the CPHS must maintain independence, it works closely with OSP and the CTO.

Dartmouth manages an Animal Resource Center to provide “high quality, cost-effective husbandry, administrative and technical support for animal care and use, in full compliance with regulations and standards, to facilitate animal well-being for research and teaching at Dartmouth.” (<http://dms.dartmouth.edu/arc/arc/>). Associated with the Center is the Institutional Animal Care and Use Committee (IACUC) – a federally mandated committee charged with evaluating the care, treatment, housing, and use of animals, and for certifying that the research facility complies with federal laws. The Institutional Official works with the Provost’s office and operational oversight of the resource center is under the chief financial officer of DMS. Policies and procedures for the use of animals in research are found on the Center’s website (<http://dms.dartmouth.edu/arc/arc/>)

The Technology Transfer Office (TTO) protects and promotes Dartmouth’s intellectual property in accordance with federal law and Dartmouth’s policies. It also administers all material transfer agreements. The Dartmouth Entrepreneurial Network (DEN) raises awareness of research outcomes and intellectual property with alumni groups across the country. We are exploring ways to more closely integrate the operations of TTO and DEN.

The open dissemination of knowledge is a fundamental principle articulated in the faculty handbook (<http://www.dartmouth.edu/~dof/handbook.html>). The College does not undertake studies in which restrictions are placed on the dissemination of results, with the exception of ethical constraints on

identifiable human-subjects data. OSP screens all contracts for publication restrictions and through the Provost's Office declines awards with such restrictions. We recognize proprietary concerns of sponsors and allow publications to be deferred for a limited period of time to protect patent rights. Similarly, if Dartmouth accepts a sponsor's proprietary information as necessary background data for a research project, the sponsor may review proposed publications in order to identify any inadvertent disclosure of data. Ordinarily the sponsor is given no more than 90 days to review such data before publication.

Academic conferences and symposia organized by faculty members are hosted by Dartmouth and carry its name. In addition, Dartmouth hosts workshops and training sessions, such as the National Science Foundation Day that provided an overview of the Foundation and its mission, priorities, and budget for faculty, staff and students. The office of Conferences and Special Events is able to help with the organization of events (<http://www.dartmouth.edu/~cse/>). Dartmouth, through the Provost's Office, assumes responsibility for the nature and integrity of such events.

Respect of Intellectual Property Laws

Dartmouth believes strongly that its faculty, staff and students should be particularly respectful of intellectual property laws. Some students have continued to engage in unauthorized peer-to-peer file sharing of copyrighted music and movies. The College is addressing this issue in several ways:

- Information about the ethics and legal risks of unauthorized file-sharing is provided to entering students during first-year orientation.
- The College maintains a web site with information about copyright compliance, the potential legal and disciplinary consequences of unauthorized file-sharing, and the availability of legal online services (<http://www.dartmouth.edu/copyright/peer2peer/>).
- When notified of infringing activity on the College's network, the Computing Services department requires that students cease and desist from engaging in such activity. It also assists students in removing file-sharing software from their computers.
- To responsibly manage its digital resources, Computing Services engages in "bandwidth shaping." It is also evaluating other technological measures as part of the College's action to comply with the file-sharing provisions of the Higher Education Opportunity Act of 2008.

II. Appraisal, Projection, and Institutional Effectiveness

Dartmouth will continue to have a strong ongoing process of policy and department review. Many committees and departments across the institution provide assessment of operational activities, policies and procedures to ensure adherence to the local and national standards. See Standard Two for more information on assessment and evaluation at the College.