

Report from the Dartmouth Steering Committee:

The Future of Arts and Sciences

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Arts and Sciences Future Project: Proposal for a New Arts and Sciences

Table of Contents

1. Executive Summary	4
2. Context and Process	10
3. Introduction	12
4. The New Arts and Sciences	15
4.1 Core Arts and Sciences Divisions and their Leadership	20
4.2 Faculty Governance	27
5. Critical Functions and Support Structures	28
5.1 Admissions	29
5.2 Communications	31
5.3 Development	32
5.4 Institutional Offices	38
6. Budget Model	40
6.1 Net Revenue Pool Model	42
6.2 Other Revenue Sources	46
6.3 Costs	47
6.4 Current vs. Future Budget Model	49
6.5 Potential Impacts of the Proposed Budget Model	53
7. Implications and Considerations for Graduate and Professional Schools	57
7.1 Thayer School of Engineering	57
7.2 Guarini School of Graduate and Advanced Studies	63
7.3 Geisel and Tuck	64
8. Next Steps	65
8.1 Proposed Feedback and Governance Timeline	65
8.2 Transition and Implementation	67
9. Conclusion	69
Appendix A: Guiding Principles	71
Appendix B: More Details on Proposed Structures	72
B1 Dean of Arts and Sciences (Return to Section 4)	72
B2 Division of the Faculty of Arts and Sciences (Return to Section 4.1)	75
B3 Division of Undergraduate Student Affairs (Return to Section 4.1)	77
B4 Division of Undergraduate Education (Return to Section 4.1)	81
B5 Alternative Models Considered for Student Affairs (Return to Section 4.1B)	82
B6 Potential Modifications to Faculty Advisory Committee (Return to Section 4.2)	86
B7 Organization of Admissions and Financial Aid (Return to Section 5.1)	94
B8 Advancement (Return to Section 5.3)	98

B9 Institutional Registrar (Return to Section 5.4)	103
B10 New and Reallocated FTEs (Return to Section 6)	104
B11 Budget Models: Alternatives Considered (Return to Section 6)	105
Appendix C: Project Engagement	111
C1 2023-2024 Project Engagements	111
C2 List of 2023-2024 Engagements by Task Group	114
C3 2022-2023 Working Group Engagements	118
C4 List of 2023-2024 Arts and Sciences Engagements Regarding the Budget Model	119
C5 List of 2023-2024 Thayer Engagements Regarding the Budget Model	119
Appendix D: Project Membership	120
D1 Project Membership, 2023-2024	120
D2 Project Membership, 2022-2023	121
Appendix E: Data and Peer Research	123
E1 Peer Set and Initial Observations	123
E2 Organization of Faculty, Undergraduate Education, Graduate Education	128
E3 Role of the Dean of the Faculty	131
E4 Organization of Student Affairs	133
E5 Admissions and Financial Aid	134
E6 Institutional Registrar	135
E7 Athletics	136

1. Executive Summary

Dartmouth offers a world-class residential liberal-arts undergraduate education. Through Dartmouth's teacher-scholar model, the Arts and Sciences faculty have crafted an undergraduate curriculum across the full breadth of the liberal arts, while leading their fields in the creation of new knowledge — often in partnership with graduate students and postdoctoral scholars, and with colleagues in the professional schools. Dedicated staff across campus deliver a broad and inclusive residential experience, offering a range of co-curricular and extracurricular programs that enrich the student experience and provide educational opportunities beyond the classroom. Taken together, Dartmouth provides an outstanding educational experience and produces cutting-edge scholarship.

And yet, it has become clear that the Arts and Sciences, long the core of Dartmouth's identity, is operating on an antiquated framework that limits its development. Dartmouth is organized today much as it was fifty years ago despite increases in scale and complexity. More broadly, the landscape of higher education has become more complex, more global, and more competitive. Dartmouth has no unit that delivers the whole of the Arts and Sciences mission and thus no point of leadership to manage resources or to collaborate, coordinate, prioritize, and innovate in support of that mission.

The *Future of Arts and Sciences Project*, launched over two years ago, has sought to understand the challenges of the current model and to propose a path forward for the Arts and Sciences. The project's goal is to propose a new structure that gives Arts and Sciences leadership strategic control over the holistic scholarly and educational mission of the Arts and Sciences; increased budgetary and operational agency; and expanded ability to pursue its aspirations. In short, the project seeks to design a rational structure tailored to support all that the Arts and Sciences can be in 2024 and for generations to come. This approach will result in a stronger, more innovative, more agile Arts and Sciences — one that integrates the curricular, co-curricular, and extra-curricular undergraduate experience, and better supports the research and creative endeavors of Arts and Sciences faculty. A stronger Arts and Sciences is a stronger Dartmouth.

The need for this project has become more apparent over time, as various groups addressed challenges in institutional priority-setting and budgeting under the current model. This culminated in a specific charge from President Hanlon to the Dean of Faculty in January 2022.

The resulting proposal outlines recommendations drawn from more than two years of work by the Steering Committees, Task Groups, Working Groups, and the Executive Committee. These groups contained faculty, staff, and administrators drawn from the Faculty of Arts and Sciences, the Division of Student Affairs, Thayer School of Engineering, central Finance and Administration, Admissions, Advancement, Athletics and Recreation, and the graduate and professional schools.

To inform their recommendations, these groups evaluated several organizational and budget models, carefully considered the trade-offs involved, studied comparable peer institutions, and identified opportunities appropriate for Dartmouth. The Steering Committee and its Task Groups appreciate the many comments, questions, and thoughtful suggestions that helped shape the

proposal through an iterative process of consultations and feedback from faculty committees, staff groups, student leaders, and meetings large and small.

The Steering Committee proposes that **Dartmouth create a new, unified school of Arts and Sciences with the structure and budgetary agency to more effectively advance teaching and scholarship in the context of an outstanding residential experience, and with the agility to innovate and pursue its aspirations.**¹

Problems to be Solved

The full proposal outlines four top-level problems with the current framework and details proposed solutions; we summarize them here and encourage readers to explore the full proposal.

Problem 1: There is no unified leadership team that is solely dedicated to (and responsible for) the whole Arts and Sciences mission. In the current structure, the President and the Provost are responsible for setting Arts and Sciences priorities and budgets, and for overseeing the Dean of the Faculty and the Dean of the College. They are simultaneously responsible for managing the day-to-day operations of the institution as a whole. These simultaneous and parallel responsibilities distance the President and the Provost from the day-to-day operations of Arts and Sciences faculty, students, and staff.

Problem 2: The current leadership structure for Arts and Sciences does not form a cohesive unit; the Dean of Faculty reports to the President, and the Dean of College reports to the Provost. The structure of these units does not encourage or enable effective coordination in support of the mission. Where coordination is effective, it is largely due to the informal efforts of individual faculty and staff who build *ad hoc* relationships to bridge gaps. Those efforts, in turn, consume time and energy — faculty and staff talent and capacity that could be better used on scholarship, teaching, and student-advising in a more focused and effective structure.

Problem 3: Arts and Sciences is not currently empowered to advocate for its unified priorities; units that are important for the success of a unified Arts and Sciences, such as Advancement, Admissions, and Communications operate separately from the leadership executing the day-to-day unified Arts and Sciences mission and have limited incentives to coordinate with Arts and Sciences leadership.² Within those units, the Dean of the Faculty and the Dean of the College have no dedicated teams, no control over the important work in these units, and no well-defined processes to promote Arts and Sciences priorities.

¹ In this document, we use the term “school of Arts and Sciences” to refer to the new, unified unit that draws together the Faculty of Arts and Sciences and the Division of Student Affairs. The name of this unit — perhaps ‘School’ or ‘College’ — has yet to be determined.

² The current structure is another reflection of the President and the Provost currently being responsible for the vision and priorities for Arts and Sciences.

Problem 4: The budgets of Student Affairs and of the Dean of Faculty are managed independently, and neither is transparently connected to the revenues derived from the Arts and Sciences mission. Both units receive ‘subvention’ (an allowance) from Central, with any increments (or decrements) to that allowance determined by Central decisions, which are based on managerial discretion removed from day-to-day Arts and Sciences operations and made in the context of competing demands for resources across the institution.

Proposed Solutions: Leadership and Unified Structure

To address these problems, we propose the establishment of a new school of Arts and Sciences with a leader (the Dean of Arts and Sciences) and leadership team that is solely responsible for and focused on the unified Arts and Sciences mission. This leadership will be best positioned to make informed decisions about Arts and Sciences priorities, strategic vision, and budgets. This new school will be comprised of functions and personnel currently in the Faculty of Arts and Sciences Division and the Division of Student Affairs.

The new Dean of Arts and Sciences will be a tenured member of the faculty with a demonstrated record of distinction as a scholar and teacher. The Dean will report directly to the President (with a dotted line to the Provost), exactly as the Dean of the Faculty of Arts and Sciences does today.

This new school will formalize collaboration among faculty and professional staff on behalf of students, especially in areas such as advising and student support. The newly formed Arts and Sciences leadership team will be better able to form cross-institution collaborations with the graduate and professional schools.

The Dean will work closely with a Dean of Faculty (responsible for faculty recruitment, retention, development, and tenure and promotion, and for the undergraduate curriculum), a Dean of Undergraduate Student Affairs (comprising Residential Life, Community Life and Inclusivity, and Student Life functions and offices from the current Division of Student Affairs), and a Dean of Undergraduate Education (integrating the offices and functions at the intersection of undergraduate students’ curricular and co-curricular experience, drawing together offices such as Academic Advising, Undergraduate Research and Scholar Programs, Student Support Services, and the Guarini Institute for International Education).

Proposed Solution: Increased Agency

The new Arts and Sciences structure will increase agency for Arts and Sciences by dedicating teams from Advancement, Admissions, and Communications in specific support of Arts and Sciences, in ways that are not available today to the Dean of Faculty or Dean of the College. For example, Arts and Sciences will have a dedicated development team, new fundraising agency for the Dean of Arts and Sciences to directly identify priorities and pursue donors, a process to elevate the highest Arts and Sciences priorities to institutional priorities, and a board of advisors who can act as champions for the Arts and Sciences to a variety of constituents in the Dartmouth community and beyond. The Dean of Arts and Sciences will be able to leverage a dedicated Arts and Sciences communications team in support of its priorities. The Dean’s cabinet will include leaders of the Arts and Sciences teams in admissions, communications, development, and

finance, enabling them to collectively develop strategy, set priorities, align the Arts and Sciences budget with those priorities, and pursue new revenues through philanthropy and innovative new programs. Each of these leaders will be closely integrated with Central offices to coordinate Arts and Sciences efforts with broader Dartmouth strategy and priorities, recognizing the interconnection of Arts and Sciences with Dartmouth's international reputation.

Under this new leadership structure, a unified Arts and Sciences will have increased agency to invest in faculty scholarship and in an outstanding undergraduate experience, to seek new philanthropic contributions and launch new programs that generate revenue in support of those investments, and to explore creative partnerships with the graduate and professional schools.

Proposed Solutions: Budget Model

In the new budget model, Arts and Sciences will benefit directly from its revenues, especially the revenues generated from its Arts and Sciences undergraduate mission, and will be responsible for managing many of its costs. This approach will give Arts and Sciences increased agency and financial insight, enabling well-informed decisions closer to day-to-day operations than is possible today. This model provides the agency and incentives for Arts and Sciences leadership to allocate and grow revenues and to manage expenses in a manner consistent with the Arts and Sciences mission and its priorities.

The new budgetary model centers on a new structure — the Net Revenue Pool — that directly receives all revenue from undergraduate tuition and fees, from the Dartmouth College Fund, and distributions from endowments for financial aid, less expenses for financial aid. Over 60 percent of the school of Arts and Sciences revenue will derive from this source. This revenue will flow automatically, through a formula, to the school of Arts and Sciences and the Thayer School of Engineering, in relative proportion to the number of students enrolling and majoring in each school — plus a share to Central in support of Undergraduate Admissions and Athletics. This approach creates long-term stability and transparency of the Arts and Sciences budget, ensuring that the Arts and Sciences budget is no longer simply based on the managerial discretion of the Provost and the President, that the Arts and Sciences directly benefits from increased revenues resulting from its mission, and that the revenues raised by the Arts and Sciences can be directly invested in Arts and Sciences priorities. This budget model also aligns incentives across all three units for increasing the net revenue pool, for example, through fundraising for financial aid.³ Arts and Sciences will be responsible for its expenses, including compensation, space, and services provided by Central or other units.

Additional Discussion

It is worth noting explicitly what will **not** change with the Future of Arts and Sciences Project. First, the undergraduate Arts and Sciences curriculum will remain the purview of the Arts and Sciences faculty. Second, this project is not an effort to reduce cost or cut budgets. While the new budget model will not significantly increase Arts and Sciences funding in the very short

³ For example, all three would benefit from increases in funds raised in the annual Dartmouth College Fund. In addition, Arts and Sciences will receive all direct and indirect revenues from endowments, gifts, or grants directed specifically to Arts and Sciences faculty and student programs.

term, the goal is to ensure that Arts and Sciences is well-positioned to succeed in the longer run. To that end, Central has added \$1 million to the Faculty of the Arts and Sciences in FY25 (resulting in 15 new staff FTE) and the proposed budget model includes an additional \$4 million to the annual budget for the new school of Arts and Sciences to cover anticipated incremental positions and costs.

The proposed school will not diminish the unique and central role Arts and Sciences plays at Dartmouth. The proposal accounts for the inherent interdependence of Arts and Sciences with other units across campus, most notably, Admissions, Athletics, Advancement, Communications, Health and Wellness, as well as with the graduate and professional schools.

In particular, Arts and Sciences is intricately connected with the Thayer School of Engineering, given their shared commitment to undergraduate education at Dartmouth. As such, the Dean of Arts and Sciences and their team will work closely with the Dean of Thayer and their team. Students in Thayer's undergraduate BE program will have access to all support services offered to undergraduate AB students.

Arts and Sciences is also closely woven with the Guarini School of Graduate and Advanced Studies, with Arts and Sciences faculty teaching and mentoring graduate students, and Guarini students acting as teaching assistants and mentors to undergraduate students in Arts and Sciences. The Dean of Arts and Sciences will partner with the Dean of the Faculty and the Dean of Guarini to continue their collaboration on matters related to graduate programs involving Arts and Sciences faculty.

The school of Arts and Sciences will have a Board of Advisors like those at the graduate and professional schools. The Board's charge is to provide strategic and high-level advice to the Dean of Arts and Sciences and their leadership team.

Future Steps

There will be a variety of opportunities for the Dartmouth community to learn more, ask questions, and offer comments on the proposal during the Spring term. The Arts and Sciences Faculty, as a governing body, may choose to take an advisory vote on the proposal to establish an Arts and Sciences unit, which we anticipate would happen in the second half of May. The proposal will then go to the president, who will consider the Arts and Sciences deliberations and advisory vote together with comments and suggestions from other schools before making her final recommendation to the Board of Trustees.

Pending Board approval, the Steering Committee will map out an implementation process, to enable a phased implementation to begin in AY25. It will take some time to effect a transition from the current state to the proposed new state. During that transition, many details will need to be finalized regarding governance, budget, personnel, and communication, but interim leadership in the roles of Dean of Arts and Sciences, Dean of Undergraduate Student Affairs, and Dean of Undergraduate Education will be essential until permanent candidates can be selected.

Conclusion

After more than two years of careful study, detailed research about Dartmouth, extensive consultation with committees and groups across campus, and review of approaches at peer institutions, the Steering Committee respectfully submits the attached proposal. The Steering Committee has heard clearly from many across the community that the current structure is antiquated and about the need for a school of Arts and Sciences. The Steering Committee believes that Arts and Sciences can and should be stronger, and that a stronger Arts and Sciences is critical to a stronger Dartmouth. The proposed new model provides the foundation for Dartmouth Arts and Sciences to thrive, with greater agency to set its own priorities and invest in its future.

2. Context and Process

In February 2022, President Phil Hanlon charged Dean of the Faculty Elizabeth Smith with leading the development of a proposal for a unit that would house the holistic set of activities supporting the scholarship and teaching of the Faculty of Arts and Sciences and the mission of undergraduate education. Her charge: to recommend potential models that bring together all activities that support the research and teaching of the Arts and Sciences faculty and the mission of undergraduate education; and, to align decision-making, priority-setting, and resource allocation across units invested in advancing the core undergraduate mission.

Dean Smith first worked with an Executive Committee to identify the project's Guiding Principles (see [Appendix A](#)), and then with three working groups to develop the first phase of the project (see [Appendix D, Section 2](#)), with input from faculty committees, staff, and administrators in the Dean of the Faculty and the Student Affairs divisions, and the deans and fiscal officers of the graduate and professional schools. The working groups evaluated multiple organizational and budgetary models, identified potential options, and posed a series of questions to be addressed in the second phase of the project.

Upon taking office, President Sian Beilock reemphasized the centrality of the Arts and Sciences to Dartmouth's institutional priorities and the importance of the Future of Arts and Sciences project. In July 2023, she established a project Steering Committee to lead the project through its second phase, co-chaired by Provost David Kotz and Professor Nina Pavcnik, that included Dean Smith, Dean Brown, and other senior leaders. (See full membership of the Steering Committee and task groups in [Appendix D, Section 1](#)). Building on the work of the first phase, the goals included answering questions about the organization and budget – raised by the first year's exploration – needed to finalize the proposed models, and expanding the scope to look at implications for other units and opportunities for collaboration outside of the Dean of the Faculty and the Student Affairs division. An important goal was to broadly engage the community on the progress and ideas around this initiative, and to ensure faculty, staff, and student perspectives were considered through an iterative process of consultations in the work of the task groups.

The resulting proposal outlines the recommendations drawn from more than two years of work by the Steering Committee, task groups, working groups, and the Executive Committee — comprised of faculty, staff, and administrators drawn from the Faculty of Arts and Sciences, Division of Student Affairs, Thayer School of Engineering, central Finance and Administration, Admissions, Advancement, Athletics & Recreation, and the graduate and professional schools.

To inform their recommendations, these groups evaluated several organizational and budget models, carefully considered the trade-offs involved, studied comparable peer institutions, and identified opportunities and outstanding considerations. The Steering Committee and its task groups appreciate the many comments, questions, and thoughtful suggestions that helped shape the proposal through an iterative process of consultations and feedback from faculty committees, staff groups, student leaders, and meetings large and small. See [Appendix C](#) for the list of more than 170 engagements that took place in the two years since January 2022.

There will be opportunities for the Dartmouth community to engage with the proposal and opportunity for discussion during the Spring term. The Arts and Sciences Faculty, as a governing body, may choose to take an advisory vote on the proposal to establish an Arts and Sciences unit, which we anticipate would happen in the second half of May. The proposal will then go to the President, who will consider the Arts and Sciences deliberations and advisory vote together with comments and suggestions from other schools before making her final recommendation to the Board of Trustees. The Board of Trustees would need to vote on any proposal to establish a School/College of Arts and Sciences, a deliberation we anticipate could take place by Summer 2024. A proposed timeline for these phases is outlined in [Section 8.1](#). In parallel, the Steering Committee will map out an implementation process, to enable a phased implementation to begin in AY25, pending the faculty governance process, President's recommendation, and a Board of Trustees vote to establish the new school.

3. Introduction

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

Dartmouth offers a world-class residential liberal-arts undergraduate education. Through Dartmouth's teacher-scholar model, the Arts and Sciences faculty have crafted an undergraduate curriculum across the full breadth of the liberal arts, while leading their fields in the creation of new knowledge — often in partnership with graduate students and postdoctoral scholars, and with colleagues in the professional schools. Dedicated staff across campus deliver a broad and inclusive residential experience, offering a range of co-curricular and extracurricular programs that enrich the student experience and provide educational opportunities beyond the classroom. Taken together, Dartmouth provides an outstanding educational experience and produces cutting-edge scholarship.

And yet, it has become clear that the Arts and Sciences, long the core of Dartmouth's identity, is operating on an antiquated framework that limits the development of its full potential. Dartmouth is organized today much as it was 50 years ago despite dramatic increases in scale and complexity of the institution. Dartmouth's graduate and professional schools have also grown in scale and complexity, putting additional pressure on an institutional structure that once focused by default on the Arts and Sciences. At the same time, the landscape of higher education has become more complicated, more global, and more competitive. Yet, Dartmouth has no structure or unit solely responsible for delivering the whole of the Arts and Sciences mission and thus no point of leadership to manage resources, collaborate, coordinate, prioritize, and innovate in support of that distinct mission.

The project identified four fundamental challenges posed by the current structure.

Problem 1: There is no unified leadership team that is solely dedicated to (and responsible for) the whole Arts and Sciences mission. In the current structure, the President and the Provost are responsible for setting Arts and Sciences priorities and budgets, and for overseeing the Dean of the Faculty and the Dean of the College. They are simultaneously responsible for managing the operations of the institution as a whole and setting its priorities. This splits allegiance, as the President and the Provost cannot advocate just for Arts and Sciences. This simultaneous responsibility also removes the President and the Provost from the day-to-day operations of Arts and Sciences faculty, students, and staff.

Problem 2: The current leadership structure for Arts and Sciences does not form a cohesive unit. The Dean of Faculty reports to the President and the Dean of the College reports to the Provost. The structure of these units does not encourage or enable effective coordination in support of the mission. Where coordination is effective, it is largely due to the informal efforts of individual faculty and staff who build ad hoc working relationships to bridge gaps and expend extra effort on activities that compensate for the lack of supporting organizational structure. Those efforts take valuable time away from research, mentoring, and advising.

Problem 3: Arts and Sciences is not currently empowered to advocate for its unified priorities. Units that are important for the success of a unified Arts and Sciences, such as Advancement, Admissions, and Communications, operate separately from the leadership executing the day-to-day unified Arts and Sciences mission and have limited incentive to coordinate with Arts and Sciences leadership.⁴ Within those units, the Dean of the Faculty and the Dean of the College have no dedicated teams, no control over the important work in these units, and no well-defined processes to promote Arts and Sciences priorities.

Problem 4: The budgets of Student Affairs and of the Dean of Faculty are managed independently, and neither is transparently connected to the revenues derived from the Arts and Sciences mission. Both units receive ‘subvention’ (an allowance) from Central, with any increments (or decrements) to that allowance determined by Central decisions, which are based on managerial discretion removed from day-to-day Arts and Sciences operations and made in the context of competing demands for resources across the College.

To address those problems, the AY24 Steering Committee proposes that **Dartmouth create a new, unified school of Arts and Sciences with the structure and budgetary agency to more effectively advance teaching and scholarship in the context of an outstanding residential experience, and with the agility to innovate and pursue its aspirations.**

Sidebar: The “school of Arts and Sciences”

In this document, we use the term “school of Arts and Sciences” to refer to the new, unified unit that draws together components from the Faculty of Arts and Sciences and from the Division of Student Affairs. The name of this unit — perhaps ‘School’ or ‘College’ — is yet to be determined.⁵

Before diving into the outline of the new organizational structure, it is worth noting changes that were explicitly *not* goals of the Arts and Sciences Future Project. First, the undergraduate Arts and Sciences curriculum will remain in the purview of the faculty; its future will always be determined by the Faculty of Arts and Sciences. Second, this project is not an effort to reduce cost or cut budgets. While it will not significantly increase Arts and Sciences funding in the very short term, the goal is to ensure that Arts and Sciences is well-positioned to succeed in the longer run. To that end, Central has added \$1M to the Faculty of the Arts and Sciences (FAS) in FY25 (resulting in 15 new staff FTE) and the proposed budget model includes an additional \$4M for the new school of Arts and Sciences to cover anticipated incremental positions and costs (See [Section 6.5D](#) and [Appendix Table B3](#)).⁶ With this permanent \$5M increment, the budget model ensures the new school can fully cover all of its costs from the start. The goal is to create a new model that gives Arts and Sciences leadership strategic control over the holistic scholarly and

⁴ The current structure is another reflection of the President and the Provost currently being responsible for the vision and priorities for Arts and Sciences.

⁵ The Steering Committee also discussed a division of Arts and Sciences. The deliberations noted that creating a division (rather than a college or a school) would diminish the role of Arts and Sciences in practice and by reputation (relative to a school or a college).

⁶ 2022-23 Faculty Success Working Group interviewed faculty leaders, who identified lean staffing as having a direct impact on faculty scholarly and education mission.

educational mission of the Arts and Sciences, increased budgetary and operational agency, and expanded ability to pursue its scholarly and educational aspirations. Ultimately, the goal is a stronger, more innovative, more agile, Arts and Sciences — one that integrates the curricular, co-curricular, and extra-curricular undergraduate experience, and better supports the research and creative endeavors of Arts and Sciences faculty. A stronger Arts and Sciences is a stronger Dartmouth.

4. The New Arts and Sciences

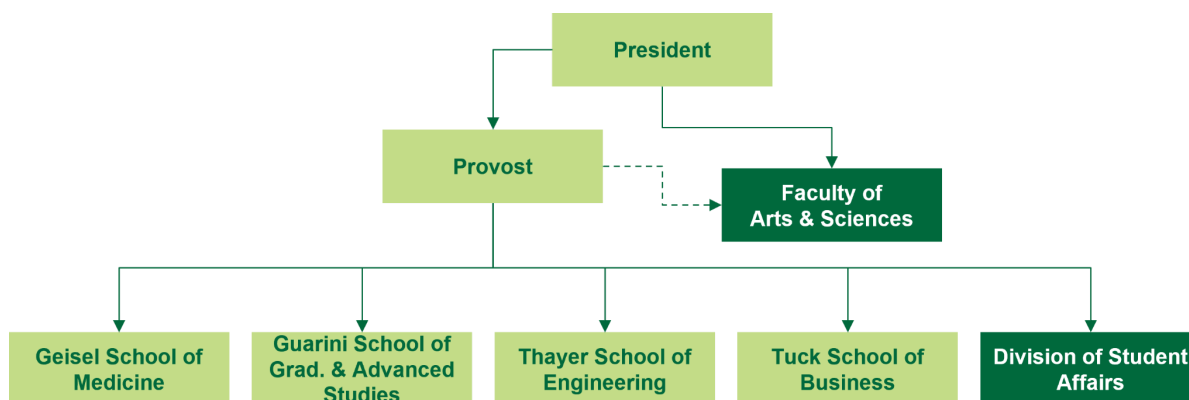
The proposed new school of Arts and Sciences will address the four problems listed above. In this section we describe the reorganization of two current divisions (the Faculty of Arts and Sciences and the Division of Student Affairs) into a unified school of Arts and Sciences under a Dean of Arts and Sciences.

[Figure 1](#) presents a simplified view of Dartmouth’s current institutional structure. While Dartmouth includes graduate and professional schools, there is currently no single entity that represents the ‘Arts and Sciences’. The responsibility for delivering the Arts and Sciences scholarly and educational mission is distributed across multiple units that each report to different senior leaders and manage separate budgets. The majority of that activity exists within two divisions: the Faculty of Arts and Sciences (FAS, led by the Dean of the Faculty and reporting to the President), and the Division of Student Affairs (DOSA, led by the Dean of the College and reporting to the Provost).

In the current structure, the President and the Provost each have separate responsibilities for setting Arts and Sciences priorities, strategic vision, and budgets. They are simultaneously responsible for setting institution-wide priorities, strategic vision, and budgets, for managing the day-to-day operation of the university, and for addressing broader concerns and aspirations. This leaves Arts and Sciences without a dedicated advocate at the top level of leadership. Their simultaneous responsibility also removes the President and the Provost from the day-to-day operations of Arts and Sciences faculty, students, and staff, and limits their ability to make informed decisions about the priorities of Arts and Sciences.

This lack of a unified Arts and Sciences entity and leadership team solely responsible for (and focused directly on) the unified Arts and Sciences mission limits the ability of the Arts and Sciences to prioritize, manage resources, collaborate, coordinate, and innovate to optimal effect.

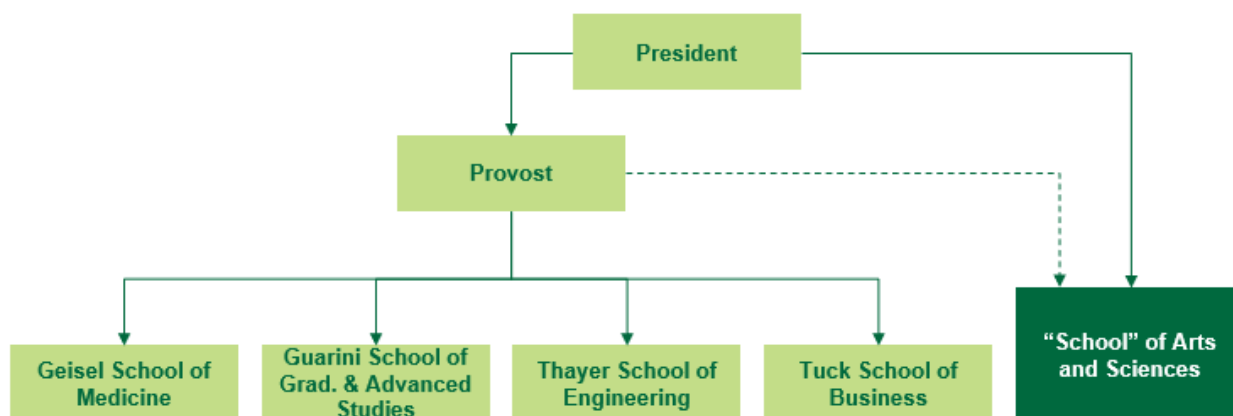
Figure 1: Dartmouth’s Current Institutional Organizational Structure⁷



⁷ Org chart is not exhaustive and not all positions are represented. The absence of a particular function, unit, or position does not imply it will not be included.

To address this problem, the Steering Committee recommends the establishment of a school of Arts and Sciences with a leadership team that is solely focused on the unified Arts and Sciences mission. This new school would combine most of what is currently in the Faculty of Arts and Sciences Division and the Division of Undergraduate Student Affairs (see [Section 4.1](#) for details). The new school will support both the undergraduate educational mission and the scholarly activities and aspirations of the Arts and Sciences faculty.

Figure 2: “School” of Arts and Sciences⁸



The new Arts and Sciences will be led by the Dean of Arts and Sciences,⁹ a tenured member of the faculty selected through a national search, responsible for advancing the unified Arts and Sciences mission, a role currently de-facto played by the President and the Provost. The Dean and their leadership team — which will include the Dean of the Faculty, Dean of Undergraduate Student Affairs, Dean of Undergraduate Education, and others outlined below — will be solely focused on the unified Arts and Sciences mission, enabling better informed decision-making about the priorities, vision, and budget for Arts and Sciences. The Dean will have dedicated personnel for admissions, communications, and development to support the school’s priorities, and increased fundraising and budgetary agency to raise revenues and allocate resources in support of the school’s priorities and mission (see sidebar).

⁸ Note: Org chart is not exhaustive and not all positions are represented. The absence of a particular function, unit, or position does not imply it will not be included.

⁹ This title, like all new titles in this proposal, is tentative. This position will report to the President, who has discretion to finalize the title based on feedback from the search firm and subject to HR approval.

Sidebar: *The Dean of Arts and Sciences*

The Dean of Arts and Sciences will be responsible for advancing the scholarly and teaching aspirations of the Faculty of Arts and Sciences, the undergraduate liberal arts education, and the residential college experience. For example, the Dean of Arts and Sciences will be responsible for the following decisions, many of which are currently made by the President and the Provost for the Arts and Sciences:

- Setting the vision and strategic priorities for the unified Arts and Sciences, and developing strategies to achieve these priorities — including identifying and allocating the resources necessary to pursue those priorities.¹⁰
- Managing and directing a leadership cabinet that will integrate the Arts and Sciences curriculum, research, and student experience, with Arts and Sciences administrative support (see [Section 4.1](#) for details on each of these roles and teams) to deliver on Arts and Sciences priorities.
- Setting the priorities for dedicated staff in admissions, communications, and development, who are responsible for delivering on Arts and Sciences priorities (see [Section 5](#)).
- Managing a dedicated and unified Arts and Sciences budget with the agency and opportunity to invest revenue realized by Arts and Sciences activities directly back into Arts and Sciences priorities (see [Section 6](#) for information about the budget model).
- Fundraising for Arts and Sciences priorities and leveraging the strength of central Advancement to increase Arts and Sciences resources (see [Section 5.3](#)).
- Collaborating with Dartmouth leadership on key decisions in admissions such as the price of tuition, the size of the undergraduate class, financial-aid policy, composition of the class, and other related enrollment decisions (see [Section 5.1](#)).
- Developing integrated strategies to recruit and retain diverse faculty, students, and staff and collaborating with other units on campus to advance Dartmouth’s commitment to diversity, equity, inclusion and belonging.

These actions are difficult if not impossible in today’s organizational and budget model, because there is no unified Arts and Sciences unit, no Dean of Arts and Sciences that sets the priorities and coordinates the strategy, few *dedicated* staff to execute that strategy, and little fundraising or budgetary agency to raise revenues and allocate those resources in support of the Arts and Sciences. See a more detailed list of Dean of Arts and Sciences responsibilities in [Appendix B, Section 1.2](#).

In designing this proposed leadership structure and budgetary model for the new Arts and Sciences unit, the Steering Committee was cognizant of the central role the Arts and Sciences

¹⁰ The unified organizational structure and budget model will improve the ability of leadership to rely on data to evaluate faculty, staff, and student recruitment and retention within Arts and Sciences, and how resources and fundraising align with Arts and Sciences priorities.

plays at Dartmouth. Even as the proposal unifies two major divisions (Student Affairs and the Faculty of Arts and Sciences) and separates their budget from the Central budget, it recognizes the importance of Arts and Sciences for Dartmouth's international reputation and inherent interdependence of Arts and Sciences with other units across campus: most notably, with Admissions, Athletics, Advancement, Communications, Health & Wellness (all of which report to the President), and with the graduate and professional schools (especially Guarini and Thayer).

As a result, the Dean and their leadership team will also be responsible for working closely with key central units (especially Admissions, Advancement, Athletics & Recreation, Health & Wellness, and Communications), as outlined in [Section 5](#), and with [other schools](#) (especially Thayer and Guarini, given their tight connections with the Arts and Sciences undergraduate and graduate mission).

Sidebar: Reporting line for the Dean of Arts and Sciences

The Steering Committee (and its Leadership Task Group) considered two alternative reporting lines for the Dean of the Arts and Sciences: to the President (like the Dean of the Faculty today) or to the Provost (like the deans of the graduate and professional schools). Because of the interdependence of Arts and Sciences with so many central units, Arts and Sciences will inherently have a relationship with the Central administration different from that of the graduate and professional schools. Thus, the Steering Committee proposes that the Dean of Arts and Sciences report directly to the President; see [Figure 2](#). The direct reporting relationship also provides the President direct insight into Arts and Sciences priorities and strategies, and a deeper familiarity with the work of Arts and Sciences faculty and the experience of undergraduate students, given the importance of Arts and Sciences for Dartmouth's institutional reputation.

The Steering Committee also felt it was important to include a dotted reporting line to the Provost, recognizing the roles of the Provost as the Chief Academic Officer and Chief Budget Officer, and enabling the Provost to assist in coordinating the academic mission across all of Dartmouth's schools. Despite the difference in the direct reports, the Arts and Sciences has the same relationship to the Provost (as the Chief Budget Officers) as the professional and graduate schools for the purposes of the budget. See [Appendix B, Section 1](#) for more information about the deliberations and considerations.

Sidebar: Selection of the Dean of Arts and Sciences

The Steering Committee proposes that the Dean of Arts and Sciences be a tenured member of the faculty with a demonstrated record of distinction as a scholar and teacher commensurate with Dartmouth's standards of rigor and reputation, and as an advocate for excellence in undergraduate education within a liberal-arts tradition. The Dean will be selected through a national search. The Dean of Arts and Sciences will be responsible for setting the vision and priorities for Arts and Sciences in the context of Dartmouth's mission and for developing strategies to achieve these priorities – including identifying and allocating the necessary resources to do so. The ideal candidate will have experience with and appetite for external work of fundraising and engagement with alumni and parents.

The Steering Committee proposes that the President convene a search committee consisting of representatives from the faculty of Arts and Sciences, faculty of Thayer, and staff from Student Affairs, Advising, Admissions, Advancement, Communications, and representatives from undergraduate students and the Board of Trustees. Representatives from the Faculty of Arts and Sciences will be nominated via a process to be determined by the Committee on Organization and Policy (COP); see [Appendix B, Section 6.2](#) for details. The composition of the search committee is informed by peer and professional-school comparisons. The search process should be assisted by a search firm that ensures there is a diverse pool of internal and external candidates, requests materials and screens candidates, and supports the committee's deliberation on candidates. The search committee selects and presents a slate of finalists to the President who, ultimately, makes an offer to the finalist of their choosing from among the candidates presented by the search committee.

The Dean will be reviewed by the President, in a process that integrates feedback from faculty, students, and staff. The process for gathering input from faculty will be determined by the COP during the transition and implementation stage and could follow the current process for review of the Dean of the Faculty.

The proposed school of Arts and Sciences, led by its own dean, is the heart of the Steering Committee's proposal. It will enable strategic, informed decision-making closer to the day-to-day operations of Arts and Sciences faculty and students, strengthening Arts and Sciences and the entire institution. It will allow the Arts and Sciences to become a more flexible and creative partner on campus, opening doors to new partnerships in research, modified majors, and co-curricular or joint degree programs. Finally, a new Arts and Sciences school will increase Dartmouth's capacity to advance its dual mission of education and research, guided by its commitment to its [core values](#). It will enhance the lived experience of students, staff, and faculty by fostering and sustaining an environment where every individual is valued for their unique contributions, experiences, and perspectives.

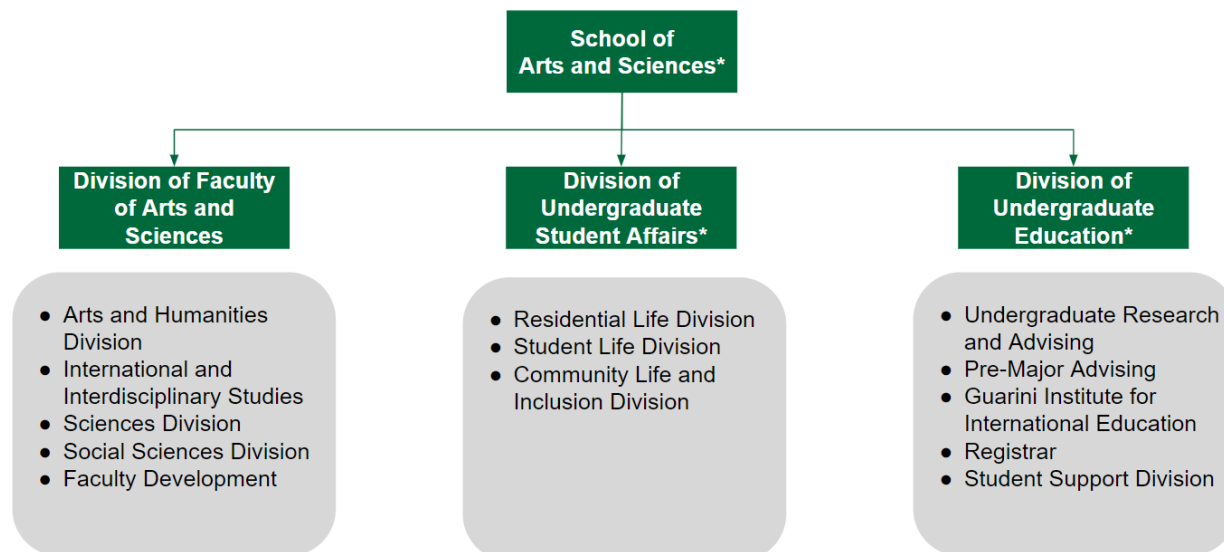
More details about each of these elements and their impact on the Arts and Sciences mission are included in the sections that follow.

4.1 Core Arts and Sciences Divisions and their Leadership

The Steering Committee proposes that the new school of Arts and Sciences be comprised of three major divisions, as shown below in [Figure 3](#):

1. **Division of the Faculty of Arts and Sciences**, which includes all the faculty in the Arts and Sciences.
2. **Division of Undergraduate Student Affairs**, which integrates the existing offices of Residential Life, Community Life and Inclusivity, and Student Life functions.
3. **Division of Undergraduate Education**, which integrates the offices and functions at the intersection of an undergraduate student’s curricular and co-curricular experience, drawing offices from today’s Faculty of Arts and Sciences and Division of Student Affairs.

Figure 3: “School” of Arts and Sciences Organization¹¹



* Title pending HR review

4.1A The Division of the Faculty of Arts and Sciences

The Division of the Faculty of Arts and Sciences, Dartmouth’s largest and most disciplinarily diverse faculty, will continue to serve as home to the more than 600 faculty members dedicated to teaching and creation of knowledge within the Arts and Sciences. See [Figure 3](#) and [Appendix Figure B1](#).¹²

The faculty will continue to design, develop, and evaluate the effectiveness of the undergraduate curriculum through processes that engage faculty governance.

¹¹ Org chart is not exhaustive and has omitted administrative support functions. The absence of a particular function, unit, or position does not imply it will not be included.

¹² The Division will continue to house academic centers like the Leslie Center for Humanities, the Neukom Institute, and the Nelson A. Rockefeller Center for Public Policy and the Social Sciences.

The Dean of the Faculty (“DOF”), long integral to Dartmouth’s senior leadership team, will continue to serve as the primary representative of the Faculty of Arts and Sciences. As it does today, the DOF will be responsible for all matters relating to the effectiveness, development, and wellbeing of the Arts and Sciences faculty, including recruitment, retention, professional development, tenure and promotion.

Through a consultative process, the DOF will help identify high-level faculty research and teaching priorities in alignment with the broader Arts and Sciences strategic vision. In addition to managing the largest faculty at Dartmouth, the DOF portfolio today requires the DOF to devote scarce time to managing a significant number of operational challenges that involve coordination with the Division of Student Affairs as well as various offices within Central. The proposed organization will provide a mechanism for more efficient coordination among these units, allowing the DOF to focus their attention on the faculty and the priorities of the faculty. This will be done in partnership with the Dean of Arts and Sciences — who will also be a faculty member — to support the aspirations of the faculty. The DOF will participate in fundraising efforts focused on the priorities of the faculty (see [Section 5.3](#)).

In the new structure, the DOF will collaborate with the Dean of Undergraduate Education and the Dean of Undergraduate Student Affairs on matters related to the execution of the undergraduate curriculum and at points of intersection between faculty scholarship (such as undergraduate research) and teaching within the overall undergraduate student experience (see Sections [4.1B](#) and [4.1C](#)).

*Sidebar: **The Dean of the Faculty***

The Dean of the Faculty, long integral to Dartmouth’s senior leadership team, will continue to serve as the primary representative of the Faculty of Arts and Sciences, oversee all aspects of faculty affairs, and establish faculty research and teaching priorities in alignment with the broader Arts and Sciences strategic vision. The Steering Committee proposes that the Dean of the Faculty report to the Dean of Arts and Sciences and collaborate closely with the Arts and Sciences Leadership Cabinet to advance the Arts and Sciences mission.

The Steering Committee proposes that the Dean of the Faculty serve alongside and in support of the Dean of Arts and Sciences as a representative and advocate for Arts and Sciences priorities in institutional forums like the President’s Senior Leadership Team and at the Provost’s Deans Meeting. (The Dean of the Faculty currently participates in those forums).

In this new Arts and Sciences leadership structure, the Dean of the Faculty will continue to oversee the academic divisions and be responsible for supporting faculty research, scholarship, and creativity. They will continue to provide oversight of faculty-related matters including, but not limited to, the recruitment, compensation, professional development, and tenure and promotion of faculty, while maintaining and promoting commitment to diversity, equity, and inclusion.

The Dean of Faculty will collaborate with the Dean of Arts and Sciences in setting priorities and strategy for Arts and Sciences scholarship and teaching. In addition, the Dean of the Faculty will

work in close collaboration with the Dean of Undergraduate Education and the Dean of Undergraduate Student Affairs on matters related to the undergraduate curriculum and coordination of faculty scholarship and teaching within the overall undergraduate student experience. The Dean of the Faculty will work in close collaboration with the Dean of the Guarini School of Graduate and Advanced Studies on coordination of graduate programs involving Arts and Sciences faculty.

See a more detailed list of Dean of the Faculty responsibilities in [Appendix B, Section 2](#).

Search and Selection Process

The Dean of the Faculty will be a tenured member of the faculty with a demonstrated record of distinction as a scholar, teacher, and as an advocate for excellence in undergraduate education within a liberal-arts tradition. The Dean of the Faculty search process is articulated in the *Organization of the Faculty of Arts and Sciences at Dartmouth College* (“OFASDC”) as determined by faculty governance. The Steering Committee proposes that the COP consider appropriate adjustments to that process, noting it would be appropriate for the Dean of Arts and Sciences to have a central role, including receiving the search committee’s recommendation, a role currently held by the President. The Steering Committee envisions the Dean would consult closely with the President in selecting and appointing the Dean of the Faculty. This consultation recognizes the responsibility of the Dean of the Faculty for Dartmouth’s largest and most disciplinarily diverse faculty and the Dean of the Faculty’s service on the President’s institutional senior leadership team.

4.1B The Division of Undergraduate Student Affairs

A core part of Dartmouth’s educational reputation derives from a liberal arts education embedded within a residential student experience. The Division of Undergraduate Student Affairs will integrate the Residential Life, Community Life and Inclusivity, and Student Life functions and offices. The goal of this organization is to explicitly combine intellectual, social/emotional, community-based, and professional development within an integrated experience. See [Figure 3](#) and [Appendix Figure B2](#).

These units are currently focused on (and resourced for) the support of Dartmouth’s undergraduate student body, and prioritize the unique developmental, educational, and/or structural needs of undergraduates. In cases where graduate students might benefit from access to these programs, the Steering Committee recommends that the Dean of Arts and Sciences explore service-level agreements with the graduate and professional schools, providing their students expanded support. As a future alternative, Dartmouth might move some units to Central and resource them to support the entire student body.

For more details on the offices and functions in the proposed Arts and Sciences Division of Undergraduate Student Affairs, see [Appendix B, Section 3.3](#). For a discussion of alternative models of student affairs considered, see [Appendix B, Section 5](#).

While not fully explored and discussed by the Steering Committee or task groups, there will likely remain some portion of Student Affairs responsibilities that should be managed and coordinated at an institutional level such as the chaplains, campus crisis response, dissent policies, the honor principle, or time-away policies. While outside the scope of this project, the Steering Committee recommends that leadership further investigate and evaluate Dartmouth's needs in these areas.

Sidebar: The Dean of Undergraduate Student Affairs

The Steering Committee proposes that a *Dean of Undergraduate Student Affairs* oversees the Division of Undergraduate Student Affairs division and reports to the Dean of Arts and Sciences, working closely as a member of the Arts and Sciences Leadership Cabinet to advance the Arts and Sciences mission. Analogous to the current Dean of the College, the Dean of Undergraduate Student Affairs will be responsible for managing of the functions and offices that serve undergraduate student learning beyond the formal academic curriculum. They will work closely with the Dean of Arts and Sciences to ensure the priorities of the Student Affairs Division align with the broader Arts and Sciences strategic vision. The Steering Committee proposes that the Dean of Undergraduate Student Affairs serve alongside and in support of the Dean of Arts and Sciences as a representative and advocate for Arts and Sciences priorities in institutional forums like the President's Senior Leadership Team and at the Provost's Deans Meeting, as does the current Dean of the College.

The Dean of Undergraduate Student Affairs will oversee the development of programs and initiatives – often in collaboration with other units on campus, such as Health & Wellness or Athletics – that promote students' intellectual, physical, and emotional well-being and enhance student engagement. The Dean will work closely with others in the Arts and Sciences Leadership Cabinet to ensure the successful integration of undergraduate academic, co-curricular, and extra-curricular life. The Dean may participate in fundraising efforts focused on the priorities of the students (see [Section 5.3](#)).

See a more detailed list of Dean of Undergraduate Student Affairs responsibilities in [Appendix B, Section 3](#).

Search and Selection Process

The Steering Committee proposes that the Dean of Arts and Sciences assemble a search committee involving representatives from Student Affairs, Undergraduate Education, Arts and Sciences faculty, Thayer, Admissions, the undergraduate student body, and an administrator. The search committee should ensure there is a diverse pool including internal and external candidates, request materials for candidate files, deliberate on candidates, and present finalists to the Dean of Arts and Sciences, who will make the final decision. The Steering Committee recommends that the Dean of Undergraduate Student Affairs be a leader with a demonstrated record of relevant expertise and excellence in student affairs, and with the management experience to lead the diversity of units within the division. This leader may be a Student Affairs professional, as is common at peer institutions, or a tenured faculty member. The Steering

Committee recommends that the Dean of Arts and Sciences select the candidate with the best qualifications and expertise.

4.1C The Division of Undergraduate Education

The Steering Committee proposes the establishment of the Division of Undergraduate Education (DUE). The goal of this organization is to improve the collaboration between faculty and staff, to develop a holistic undergraduate advising model, to promote high-quality curricular advising practices from pre-matriculation through graduation, and to enable Dartmouth to be a leader in the undergraduate educational experience.

To achieve these goals, the division will integrate offices and functions at the intersection of the undergraduate curricular and co-curricular experience. This division will therefore fold into one unit some of the offices that focus on student co-curricular experiences currently residing in the Dean of the Faculty Division and some offices currently in the Division of Student Affairs. The offices that will move from the Dean of Faculty Division are: Academic Advising; Fellowships, Undergraduate Research and Scholars Programs (formerly, Undergraduate Advising and Research, or “UGAR”); the Guarini Institute for International Education; and the Arts and Sciences Registrar. The offices that will move from the Division of Student Affairs are the Undergraduate Deans Office, Student Accessibility Services, Academic Skills Center, and the Center for Professional Development. See [Figure 3](#) and [Appendix Figure B3](#).

This integration of offices will empower faculty and professional staff to better collaborate, aspiring to provide undergraduate students a seamless and high-quality curricular and co-curricular experience. For example, in the proposed structure faculty and staff in offices outlined above in [Figure 3](#) will be organized to work together in support of:

- A common understanding of emergent needs and issues in undergraduate education that can be addressed proactively by an integrated team of faculty and staff focused on innovative approaches to student success.
- A consistent approach to ensuring all students are aware of, and have access to, programs that enhance their academic experience (e.g., undergraduate research, scholars programs, fellowships).
- A leadership structure that supports and promotes innovation in the undergraduate educational experience — enabling Dartmouth to remain a leader in providing a liberal-arts education in the context of a residential campus.
- A data-driven approach to equitable practice, such that data can be gathered and reviewed to better serve Dartmouth’s diversifying undergraduate population.
- A consistent and efficient approach to the resolution of individual student issues, which currently are often addressed ad-hoc by disconnected teams.
- Consistent advising standards so undergraduates receive aligned and well-informed advice no matter where they seek support on campus.

- A shared understanding of policies, and regulations to ensure consistent advice and enforcement of rules around D-plans, distributive requirements, residency requirements, incompletes, etc.
- Supporting AB/BE students (in collaboration with Thayer) by crafting, refining, and harmonizing policy regarding D-plans, curricular sequencing, time away, research, fifth-year student life, students' transition into the fifth-year program (and its effects on financial aid), etc.
- Supporting historically underrepresented and marginalized undergraduate students by improving coordination among units and building a stronger community life for all students, in and out of the classroom, and through academic advising.
- A comprehensive approach to monitoring students' academic progress, identifying students at risk, and supporting students (individually or programmatically) to improve their progress toward graduation.

Recognizing that undergraduates will receive advising and co-curricular support in more places than just the Division of Undergraduate Education, the Steering Committee identified concrete places where collaboration should occur. The Committee recommends that the future Dean of Arts and Sciences work with the Arts and Sciences leadership team and other campus leaders to clarify accountability and relationships with these areas. Some of these areas will continue to reside in the Division of Student Affairs (e.g., Community Standards & Accountability, FYSEP, House Communities, New Student Orientation, NAP, and OPAL). Other offices reside in the Central administration (e.g., Financial Aid, OVIS). Finally, the Dean of Undergraduate Education will also be responsible for coordinating on advising and other co-curricular adjacent matters with advising in Thayer and in Dartmouth Peak Performance (Athletics). See more details about the relationship and coordination with Thayer advising in [Section 7.1](#).

The Committee recognizes that more work needs to be done to understand how these relationships provide specialized support and advocacy in practice, and to establish structures that guarantee consistent advising for all Dartmouth undergraduate students. The details will be worked out by the Dean of Arts and Sciences in collaboration with leadership of the units listed above.

Sidebar: *The Dean of Undergraduate Education*

The proposed Dean of Undergraduate Education will report directly to the Dean of Arts and Sciences and work closely with the Dean of Arts and Sciences, Dean of the Faculty, and Dean of Undergraduate Student Affairs to ensure the priorities of the Undergraduate Education Division align with the broader Arts and Sciences strategic vision and with the priorities of the faculty and Student Affairs divisions. The Steering Committee proposes that the Dean of Undergraduate Education serve alongside and in support of the Dean of Arts and Sciences as a representative and advocate for Arts and Sciences priorities in institutional forums like the President's Senior Leadership Team and at the Provost's Deans Meeting.

See a more detailed list of Dean of Undergraduate Education responsibilities in [Appendix B, Section 4](#).

Search and Selection Process

The Steering Committee proposes that the Dean of Arts and Sciences assemble a search committee including the Dean of Undergraduate Student Affairs, Arts and Sciences faculty from all four divisions and the Thayer faculty, a student representative, and representatives from staff who work in the division (e.g., CPD, UDO, ASC, SAS). The Dean of Undergraduate Education should have a demonstrated record of expertise and excellence in undergraduate education within a liberal arts tradition, and with the experience to lead the diversity of units within the division. This leader may be a tenured faculty member, as is common at peer institutions, or an experienced administrator. The Steering Committee recommends that the Dean of Arts and Sciences select the candidate with the best qualifications and expertise.

4.1D Collaborations

This organizational model encourages collaboration across all units that support the undergraduate mission, guides innovations and investments in that mission, and adapts to evolving student profiles and needs. The Steering Committee believes that the integration of the Divisions of Faculty, Student Affairs, and Undergraduate Education has the potential to improve the experiences of faculty, staff, and students, including:

- **Advising and Student Success:** The Dean of Undergraduate Education will be able to set systems and processes to help coordinate advising and student support across faculty and professional staff advisors. Examples range from improved coordination among various forms of advising (for example between pre-major advising, advisors in the Undergraduate Deans Office, and advisors in Residential Life or Athletics), to better coordination between departments and the Registrar about pathways to various degrees with many prerequisites (the complex AB/BE engineering pathway is one such example).
- **International Programs:** Faculty and students on study-abroad programs will benefit from the integration of student support and services. The current lack of integration is particularly visible to faculty leading programs abroad. These faculty are directly involved in coordinating student support services typically handled by professional student affairs staff for students in Hanover.
- **House Communities and Living and Learning Communities:** Collaboration between the Divisions of Faculty, Undergraduate Education, and Student Affairs could lead to a more seamless integration of the student residential experience with advising and academics and to a more robust intellectual community for all (including faculty, staff, and students). For example, relationships between pre-major advising, the Undergraduate Deans Office, and the House Communities could be bolstered; course offerings and co-curricular programming could be better integrated across House Communities, Living Learning Communities, and the undergraduate curriculum; and already robust

collaborations between House Communities and Wellness initiatives and programs could be strengthened. See also [Appendix B, Section 3.3A](#).

4.2 Faculty Governance

The establishment of a unified Arts and Sciences led by a Dean of Arts and Sciences would present opportunities for the faculty governance system to consider modifications to some of its committee membership and functioning. At the outset of the Future of Arts and Sciences project, faculty expressed interest in beginning to imagine what faculty governance would look like in the context of a new organizational structure. To that end, in considering how faculty governance might remain robust and even improve in its functioning and efficacy, the 2022-23 Faculty Success Working Group (FSWG) and full Organizational Working Group (OWG), and then the Fall 2023 Task Groups, imagined three phases of potential revisions to faculty governance, outlined below. **Of course, any changes to faculty governance must be initiated by, and conducted through, the faculty governance system itself.**

Most immediately, a basic transition plan for faculty governance and timeline is needed, should the Arts and Sciences faculty, the President, and the Board of Trustees recommend the establishment of a unified Arts and Sciences. This includes developing a process for nominating Arts and Sciences faculty to serve on a search committee for a Dean of Arts and Sciences, and initial considerations of how the Committee Advisory to the President (CAP) might be affected by the addition of a Dean of Arts and Sciences. The Committee on Organization and Policy (COP) has considered these transition plans and helpfully provided its own recommendations for how the governance system might anticipate addressing them (see [Appendix B, Section 6.2](#)).

4.2A Revisions to Consider - Phase One

Committee Advisory to the President in Tenure & Promotion (T&P)

The addition of a Dean of Arts and Sciences position would have an impact on the membership and functioning of the Committee Advisory to the President (CAP), an Arts and Sciences faculty committee charged with, among other things, advising the President on matters related to faculty reappointment, tenure, and promotion. Based on extensive collaboration with faculty governance about potential revisions to the CAP (see [Appendix B, Section 6.1](#)), the Steering Committee proposes forwarding two scenarios to the COP for further consideration. In the first scenario, a revised *Committee Advisory to the President* includes the Dean of Arts and Sciences as a nonvoting member on the advisory committee. In the second scenario, the committee becomes a *Committee Advisory to the Dean of Arts and Sciences* that submits its recommendations to the Dean of Arts and Sciences. The Dean's recommendation would then be passed along to the Provost and President; this model approximates the processes at Tuck and Geisel. Each scenario represents a revised version of an advisory committee structure that already functions at Dartmouth. Further descriptions of both scenarios, detailed considerations, and a timeline of steps anticipated by faculty governance in any ongoing review of the faculty advisory committee are available in [Appendix B, Section 6.1](#).

4.2B Revisions to Consider – Phase Two

Enhanced Arts and Sciences Faculty Committees

The proposed reorganization envisions a new Dean of Arts and Sciences and the standing Dean of the Faculty of Arts and Sciences as collaborators in identifying, supporting, and promoting the activities and priorities of the faculty. With that sort of partnership in mind, any faculty committee on which the current Dean of the Faculty sits is well-suited to be considered for modifications and enhancements, perhaps to add the Dean of Arts and Sciences as a member. Committees of particular note include the Committee on Priorities, the Committee on the Faculty, and the Faculty Coordinating Committee. Councils of the General Faculty should also be examined, especially the Council on Institutional Priorities, and the (ad hoc) Council on Work-Life Balance.

4.2C Revisions to Consider – Phase Three

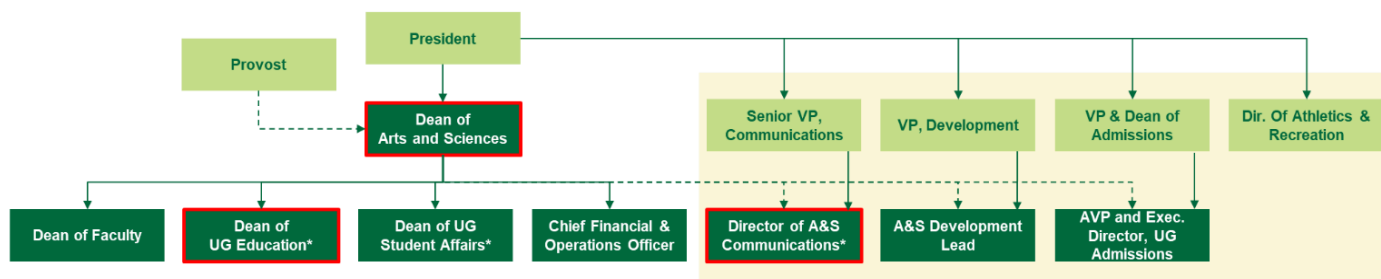
Hybrid Faculty-Staff Committees

The OWG noted that, in the current structure, there is no official mechanism to stand up truly hybrid faculty-staff committees, since faculty governance is not empowered to place staff members on committees. Of course, many current committees are supported by, and benefit from staff participation. In a new organization, the Dean of Arts and Sciences could be invited both to work with the faculty governance system to integrate staff more robustly into the existing faculty committees and to establish new hybrid committees. For example, the Committee on Instruction (COI) would likely benefit from representation from Student Support Services, and the Committee on Undergraduate Enrollment and Student Affairs (CUESA) could be reimagined to better incorporate representatives from Admissions and the newly imagined divisions of Undergraduate Education and Student Affairs. In addition, the Dean of Arts and Sciences could consider standing up a mixed faculty and staff Committee on Arts and Sciences Priorities that identifies and promotes the priorities of the whole population of the Arts and Sciences to the Dean of the Arts and Sciences. The Steering Committee recommends a thoughtful approach to engaging staff into committees where their expertise would be most essential and valuable.

5. Critical Functions and Support Structures

In addition to the three core divisions, the school of Arts and Sciences will have teams from Advancement, Admissions, and Communications dedicated in specific support of Arts and Sciences priorities. The goal is to increase the agency of Arts and Sciences in these three areas relative to the current model, while also leveraging institutional expertise in these areas. The Arts and Sciences leaders of dedicated teams in Advancement, Admissions, and Communications will be part of the Dean’s Leadership Cabinet, collaborating with the Dean to support Arts and Sciences priorities in those areas (see [Figure 4](#)). To ensure the school is best able to pursue its priorities using institutional resources and the full institutional expertise in those areas (for example, all of alumni engagement) and in the context of institutional priorities, each of these three Arts and Sciences leaders will report to their respective Central division, but with a strong dotted line reporting relationship to the Dean of Arts and Sciences.¹³ This organizational and reporting structure recognizes the importance of Arts and Sciences for institutional reputation and the close relationships between Arts and Sciences and the other Central units. See [Appendix Table B1](#) for how Dartmouth compares to Ivy+ peers’ reporting structures.

Figure 4: Leadership Cabinet of the Dean of Arts and Sciences¹⁴



* Title pending HR review

In the above figure, only the Dean of Arts and Sciences, Dean of Undergraduate Education, and Director of Arts and Sciences Communications are net new positions, all outlined in red. All others would be reallocated from current positions.

5.1 Admissions

In the new Arts and Sciences organization, there will be considerably stronger lines of feedback between Arts and Sciences and Admissions. Currently, neither the Dean of the Faculty nor the Dean of the College have any input into macro-level admissions and enrollment decisions. Under the new budget model, Arts and Sciences finances will be closely tied to the revenues from the Arts and Sciences mission, notably, undergraduate tuition and fees, net of financial aid. It is thus essential for Arts and Sciences leadership to have meaningful opportunities to participate in structural decisions about admissions and financial aid, because they directly impact the net

¹³ The nature of the “dotted line” relationship of each of these positions to the Dean of Arts and Sciences is described in detail in the subsequent sections.

¹⁴ Org chart is not exhaustive and not all positions are represented. The absence of a particular function, unit, or position does not imply it will not be included.

revenue pool (see [Section 6.1](#)). The participation in enrollment planning also ensures the Dean can plan the student supports and coordination needed to best serve enrolled students. The Steering Committee thus makes the following recommendations.

5.1A Assistant Vice President and Executive Director of Undergraduate Admissions

The Steering Committee endorses the creation of an *Assistant Vice President and Executive Director of Undergraduate Admissions* (“Executive Director”) to ensure participation of Arts and Sciences with and input into the admissions planning process. The Executive Director will assume and expand upon the responsibilities of the current Director of Undergraduate Admissions and oversee all aspects of the undergraduate admissions execution. Reporting directly to the Vice President of Enrollment and Dean of Admissions (“VP/Dean”), the Executive Director will have a dotted line reporting relationship to the Dean of Arts and Sciences and serve on the Dean’s cabinet and in Arts and Sciences leadership team meetings (see [Appendix B, Section 7](#) for more information on the nature of this relationship). This structure also formalizes the Executive Director’s relationship to the Dean of the Faculty, Dean of Undergraduate Student Affairs, and Dean of Undergraduate Education. This group, under the leadership of the Dean of Arts and Sciences, will work in close collaboration to develop a comprehensive undergraduate enrollment approach that integrates admissions, financial aid, and related support.

5.1B Annual Decisions on Target Class Size, Tuition Rate, and Financial Aid Policy

The Board of Trustees sets the rate of tuition and fees for all Dartmouth degree programs. Each year, senior leadership proposes the new rates as part of the annual budget presented to the Board. Each year, senior leadership also determines the target size of the incoming class. Occasionally, senior leadership adjusts financial aid policy (one notable recent example: the removal of loans from financial-aid packages, replacing them with increased scholarships). Currently, these decisions are made by the President, Provost, CFO, and VP/Dean. Neither the Dean of the Faculty nor the Dean of the College have any input.

The Steering Committee recommends that, under the new model, these decisions be made at regular meetings of the *Executive Committee on Undergraduate Enrollment Strategy*, comprising the President, Provost, CFO, VP/Dean, Dean of Arts and Sciences, Dean of Thayer, and the Executive Director for UG Admissions. The President consults with this group before making any final decision on target class size, adjustments to financial aid policy, or recommendations to the Board of Trustees on tuition and fees. The group also discusses other issues like the composition of the undergraduate class and other related enrollment decisions.

This process ensures that the ultimate decisions made by the President and Board of Trustees are informed by input from the leadership of the units that deliver the undergraduate education and experience (Arts and Sciences, and Thayer). This process embodies a spirit of collaboration and data-driven decision making. It relies on the expertise and information from the leadership of the units that are responsible for and most familiar with the day-to-day operations of the undergraduate enterprise and that bear the budgetary consequences of these decisions.

Sidebar: Process and Timeline for the Executive Committee on Undergraduate Enrollment Strategy

These meetings will be held in alignment with larger institutional timelines for budget approval and undergraduate admission decisions. Scenarios will be modeled by the Budget Office in November and December, then brought to a meeting of these leaders with the President in January. The group's recommendation must be final by February, in time to bring it to the Resources Committee of the Board of Trustees and then to the March meeting of the Board of Trustees. A final decision on class size is ideally made before the Early Decision deadline (December 1) and no later than February 15. The group will be meeting ahead of and in between these deadlines. For more detail on this process, please see [Appendix B, Section 7.2](#).

Sidebar: The President's Advisory Council on Enrollment Planning

In addition, the Steering Committee recommends that the President recast the current [Provost's Advisory Council on Undergraduate Enrollment Planning](#) as the *President's Council on Enrollment Planning*, with a charge to review undergraduate student recruitment and retention metrics and consider the potential implications on achieving Dartmouth's goals for best supporting undergraduate students through their journey at Dartmouth. Such a council may include representatives from the Vice President and Dean of Admissions and Financial Aid, the Executive Director of UG Admissions, the Dean of Arts and Sciences, the Dean of Thayer, any deans considering new programs that may intersect with undergraduate education, the Dean of Undergraduate Student Affairs, the Athletics Director, the Institutional Registrar, and representatives from finance and facilities. The Steering Committee recommends such a council as a strategy to continue to increase transparency in the annual enrollment process and decisions.

The Steering Committee has proposed this approach — inclusion of the undergraduate admissions leader within the Arts and Sciences Leadership Cabinet, and inclusion of the deans in annual conversations about key parameters for admissions and financial aid — to ensure greater transparency in those decisions and to ensure the strategic priorities of the schools and the institution are considered together and remain aligned. Today, the Dean of the Faculty and Dean of the College — and their constituents — are largely the recipients of the admissions process, with little opportunity for input or feedback. Under the proposed model, the Dean of Arts and Sciences and other academic leaders are meaningful participants in the admissions strategy.

For more information about the alternative models considered, see [Appendix B, Section 7.3](#).

5.2 Communications

Under the direction of the Senior Vice President for Communications, a future Arts and Sciences communications team will be dedicated to Arts and Sciences, with a leader embedded in the Arts and Sciences Leadership Cabinet. Led by a proposed *Executive Director for Arts and Sciences Communications*, this team will support the strategic communications priorities and goals of the Dean of Arts and Sciences and the Faculty, Undergraduate Education, and Undergraduate Student Affairs divisions. They will also collaborate with the Office of Communications to drive an

institutional communications strategy. The office will be staffed by a core group of communications specialists who currently work for the Office of Communications and are presently assigned to Arts and Sciences “beats”, like journalists in a newsroom. Working as an encapsulated team from within the Office of Communications, these professionals will immediately provide additional communications support to Arts and Sciences and allow the central Office of Communications to focus on institutional priorities, coordination of communications efforts across the schools, and communications within the Arts and Sciences, creating a shared understanding of the work underway and an informed body of ambassadors for the work of the Arts and Sciences.

5.3 Development

One of the key goals for the creation of a school of Arts and Sciences, with a unified organizational structure and a new budget model, is to enable it greater agency in seeking new revenues and allocating its revenues in support of its own academic priorities. Philanthropy is a critical source of revenue. Bringing development activity closer to the heart of Arts and Science strategy and academic and student experience priorities will ensure that such work is not only effective, but directly tied to the excellence of the Arts and Sciences. The Steering Committee has worked closely with Advancement and others to develop a new structure that dedicates a team of development professionals in support of Arts and Sciences academic, student experience, and philanthropic goals. This section outlines the major components of that new structure, and its relationship to Central’s Advancement Division.

Arts and Sciences development efforts will always need tight integration with Central Advancement Division, because Arts and Sciences is (and always will be) interrelated with other units in Central (like Athletics & Recreation) and other schools (like Guarini and Thayer). Furthermore, because the large majority of Dartmouth alumni have undergraduate degrees, that pool of donors will also be tapped for institutional priorities. One of Advancement’s key skills is in aligning Dartmouth priorities with each donor’s interests — which often span aspects of the Dartmouth experience across multiple divisions and schools. Finally, many alumni have multiple Dartmouth degrees, requiring personalized coordination for access to those donors whose interests may span (say) both Arts and Sciences and Geisel.

To give Arts and Sciences significantly more agency to fundraise for priorities than either the FAS or DoSA have today, the Steering Committee has identified and recommends four new areas of Advancement support: a dedicated Arts and Sciences development team, a tightly leveraged relationship with the Central Advancement ‘engine’ for fundraising and alumni engagement, clarity around the dean’s agency to pursue Arts and Sciences priorities and donors directly (with mechanisms to elevate the highest Arts and Sciences priorities to become institutional priorities), and a board of advisors. Each of these is discussed in detail below.

5.3A Dedicated Arts and Sciences Development team

In the proposed model, central Advancement will dedicate a team to supporting Arts and Sciences, more clearly aligning that team’s responsibilities with achieving Arts and Sciences priorities. This Arts and Sciences advancement team will be embedded within the central

Advancement division, as is true at Dartmouth's Ivy+ peers (see [Table B1](#)). This team will be led by a new Associate Vice President of Arts and Sciences Development (AVP). Although this new leader will report to the Vice President of Development (within Central Advancement), the AVP will have a dotted-line report to the Dean of Arts and Sciences, serve in the Dean's cabinet, and be co-located in offices of the Dean's leadership team. Critically, the AVP will be accountable to the Dean of Arts and Sciences in the work of articulating, developing, and successfully funding Arts and Sciences priorities, to the Vice President of Development who will have day-to-day oversight of the AVP, and to the Chief Advancement Officer (CAO) who oversees the Vice President of Development. (See [Appendix Table B2](#) and [Appendix B, Section 8](#) for additional detail on the responsibilities, roles, and relationships between the Dean of Arts and Sciences, AVP, and VP Development (and other Advancement leadership)).

Sidebar: Associate Vice President of Arts and Sciences Development (AVP)

The AVP will be a seasoned fundraiser with a track record of soliciting and closing large gifts and deep experience in higher education. They will design fundraising strategies for all of Arts and Sciences, engage with and solicit key donors, support and accompany the Dean for critical solicitations, and coordinate with and leverage Central and professional-school fundraisers and Central support functions on behalf of Arts and Sciences. They will be responsible for meeting the set fundraising goals for Arts and Sciences. The AVP Arts and Sciences Development will also direct the team of fundraisers who are accountable to the Dean of Arts and Sciences (see more below).

As the critical stakeholder in success, the Dean of Arts and Sciences will be involved in the selection and appointment of the AVP Arts and Sciences Development through agreement on position description, selection of search firm, and interviewing top candidates. Appointment will be made only if the Dean of Arts and Sciences and the VP of Development agree on the finalist. Additionally, the AVP Arts and Sciences Development's performance will be reviewed by both the Dean of Arts and Sciences and the VP of Development, with the review reflecting to what degree mutually agreed fundraising goals and other key performance indicators have been met.

There will also be two new positions reporting to the AVP:

- A fundraising officer focused on Arts and Sciences faculty and undergraduate education who will develop a fundraising strategy for the faculty and academic functions, engage with and solicit key donors, and leverage and coordinate with Central and professional school-fundraisers as needed to achieve goals.
- A fundraising officer focused on access and student affairs who will develop fundraising strategy for financial aid and Student Affairs, engage and solicit key donors, and leverage and coordinate with Central and professional-school fundraisers as needed to achieve goals.

This type of reporting, leveraging, and coordinating with other fundraisers is typical in all university settings. Donors have multiple affiliations with Dartmouth and varied philanthropic interests. The role of Advancement is to match donor interests with the priorities of leadership.

The fundraisers act on behalf of the leadership of those affiliations and interests and present a coordinated approach to each donor, raising their sights and soliciting gifts in line with their capacity. As an example, one comprehensive proposal might include a multi-year contribution to the Dartmouth College Fund (which supports undergraduate financial aid), an endowed professorship to be paid over multiple years, and a request to include Dartmouth in estate plans to add to that professorship after the donor is deceased.

Sidebar: How will Arts and Sciences leverage ties to the Central Advancement team?

- Through its dedicated Arts and Sciences Development team, Arts and Sciences will have direct access to the entire central Advancement team. This tie is essential for the successful execution of Arts and Sciences priorities, and differentiates the type of support Arts and Sciences will receive from Central vis-a-vis the graduate and professional schools. Leveraged support includes the SVP for University Advancement, the CAO, and all principal and major gift officers who are assigned a portfolio of potential donors.
- Additionally, the Arts and Sciences Development team has access to Central resources for research, analytics, proposal writing, and events planning.
- The AVP will work with the Dean of Arts and Sciences to set philanthropic goals and will be accountable to the Dean for those goals. These philanthropic goals may extend beyond the immediate Arts and Sciences team and include targets for other fundraising units, based on the priority and the donor pipeline established.
- The AVP will participate in meetings with their peers in central Development (in Gift Planning, Corporate & Foundation Relations, Dartmouth College Fund, and Leadership Giving), to the benefit of Arts and Sciences priorities. In cases where Arts and Sciences prospective donors have existing relationships with a fundraiser, the AVP will contribute to the ‘comprehensive proposals’ that are presented to those donors.
- Fundraising for financial aid and for the Dartmouth College Fund is a shared accountability across all Advancement. The President also participates in fundraising for these critical priorities.
- The VP Development will have day-to-day oversight of the AVP and that person’s accountability to goals will roll up to the overall accountabilities of the VP Development and the CAO.
- VP for Development, CAO, and the SVP will all have targets that include Arts and Sciences fundraising. This way everyone is responsible and accountable for Arts and Sciences fundraising. The President will also fundraise on behalf of Arts and Sciences, including for larger institutional gifts. More specifically, the SVP for University Advancement will also share in the accountabilities for fundraising for presidential initiatives or for comprehensive proposals where the interested donor may be assigned to a member of the Presidential Initiatives and Principal Gifts (PIPG) team. In this way, the President, VP, CAO, and SVP will all be advocates for the priorities of the Dean of Arts and Sciences.

The Dean will also leverage their staff to work in sync with the dedicated Arts and Sciences communications and development team. See [Appendix B, Section 8.1](#) for details.

5.3B New Fundraising Agency for Arts and Sciences

The Dean of Arts and Sciences will convene regular meetings of the AVP with the Deans of Faculty, UG Education, and UG Student Affairs, who will work together to articulate their initiatives based on their areas of focus. At this stage, these initiatives will not necessarily be philanthropic priorities, but Arts and Sciences goals *agnostic to source of funding* (whether from philanthropy or institutional funds).

For major initiatives, the first step is to estimate the total need and to understand whether there is a pipeline of potential donors sufficient to fund that need through philanthropy. During this step, the Dean and AVP will work with experts in Advancement to identify the degree to which a pipeline exists. For details, see [Appendix B, Section 8.2](#) on how Arts and Sciences priorities will be elevated to the institutional level.

For those philanthropic priorities where there is a sufficient pipeline of donors with interest and capacity, Arts and Sciences will have significantly more agency to fundraise than either the leaders of FAS or DOSA have today. In the proposed model, the Dean of Arts and Sciences will have autonomy to directly pursue most goals and most potential donors, with clear mechanisms to seek Central's assistance in seeking support for the largest goals and approaching the high-capacity donors. To give a sense of scale, the following bullets outline thresholds for coordination between Arts and Sciences and Central Advancement.

Agency for priority identification:

- If an initiative's funding needs are lower than a certain threshold (e.g., \$10M), then the Dean and the AVP have the agency to directly pursue donors to fund the initiative.
- If the initiative's funding needs are greater than a certain threshold (e.g., \$10M), the Dean will then work with the AVP, VP of Development, CAO, SVP, President, and school deans to elevate certain priorities to the institutional (Presidential) level, consistent with the capital budget approval process. This process will include vetting the collective priorities to determine whether there is a philanthropic market, i.e., there are sufficient donors to fund the full need, and using that information to select priorities for the institutional philanthropic pipeline supported directly by the President, SVP, and principal gifts team.

Agency for individual donor solicitation:

- There are nearly 50,000 undergraduate alumni estimated with the household potential to give up to \$250,000 over 5 years. Of those, about 20,000 would benefit from personal direct solicitation for gifts over \$25,000. The AVP will have agency to directly solicit those potential donors, coordinating with the need for DCF gifts as well.

- There are nearly 7,500 potential donors with the estimated capacity to give \$250,000 or more over 5 years. These potential donors are assigned to major gift fundraisers for strategy, engagement, solicitation, and stewardship. The AVP and the two members of their team will also be assigned a portfolio of these potential donors.

This same strategic process is followed by the deans of Tuck, Thayer, Geisel, and Guarini.

Sidebar: Engagement with faculty, staff, and students

Faculty are not only a powerful tool for fundraising in higher education, but a critical link to the fundamental purposes of education and knowledge creation. The Dean of the Faculty, as an advocate for faculty work and a key player in the Arts and Sciences' strategy to continue building excellence, will work with Advancement to directly engage Arts and Sciences faculty in specific fundraising efforts and initiatives where and when appropriate.

- The Dean of the Faculty and Advancement will coordinate with faculty and departments to showcase faculty and student accomplishments and build connections with alumni through Arts and Sciences Communications and with Alumni Relations. This could include Department Open Houses during Reunions, other events featuring Arts and Sciences faculty and departments such as “Back to Class” during alumni weekends, or features highlighting faculty and students like ‘Dartmouth on Location.’
- Arts and Sciences Communications will coordinate with the Dean of the Faculty, the Associate Deans, and departments to create content for newsletters that showcase faculty and student accomplishments and focus on Arts and Sciences faculty priorities, promoting both specific achievement and a broad understanding of the value of the Arts and Sciences, in concert across all its disciplines.
- For further discussion, see [Appendix B, Section 8.3](#).

5.3C Arts and Sciences Board of Advisors

Unlike the graduate and professional schools and some centers, institutes, and divisions on campus, neither the Faculty of Arts and Sciences nor Division of Student Affairs currently has a board of advisors. For these other units, their Boards serve as strategic partners, advocates, and fundraisers.

The Steering Committee proposes the establishment of an Arts and Sciences Board of Advisors, whose charge is to provide strategic and high-level advice and support to the Dean of Arts and Sciences and their leadership team, while championing the Arts and Sciences to other constituents in the Dartmouth community and beyond. The recommendation to establish such a board is informed by conversations with faculty and leaders, including Advancement and the deans of Dartmouth's other schools, about the importance of having a Board of Advisors for their respective schools or divisions. This board will serve a non-fiduciary advisory role, as do the existing advisory boards supporting Dartmouth's other schools, centers, institutes, and divisions. The scope of this board's charge will be strategic and high-level, with advice and perspective on the strategy, programs, policies, and resources of advancing Arts and Sciences programs, profile,

and impact. Fiduciary responsibility must reside with, and the Arts and Sciences Board of Advisors will be subordinate to, the College's Board of Trustees, as are the Boards of the professional schools.¹⁵

Professional school deans report tremendous value in the advice they receive from their boards, and those boards serve as primary fundraising mechanisms. Members of a board of advisors would be selected carefully, including several with substantial philanthropic capacity, many who can make connections with other potential donors, and those who can serve as advocates and ambassadors for Arts and Sciences in the alumni body. They will serve as champions for the Arts and Sciences with a variety of constituencies, including Trustees, other donors, alumni broadly, and potential partners beyond campus. For anyone serving on the Arts and Sciences Board of Advisors, the philanthropic priorities of Arts and Sciences should be their individual Dartmouth priority as well. Led by the AVP, and under the direction of the Dean, the Arts and Sciences Development team will play an integral role in staffing and managing the Arts and Sciences Board, including donor relationship management, agenda building, and scheduling of speakers and discussion topics.

As it does for all boards on campus, Advancement will help identify potential members and review candidates with the Dean of Arts and Sciences. Candidates will ultimately be put forward to the Board of Trustees for approval. The Board of Trustees also identifies a trustee representative for each board of advisors. It is likely that a former Board of Trustees member could help found the inaugural Arts and Sciences board, as a means of establishing a substantive and experienced advisory group.

Longer term, the Arts and Sciences Board has the potential to serve as a pipeline for recruitment to the Board of Trustees, bringing with them deep knowledge of and advocacy for the core priorities of the school of Arts and Sciences.

Evaluation of the Arts and Sciences Advancement Structure

The Steering Committee recognizes that the relationship between Arts and Sciences Development and central Advancement will need to be intertwined, given the importance of the undergraduate alumni base to both Arts and Sciences and broader institutional priorities. The goal is to achieve cooperation (rather than competition) between Arts and Sciences and central Advancement programs and ensure the former is supported by Advancement to pursue its own priorities within the proposed Advancement structure. The Steering Committee recommends that this new relationship and structure be evaluated in three years, and periodically thereafter.

Specifically, the Steering Committee recommends that the President convene a small committee, to include the Arts and Sciences Dean and their AVP Development, the CAO and SVP Development, the Provost and the CFO, to review the effectiveness of the structure; that committee should seek input from the Arts and Sciences Committee on Priorities (CPr). The committee will recommend any necessary changes to the President for consideration.

5.4 Institutional Offices

¹⁵ “[Dartmouth's Advisory Boards](#),” Office of the Provost.

Arts and Sciences leadership will also need to coordinate closely with several other institutional offices. In this section we highlight two: a new institutional registrar, and the existing Division of Athletics & Recreation.

5.4A Institutional Registrar

The Steering Committee proposes the establishment of an *Institutional Registrar* at Dartmouth as a mechanism to standardize registrar functions and formalize coordination across the institution. This standardization and formalization will help to resolve institutional practices and processes currently observed to be organic, informal, and inconsistent. Using a hub-and-spoke organizational model, existing school registrars (including the Arts and Sciences Registrar) will maintain solid reporting lines to their schools and establish dotted lines to the Institutional Registrar to standardize registrar practices across campus while also recognizing the individual needs of Dartmouth's individual faculties and student bodies.

In this model, local school registrars' primary responsibility will be to identify and support school-specific needs related to academic record creation and maintenance, including course registration, curriculum management, and degree completion. Centrally, the Institutional Registrar will first coordinate and oversee functions that are shared by multiple schools or meet institutional needs; and second, support consistency and efficiency of data and database configuration across schools. This oversight includes the configuration and maintenance of shared resources such as Banner, DegreeWorks, and classroom scheduling, as well as external reporting such as National Student Clearinghouse reporting, veterans' benefit certifications, and degree certification.

See a more detailed list of Institutional Registrar responsibilities in [Appendix B, Section 9](#).

5.4B Athletics

Athletics and Recreation is an important component of Dartmouth's institutional identity. Dartmouth's Ivy League status is due to Dartmouth's affiliation with the Ivy League Division 1 athletic conference. Ivy League status helps Arts and Sciences and other schools at Dartmouth recruit talented faculty, students, and staff nationally and internationally within higher education. Athletic events bring together current students, alumni, faculty, and the Dartmouth community. In 2022-2023, the Executive Committee and Organizational Working Group both briefly discussed peer benchmarking and the potential opportunities for Athletics in the Arts and Sciences Future project. In the end, the Executive Committee decided that Dartmouth Athletics should continue to report Centrally, as it does in 7 of our 8 Ivy peers.

Today, 1 in 4 undergraduate students is a varsity athlete – and the vast majority of undergraduate students participate in one or more programs offered by the Athletics and Recreation division, including club sports, PE classes, and gym facilities. Given this, coordination between Arts and Sciences and Athletics will be important. To support this, the Division of Undergraduate Education will be charged with establishing regular coordination with Athletics advising (see [Section 4.1C](#)). The Dean of Arts and Sciences should also work closely with the Athletics Director on issues related to students who participate in varsity and club sports. At times, the

Faculty Athletics Representative (a formal role required by our NCAA status) might be invited to meetings of the Dean of Arts and Sciences cabinet.¹⁶

¹⁶ “A member institution shall designate an individual to serve as faculty athletics representative. An individual so designated after January 12, 1989, shall be a member of the institution’s faculty or an administrator who holds faculty rank and shall not hold an administrative or coaching position in the athletics department. Duties of the faculty athletics representative shall be determined by the member institution.” (NCAA Bylaw 6.1.3.). Professor Doug van Citters is Dartmouth’s FAR at the time of this writing.

6. Budget Model

The organizational changes discussed in [Section 4](#) provide the structure, responsibility, and authority for the Dean of Arts and Sciences and their leadership team to develop a strategic vision and set priorities for the Arts and Sciences. Arts and Sciences also needs a new budgetary model that enables it to raise new revenues, manage expenses, and invest in those strategic priorities.

The current budget model has been identified as one of the problems with the current structure, as it is not well suited for investing in Arts and Sciences priorities. Currently, the budgets of Student Affairs and of the Dean of the Faculty are managed independently, and neither is transparently connected to the revenues derived from the Arts and Sciences mission. Both units receive ‘subvention’ (an allowance) from Central, with any increments (or decrements) to that allowance determined by Central decisions. These changes are based on managerial discretion of the Provost and the President made in the context of competing demands for resources across the institution.

This means that if revenue from the undergraduate educational mission increases in the current model, Arts and Sciences does not necessarily directly benefit. Instead, it needs to indirectly request funds from the Provost through the annual budget process and those requests are approved based on managerial discretion.

To address this problem, the Steering Committee proposes a new budget model. The core component of the new budget model is the “Net Revenue Pool,” which directly receives all revenue from undergraduate tuition and fees, the Dartmouth College Fund, and distributions from endowments for financial aid, less expenses for financial aid. This revenue will flow automatically and formulaically to Arts and Sciences and other units involved in undergraduate education (that is, Thayer and Central). This ensures that the Arts and Sciences budget is no longer simply based on managerial discretion, but that it directly benefits from increased revenues from its mission, and that revenue gains can be invested strategically in Arts and Sciences priorities. This “Net Revenue Pool” model also aligns budgetary and fundraising incentives among the units involved in undergraduate education.¹⁷

The new model also ensures that Arts and Sciences directly benefits from its fundraising. In the current budget model, if fundraising generates new gifts (such as funding for an endowed chair in FAS or for student programming in DoSA), Arts and Sciences does not necessarily directly benefit. While the distributions from the new endowment flow to Arts and Sciences, the subvention amount may be reduced by managerial discretion, with no change in total revenues. In the proposed model, distributions from newly fundraised endowments will flow to Arts and Science, without displacing other sources of revenue.

Arts and Sciences will be responsible for most of its expenses, including compensation, space, and services provided by Central or other units – just as the professional schools do today. The

¹⁷ For example, all three would benefit from increases in funds raised in the annual Dartmouth College Fund or new endowments for financial aid.

details of the proposed model are discussed below; see [Appendix B, Section 11](#) for a discussion of alternatives considered by the Steering Committee.

The recommended budget model changes do not include any cuts in the current operating budgets in FAS or DoSA operations. While the budget model does not significantly increase Arts and Sciences funding in the short term, the goal of the budget model outlined below is to ensure that Arts and Sciences is well-positioned to succeed from day one and to thrive thereafter. To that end, Central has already added \$1M to FAS, beginning in FY25 (resulting in 15 new FTE staff), and the proposed budget model includes an additional \$4M for the new school of Arts and Sciences to cover the anticipated incremental FTE required by the new structure.¹⁸ With this permanent \$5M increment, the Net Revenue Pool budget model ensures the new Arts and Sciences unit can cover all its costs from the start.

A new budget model is critical for the success of Arts and Sciences. It provides Arts and Sciences real opportunities to raise revenue to invest in its core mission of scholarship and education — specifically, to invest in faculty scholarship and in an outstanding undergraduate experience. It must be able to benefit directly from revenues that support the Arts and Sciences undergraduate mission (tuition, fees, and philanthropy that supports undergraduate financial aid). It must be able to launch programs that generate new revenue streams, perhaps through creative partnerships with other units at Dartmouth (centers, institutes, and the professional schools). It must have focused communications (see [Section 5.2](#)) to ensure that Arts and Sciences successes are championed, which in turn leads to success in philanthropy, faculty recruitment, and more. It must have increased autonomy and dedicated support from Advancement to achieve its priorities by seeking new philanthropic contributions ([Section 5.3](#)). And finally, it must have the responsibility to manage its expenses to focus investments on Arts and Sciences priorities while adapting to shifts in higher education.

Estimating the impacts of the proposed budget model on Arts and Sciences (or Central, or graduate and professional schools) is a complex analysis that will require evaluation and iteration over time. The Steering Committee recommends that the [Executive Budget Committee](#) (which currently includes the Deans of Graduate and Professional Schools, the Dean of the Faculty, and will include the Dean of Arts and Sciences) monitor the specific impacts each summer after the prior fiscal year closes. Furthermore, the Steering Committee recommends that the faculty Council on Institutional Priorities (CIPr) and Arts and Sciences Committee on Priorities (CPr) be given a similar opportunity, early each fall, to review the effects of the new budget model and advise on its evolution. Each of these groups shall provide feedback to the Chief Budget Officer (Provost) and the Chief Financial Officer (CFO) for their consideration prior to the preparation of the next year's budget.

The following subsections provide the details of the proposed budget model by describing its revenue sources (e.g., Net Revenue Pool, philanthropy, research grants, and other educational programs), and sources of costs. It further compares the new model with the current budget model, and notes other anticipated budgetary changes.

¹⁸ 2022-23 Faculty Success Working Group interviewed faculty leaders, who identified lean staffing as having a direct impact on faculty scholarly and education mission.

6.1 Net Revenue Pool Model

In this section we describe the primary sources of revenue available to Arts and Sciences under the proposed budget model.

6.1A Introduction to the Net Revenue Pool

In the new budget model, the main Arts and Sciences revenue source will be the Net Revenue Pool, a net pool of resources generated primarily by its undergraduate education mission. The Net Revenue Pool is defined as gross undergraduate tuition and fees, plus annual contributions to the Dartmouth College Fund (DCF), plus distributions from endowments for undergraduate financial aid and other funding sources directed to fund that student aid, less the cost of undergraduate financial aid to meet student need.¹⁹ These components of the net revenue pool are depicted in the top row of [Figure 5](#).

The Net Revenue Pool model automatically and formulaically allocates revenues associated with undergraduate education and programs to the main units that deliver that mission. This ensures that the Arts and Sciences budget is no longer simply based on managerial discretion of the Chief Budget Officer (the Provost), as in the current subvention model. It also ensures that Arts and Sciences directly benefits from increased revenues from its mission, and that revenue gains can be invested strategically in Arts and Sciences priorities.

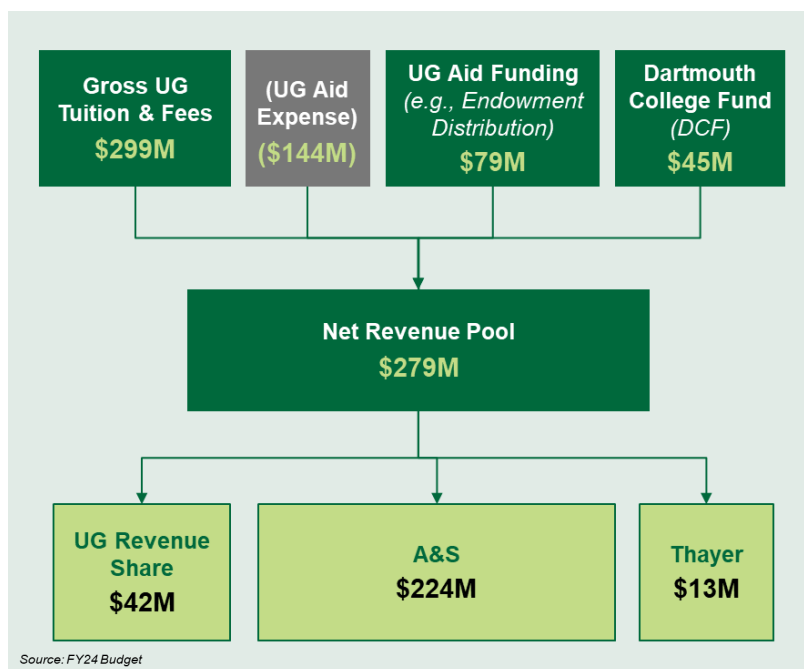
The third row of [Figure 5](#) illustrates the allocation of the Net Revenue Pool to Central, Arts and Sciences, and Thayer. The revenue split in the third row recognizes all three units — Central (Athletics and Admissions), Arts and Sciences, and Thayer — that provide the undergraduate experience. The figure illustrates that \$224M out of the total \$279M Net Revenue Pool is allocated to Arts and Sciences (80% of the pool) based on FY24 estimates. See the next section for discussion of the formula that allocates the Net Revenue Pool to Central (see [Section 6.1B.1](#)) and between Arts and Sciences and Thayer (see [Section 6.1B.2](#)).

A key feature of the Net Revenue Pool model is that it aligns incentives for collaboration across the undergraduate-serving units that benefit from the pool. Specifically, Central (i.e., the President), Arts and Sciences, and the Thayer School are all incentivized to raise additional funds for undergraduate student aid: any increase to the DCF and/or to endowment funds directed to aid will offset the cost of meeting student need, and thereby increase the overall Net Revenue Pool to the advantage of all three units.

¹⁹ All funds restricted to undergraduate financial aid and all funds flowing to the DCF are included in the Net Revenue Pool.

Figure 5: Funds Flow of the Net Revenue Pool in Proposed Budget Model

(FY24 budget numbers are shown for illustrative purposes, as the numbers are preliminary and subject to change as conversations evolve and methodologies are refined).



There are also several considerations of the Net Revenue Pool model. First, this budget model provides the new Arts and Sciences with *increased* agency and responsibility, relative to the current model, but not *full* autonomy or responsibility. In the current model, Arts and Sciences has no agency over the subvention allocated to it by Central. Second, this presentation of the Net Revenue Pool makes it clear that the Arts and Sciences and Thayer budget are exposed to variance from student need for financial aid and from the endowment returns (and thus endowment distributions). This risk exposure already exists in the current model, but indirectly and not transparently. It can reduce the total subvention pool and force Central to determine how to distribute those cuts to FAS, DoSA, and/or other Central units. As such, one advantage of a more transparent budget model is to make the existing risk more visible.

Additional analysis showed that relative endowment exposure in the Net Revenue Pool model remains roughly the same as in the current state. Currently, FAS and DoSA endowment distributions (direct and indirect via subvention) amount to 35% of the revenue mix. In the proposed model, endowment distributions (direct and indirect via endowment distribution for aid) amount to 32% of the Arts and Sciences revenue mix.²⁰ Future changes in the composition of revenues stemming from the Net Revenue Pool and flows from endowment distributions could change the exposure of Arts and Sciences to fluctuations in endowment, such as new endowments resulting from Arts and Sciences fundraising.

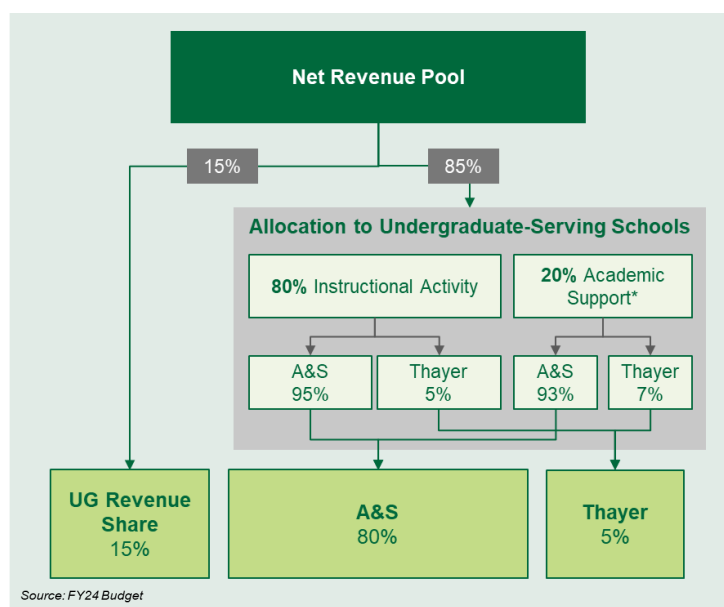
²⁰ Based on preliminary analysis of FY24 budget data. Numbers are subject to change as conversations evolve and methodologies are refined.

See [Appendix B, Section 11](#) for a discussion of alternative models and trade-offs considered by the Budget Working Group.

6.1B Allocation of the Net Revenue Pool among Central, Arts and Sciences, and Thayer

The budget model requires a formula for allocating the Net Revenue Pool to all three units that provide the undergraduate experience: Arts and Sciences, Thayer, and Central (Athletics and Admissions). There are two components to the formula (see [Figure 6](#)). The first component determines the allocation between the Central Undergraduate Programs (Athletics and Admissions) and the undergraduate-serving schools (Arts and Sciences and Thayer). The second component determines the allocation between the two undergraduate-serving schools (Arts and Sciences and Thayer). The resulting allocation between the three units is noted at the bottom of [Figure 6](#), with Arts and Sciences receiving 80% of the Net Revenue Pool, based on FY24 estimates.

Figure 6: Funds flow for proposed allocation of Net Revenue Pool between Arts and Sciences and Thayer (Based on preliminary analysis of FY24 budgets and FY23 enrollment / major data; subject to change as conversations evolve and methodologies are refined).



Source: FY24 Budget
*Academic support % split is still in discussion and under consideration.
UG Revenue Share includes Admissions and Athletics.

6.1B.1 Central Undergraduate Programs Revenue Share

Undergraduate programs that are overseen and managed by Central (Athletics and Admissions) are currently funded by undergraduate tuition. Dartmouth’s executive leadership recommended that a portion of the Net Revenue Pool — the Central Undergraduate Programs Revenue Share (“UG Revenue Share”) — will fund these programs, without placing additional administrative burden on undergraduate-serving schools. The UG Revenue Share will be calculated as a fixed

percentage of the Net Revenue Pool. The proposed percentage (15% using FY24 numbers) assumes Central UG Program costs will be funded from this revenue source.²¹

The costs of these Central UG Programs could grow without Arts and Sciences and Thayer oversight. The Steering Committee recommends that the UG Revenue Share percentage is calculated based on Central UG Programs' budget in a base year and then held constant for a period of five years to ensure stability and transparency. This approach also ensures that any disproportionate increase in costs of Central UG Programs is funded from sources other than the Net Revenue Pool. The Executive Budget Committee (which currently includes the Deans of Graduate and Professional Schools, the Dean of the Faculty, and will include the Dean of Arts and Sciences) shall monitor the expenses covered by the UG Revenue Share, and advise the Provost and CFO on decisions affecting the cost or quantity of programs provided by that funding stream – and whether to adjust that percentage of the Net Revenue Pool allocated to the UG Revenue Share. The faculty Council on Institutional Priorities (CIPr) and the Arts and Sciences Committee on Priorities (CPr) should be given a similar opportunity.

6.1B.2 Allocation of the Net Revenue Pool to Arts and Sciences and Thayer

The future budget model also requires a second formula for allocating the Net Revenue Pool to all schools that serve undergraduate students — notably, Arts and Sciences and the Thayer School of Engineering. This component of the formula is captured under the “Allocation to Undergraduate-Serving Schools” in [Figure 6](#). The Steering Committee recommends that the Net Revenue Pool should be proportionally and equitably distributed using a formula that accounts for both instructional and non-instructional costs (e.g., the academic administration) incurred by Arts and Sciences and Thayer. The proposed formula should also incentivize the two schools to collaborate in providing a seamless undergraduate experience because it allocates a portion of the Net Revenue Pool based on a student's major rather than just course enrollments.²²

The proposed formula rests on two metrics:

- **Instructional Activity:** The first (more heavily weighted) metric acknowledges undergraduate teaching activities provided by Arts and Sciences and Thayer. The Steering Committee proposes using **undergraduate course enrollment** to determine the proportion of revenue each unit receives based on the percentage of overall course units (i.e., individual classes taken by each student).²³
- **Academic Support:** The second (less heavily weighted) metric acknowledges the academic-support activities provided by Arts and Sciences and Thayer. This component is intended to include the non-instructional operations that support undergraduate instruction and learning. This, for example, includes activities such as advising (such as major advising, culminating experience advising, thesis advising, other academic department-related advising) and other student support services outside of classroom

²¹ These costs are net of all other funding sources, including distribution flows from endowments and current use giving specific to Athletics and/or Admissions.

²² See [Section 7.1](#) on Thayer's current budget model associated with the undergraduate mission.

²³ Conversations involve the CFOs and Deans of impacted units.

instruction. The Steering Committee proposes the use of **headcount of undergraduate majors** from previously graduated class(es) to determine the proportion of revenue each unit receives. The Steering Committee believes this approach best considers and reconciles the complexities associated with each school's efforts devoted to advising and academically supporting undergraduate students.

Due to the range of institutional data on which to model this activity split, the Steering Committee leaned on industry benchmarks for initial weights: 80% for instructional activity and 20% for academic support (see [Figure 6](#)). To ensure that the data informing this formula appropriately represents Dartmouth's budgeting practices and future needs, the Steering Committee proposes that leadership periodically revisit these parameters with the most recent data available.²⁴

[Figure 6](#) illustrates how this formula operates. Illustratively, using the most recently completed academic year of enrollment data as a baseline, 95% of course enrollments are in Arts and Sciences and 5% in Thayer, informing the allocation of net revenue to recognize instructional activity in each school. 93% of graduated majors are in Arts and Sciences and 7% in Thayer, informing the allocation of net revenue to recognize academic support activities in each school. Based on this example, this leads to 80% of the Net Revenue Pool flowing to Arts and Sciences and 5% to Thayer in FY24. However, ongoing conversations, involving the Dean and the CFOs of Arts and Sciences and Thayer, consider using a 3-year average for enrollment and major data, as opposed to the most recently completed academic year.

See [Appendix B, Section 11.2](#) for discussion of alternative models and trade-offs considered by the Budget Task Group. It is important to note that this allocation formula governs allocation of revenue between the two undergraduate-serving schools — Arts and Sciences and Thayer — and not within Arts and Sciences. It would be unnecessary and unwise to allocate revenues (or costs) across departments and programs of the school of Arts and Sciences.

The formula for allocating revenues to schools could increase competition and counterproductive behaviors across the two schools — such as grade inflation or lowering of requirements for majors. Ultimately, there is a fixed population of undergraduate students and Thayer's budget already depends on the total number of enrollments in undergraduate courses. This competition is already present in the current budget model, just less visible. The goal of this proposal is to emphasize collaboration over competition and the newly proposed Net Revenue Pool aligns incentives on collaboration to fundraise for financial aid.

6.2 Other Revenue Sources

In this section we describe other primary sources of revenue available to Arts and Sciences under this budget model: philanthropy, research, and new initiatives.

²⁴ Conversations involve the CFOs and Deans of impacted units.

6.2A Endowment and Fundraising-related Revenues

The objective is to preserve the current flows from gifts to and endowments for Arts and Sciences while empowering the Dean of Arts and Sciences to grow revenue through additional fundraising. The Steering Committee recommends a model where all directed and restricted revenues that currently flow to the Faculty of Arts and Sciences (“FAS”) and Division of Student Affairs (“DoSA”) flow to the new school of Arts and Sciences. These include revenue flows from all restricted endowments, current-use funds restricted to arts and sciences disciplines and student affairs, and unrestricted endowments with stated donor preferences for arts and science disciplines and student affairs.²⁵

One of the advantages of the proposed budget model, relative to the existing one, is that it incentivizes Arts and Sciences efforts to increase revenue by rewarding Arts and Sciences with that revenue. In the current model, new endowments raised for FAS-specific activities can at times *decrease* the subvention (allowance) allotted to the FAS from the central budget, resulting in *no net change* in total FAS resources (same for DoSA). In the new model, the distributions from the new endowment will *increase* available funds in Arts and Sciences, because new resources do not displace funds allocated to Arts and Sciences through managerial discretion (as is the case with subvention in the current model).

6.2B Research Revenue Sources and Revenue from New Initiatives

The Steering Committee recommends that all Facilities and Administrative cost recovery (i.e., F&A or “indirects”) on research grants awarded to Arts and Sciences faculty flow to the new school, as they currently do for FAS and the professional schools. These revenues will enable Arts and Sciences to support faculty research, including addressing the operational costs for space and shared services. They also provide revenue the Dean can invest in new initiatives. Under the current model these revenues already flow to FAS.

The Steering Committee further recommends that the budget model also allocates revenue flows to Arts and Sciences from any new Arts and Sciences revenue-generating activities, including certificate programs, summer programs, or new degree programs. This arrangement incentivizes innovation and collaboration in generating new revenue streams, within and across departments of Arts and Sciences, in collaboration with centrally located units (such as centers or the professional schools). The newly formed Transformation Office can assist Arts and Sciences in the design and delivery of future programs that bring new revenue to Arts and Sciences.²⁶

6.3 Costs

In the new model, Arts and Sciences will be responsible for its expenses, most of which are currently covered as part of Central expenses. These encompass current FAS expenses and those DoSA expenses moved under the school of Arts and Sciences, as well as costs for space

²⁵ Flows that are restricted to or designated for Health Services or Student Wellness Office are in the CHWO division.

²⁶ The purpose of the Transformation Office is to assist Dartmouth units with generating new streams of revenue through the creation of new mission-relevant programming.

operations and maintenance and services provided by Central or other units (so-called ‘shared services’). Neither FAS nor DoSA are currently responsible for the costs of space operations/maintenance or for shared services – they are part of the Central budget, as is Arts and Sciences. (As a result, the costs are not transparent, either to Arts and Sciences or to Central). In the new model, space costs and shared-service costs will be determined by a formula, following the approaches that Central follows for the professional schools.

See [Section 6.4](#) for additional discussion.

6.3A Balancing the Cost of the Divisions of Undergraduate Education and Undergraduate Student Affairs between Arts and Sciences and Thayer

Arts and Sciences and Thayer are both undergraduate-serving schools with students supported by student programs in the Division of Undergraduate Education and Division of Student Affairs. The proposed organizational model incorporates the majority of what is currently in the Division of Student Affairs and moves some of the organizations and functions focusing on student education from the Faculty of Arts and Sciences to the Division of Undergraduate Education. See [Figure 3](#) for the list of offices in these two divisions of the new school of Arts and Sciences. The Thayer School also provides some offices and programs to support engineering students. Together, these offices and programs will support all AB and BE undergraduate students. The question, then, is how to allocate the cost of operating this collection of offices and programs across the two undergraduate-serving schools. Project leadership thus recommends the establishment of a mechanism to split the cost of these “undergraduate student affairs programs.”

The Steering Committee proposes that the costs of administering undergraduate student affairs programs, which will largely reside within Arts and Sciences and to some extent within Thayer, should be shared by the two schools according to their relative proportionate split of the Net Revenue Pool, based on the instruction and academic support split. The cost shall include the cost of Arts and Sciences undergraduate student-affairs programs, plus the cost of Thayer’s undergraduate non-duplicative student services.²⁷

Thus, because Arts and Sciences will receive a percentage of the revenue allocated to undergraduate-serving schools, it will bear the same percentage of the total cost of undergraduate student affairs programs. Likewise, Thayer will receive a percentage of the Net Revenue Pool allocated to undergraduate-serving schools and, therefore, will bear the corresponding percentage of the total cost of non-duplicative undergraduate student affairs.

For illustrative purposes, if the net revenue pool split between the undergraduate-serving schools is 95% for Arts and Sciences and 5% for Thayer, Arts and Sciences and Thayer should then pay 95% and 5%, respectively, for the total UG Student Affairs cost. Pending an assessment of student affairs costs within Thayer, this could mean a transfer of funds to Arts and Sciences.

²⁷ Decisions regarding the costs of Thayer’s non-duplicative services will be reviewed as part of the implementation period by the Dean of Thayer and Dean of Faculty of Arts and Sciences. Following implementation, these costs will be determined through collaboration of the Dean of Arts and Sciences and Dean of Thayer and their teams in the annual budget cycle.

6.3B Space

The Steering Committee proposes that Arts and Sciences be responsible for all aspects of building management, including serving as a “Owner” of its respective space. As such, Arts and Sciences will be responsible for building portfolio management, *directing* the necessary work, and paying for the costs associated with the space Arts and Sciences occupies and/or owns. With this responsibility comes more control and decision making over space priorities, renewals, and rental agreements.²⁸

While the “Ownership” model allows Arts and Sciences full transparency and portfolio management of its space, there is acknowledgement that many of the Arts and Sciences buildings are accompanied by substantial deferred maintenance expenses. As such, Arts and Sciences will receive the appropriate proportion of the facilities annual Renewal Reserves from Central. Additionally, during initial years of model implementation, Central will maintain commitment to ensuring the core requirements for health, safety, and accessibility are met for all buildings where renewal funds are already designated. Thus, Central will commit to additional funding in support of updating Fairchild Hall (magnitude of commitment, surpassing the annual Renewal Reserve allocation, is pending further discussion). Furthermore, there are always opportunities for joint partnership between Arts and Sciences, Central, and Advancement to achieve larger programmatic goals, as is standard practice for large-scale renewals and renovations (e.g., the Hop renovation).

The Steering Committee understands that Arts and Sciences will require a dedicated team of facilities support staff and is in conversation with multiple campus partners to identify how that team might be structured and where reallocations of current staff or the hiring of new FTE will be required to meet Arts and Sciences’ needs.

Note that this proposal is *not* advocating for a granular allocation of space-related costs to individual departments, programs, or centers, but rather an allocation to the new school of Arts and Sciences as a whole. Arts and Sciences leadership will then further determine how to manage those costs, in the same way the professional schools determine how to manage their space costs.

See [Appendix B, Section 11.3](#) for a discussion of alternatives considered.

6.4 Current vs. Future Budget Model

It is critical to understand how this proposed Arts and Sciences budget model compares to the current state of FAS and DoSA revenues and expenses.

²⁸ Central will continue to handle the administrative burden associated with external reporting, capital planning, and management of frontline facilities staff, as it does for the professional schools, and debt servicing (e.g., managing the external debt portfolio and the payments to external bond holders).

Figure 7. Arts and Sciences Current vs. Future State Budget Numbers: Revenues (Funding Sources)
 (FY24 budget numbers are shown for illustrative purposes, as the numbers are preliminary and subject to change as conversations evolve and methodologies are refined).

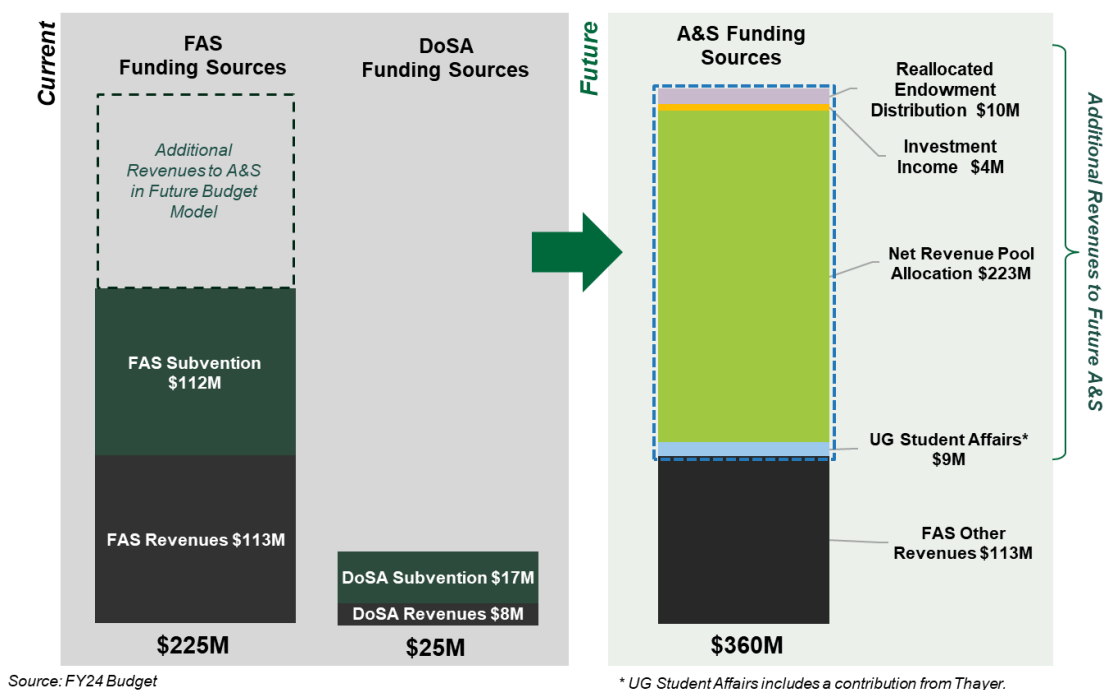


Figure 7 focuses on the revenues in the current and new budget model. In the current Dartmouth budget model, FAS and DoSA receive a budget developed on an incremental basis based on managerial discretion. Their budget allocation (“subvention”) is not tied directly to the undergraduate education mission. The majority of the revenues in their combined budget come from Central’s pool of undesignated revenues (“subvention”), which result from undergraduate tuition and many other sources. Figure 7 above illustrates the current approach on the left, reporting current FAS and DoSA funding sources.

On the right, the chart illustrates what the Arts and Sciences revenue sources might look like if FY24 were operating under the new model. The figure illustrates that the proposed Net Revenue Pool would be the main revenue source (62%), flowing automatically and formulaically to the Arts and Sciences. The second largest source of revenue is FAS Other Revenues, which include distribution flows from Arts and Sciences endowments that flow currently to FAS and would flow directly to Arts and Sciences. FAS Other Revenues also includes revenue from research grants. Revenue from research grants accounts for 20% (\$45M) of the current FAS revenue (\$225M) and would be 12% of Arts and Sciences revenue. Arts and Sciences revenues from UG Student Affairs include the current revenues from DoSA, in addition to the contribution for student affairs services from Thayer in the new budget model (see Section 6.3). The additional new sources of funding on the right (relative to the current budgets) are investment income and reallocated endowment distribution.²⁹ Arts and Sciences-specific investment income would flow

²⁹ This reallocated endowment distribution is the Associated Program Cost (APC) available from Arts and Sciences restricted endowments to cover indirect costs.

directly to the new Arts and Sciences in the new model, the same way it does to the other schools.

Figure 8. Arts and Sciences Current vs. Future State Budget Numbers: Expenses (Funding Uses)
 (FY24 budget numbers are shown for illustrative purposes, as the numbers are preliminary and subject to change as conversations evolve and methodologies are refined).

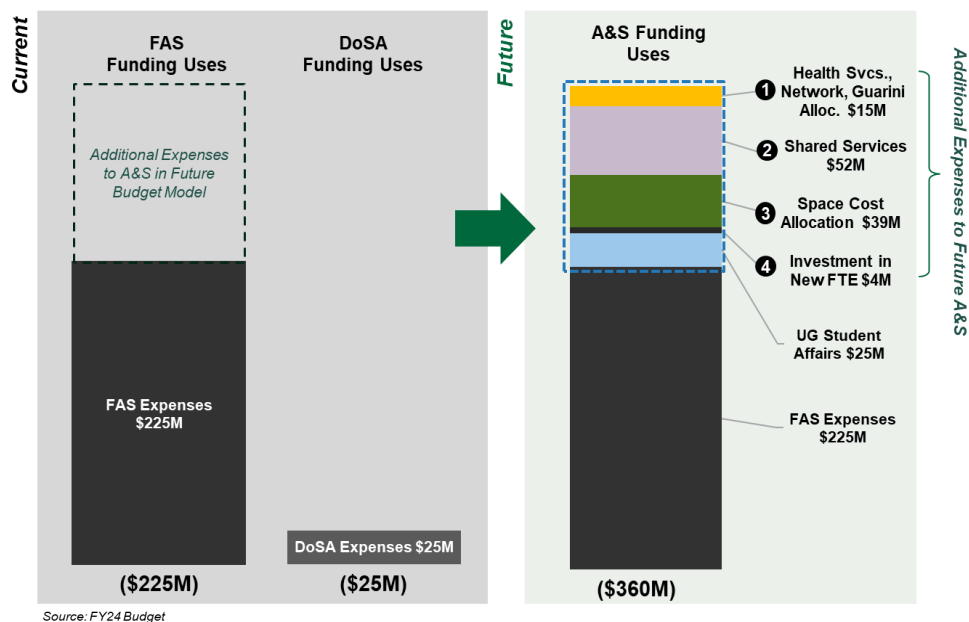


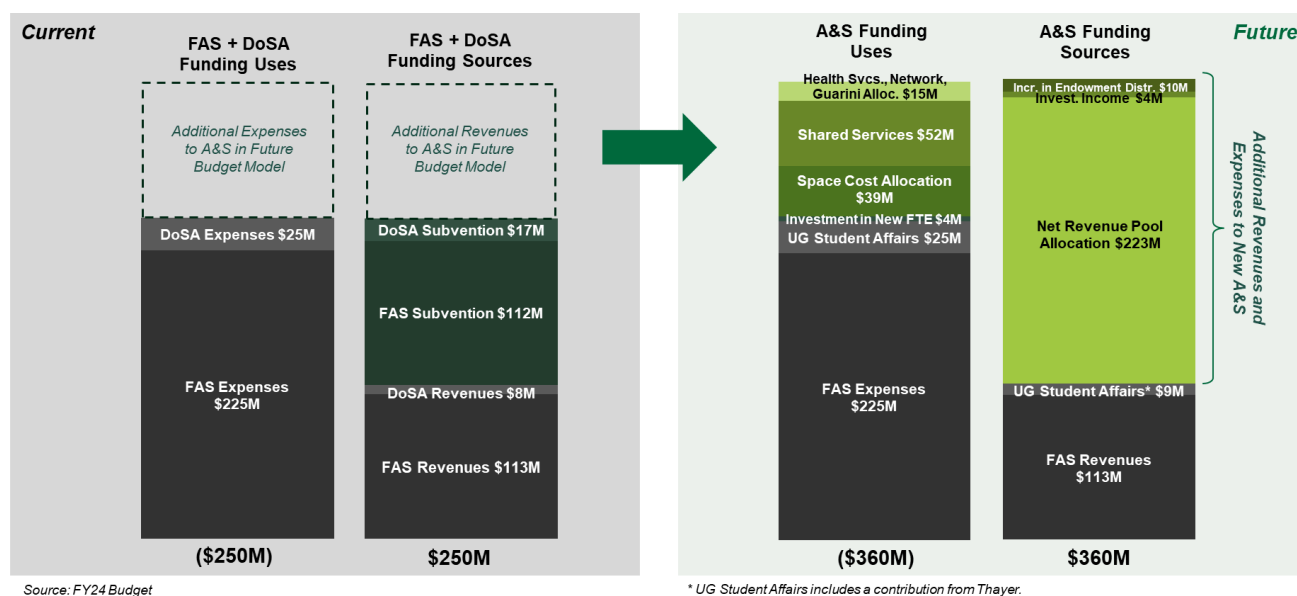
Figure 8 focuses on the Arts and Sciences expenses in the current and new budget model. On the left, the figure shows the current FAS and DoSA expenses. Neither FAS nor DoSA is currently responsible for the costs of shared services and respective space costs, which are part of Central costs. On the right, the chart illustrates what the Arts and Sciences expenses might look like if FY24 were operating under the new model. In the new model (Section 6.3) Arts and Sciences will be responsible for its expenses, some of which are currently part of Central expenses.

Arts and Sciences expenses include current FAS and DoSA expenses, as well as:

1. Arts and Sciences contribution to Health Services and Network. Arts and Sciences also proportionally contributes to Guarini based on their respective percent headcount of graduate students whose field aligns with Arts and Sciences. This cost is currently borne by Central via the subvention budget provided to Guarini; in the new model, these costs (and associated revenues to cover them) will be transferred to Arts and Sciences. This approach creates more transparency in the financial relationship between Arts and Sciences and Guarini.
2. Arts and Sciences is allocated their proportionate share of Shared Services expenses to pay for Central services using the same formulaic allocations as the professional schools.

3. Space Costs Allocation reflects costs associated with the space Arts and Sciences occupies and/or owns across campus. These are preliminary costs determined by a comprehensive space costing analysis.
4. Total compensation expenses increased to accommodate Arts and Sciences’ investment in new FTEs associated with the new unit (e.g., Dean of Arts and Sciences, Facilities Unit Manager).

Figure 9: Arts and Sciences Current and Future Budget Model: Comparison of Expenses and Revenues (FY24 budget numbers are shown for illustrative purposes, as the numbers are preliminary and subject to change as conversations evolve and methodologies are refined).



Finally, [Figure 9](#) combines the information from [Figures 7](#) and [8](#) to compare the expense and revenue side of the Current and Future Arts and Sciences budget model. The unified Arts and Sciences budget would be the largest budgetary unit at Dartmouth (apart from Central), accounting for 25% of Dartmouth’s FY24 budget. This would leave Central with over \$700M in revenues and expenses, based on FY24 budget.

In the future state, the Arts and Sciences unit will have more autonomy from a budget perspective: it will receive the revenues discussed in [Section 6.1](#) and [Section 6.2](#), and cover all of its own costs. [Figure 9](#) above illustrates what the Arts and Sciences budget might look like if FY24 were operating under the new model; in future years, it will have increased autonomy to create its own budget.

6.5 Potential Impacts of the Proposed Budget Model

In the current budget model, changes in the components of the net revenue pool have uncertain and non-transparent impacts on the Arts and Sciences budget because they are all mediated through Central. An important implication of the formula-based Net Revenue Pool allocation is that the Arts and Sciences budget will be directly influenced by changes in the components of the net revenue pool. We consider several examples.

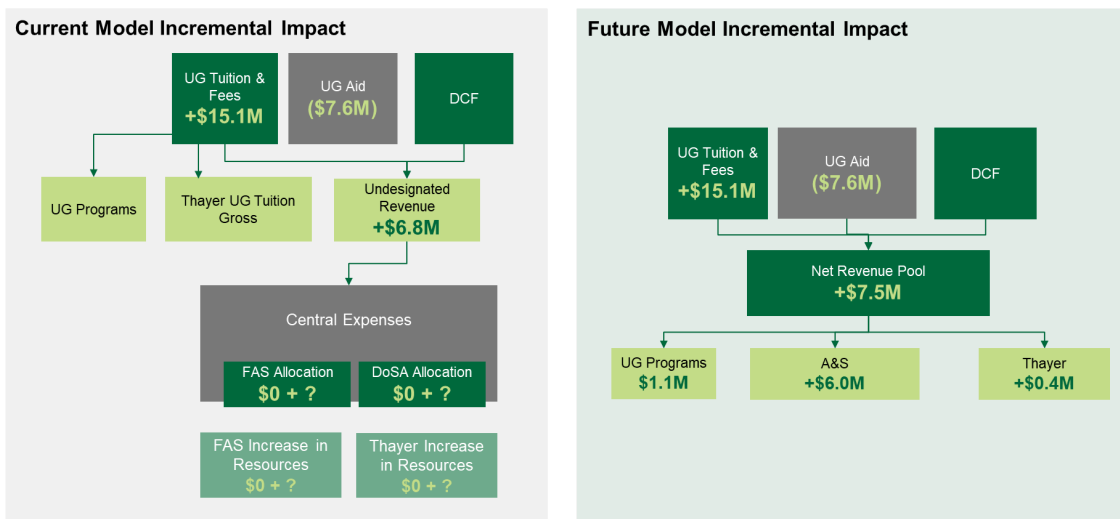
6.5A Incremental Impact of Tuition Increase

[Figure 10](#) below focuses on hypothetical (5% increase in net tuition and fees) to illustrate the implications for the budget in the current and future model. In the current state, an increase in net tuition and fees does not directly benefit the Arts and Sciences Faculty (FAS) or other Central units such as Student Affairs (DoSA). For access to these funds, FAS and DoSA can request additional funds indirectly through a formal budget request that may or may not be approved. In the proposed new budget model, however, an increase in net tuition and fees will directly benefit the new Arts and Sciences unit through the formulaic Net Revenue Pool allocation that will distribute the funds proportionately to Arts and Sciences, Thayer, and Central.

Figure 10: Incremental Impact of 5% Net Tuition and Fees Increase

(FY24 budget numbers are shown for illustrative purposes, as the numbers are preliminary and subject to change as conversations evolve and methodologies are refined).

FY24: Incremental Impact of 5% Net Tuition & Fees Increase



As shown in [Figure 10](#), if the Net Revenue Pool grows by \$7.5M (as a result of a 5% increase in net undergraduate tuition and fees), Arts and Sciences will receive \$6.0M. Thayer will receive \$0.4M as compared to \$0.75M under the current gross-tuition model (currently Thayer receives gross tuition rather than net tuition – see [Section 7.1G](#) for Thayer’s current budget model).

6.5B Incremental Impact of Cost of Aid Increase

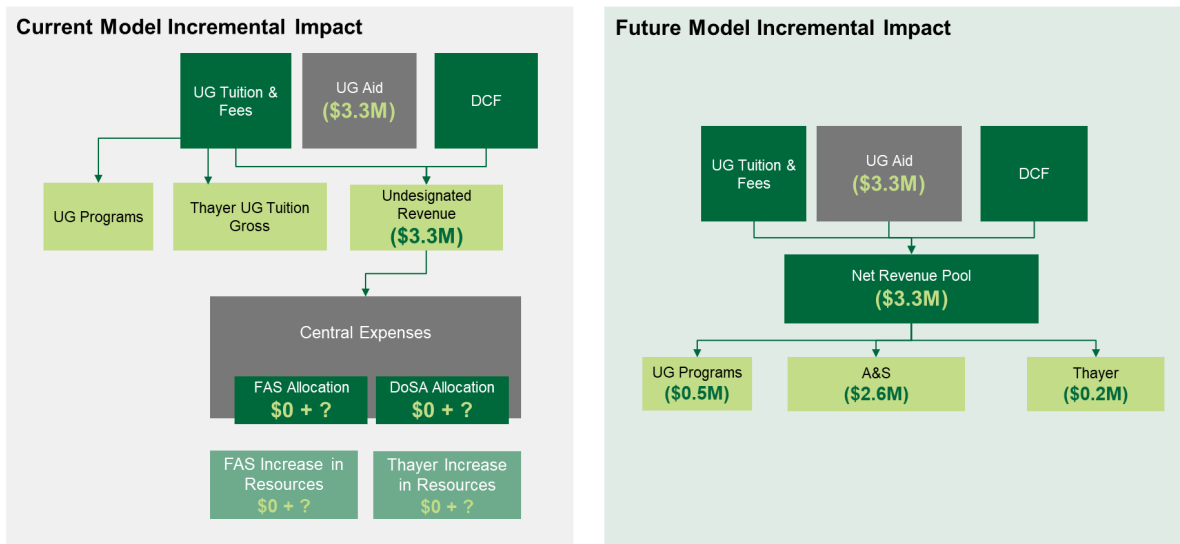
[Figure 11](#) below focuses on hypothetical (5% increase in unfunded aid) to illustrate the implications for the budget in the current and future model. In the current state, an increase in unfunded aid does not directly impact the Arts and Sciences faculty or other Central units, such as Student Affairs. FAS and DoSA might be impacted indirectly, e.g., in a lower likelihood of their budget-increment requests being approved — because Central will cover the revenue shortfall by declining most budget requests. In the future model, just as the new Arts and

Sciences unit would see a direct benefit from a tuition increase, Arts and Sciences would also absorb the costs associated with an increase in unfunded undergraduate aid.

Figure 11: Incremental Impact of 5% Unfunded Aid Increase

(FY24 budget numbers are shown for illustrative purposes, as the numbers are preliminary and subject to change as conversations evolve and methodologies are refined).

FY24: Incremental Impact of 5% Unfunded Aid Increase



Source: FY24 Budget

As shown in [Figure 11](#), if the cost of unfunded aid increases by \$3.3M, Arts and Sciences would see a reduction in revenue by \$2.6M. There is no impact on Thayer in the current state, and a decrease in the future state.

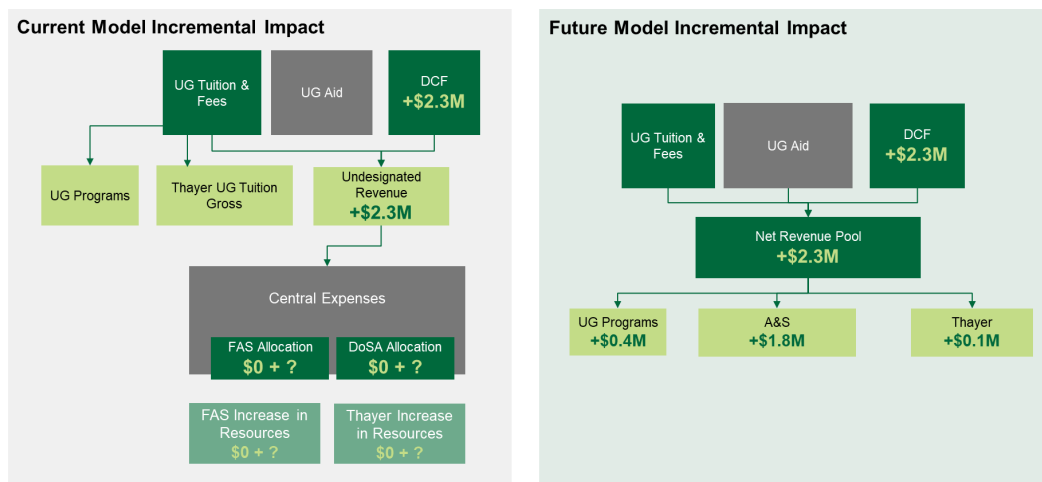
6.5C Incremental Impact of Increased DCF Funds

With DCF a part of the Net Revenue Pool, Arts and Sciences, Thayer, and Central would all automatically benefit from an increase in DCF funds.

Figure 12: Incremental Impact of 5% DCF Increase

(FY24 budget numbers are shown for illustrative purposes, as the numbers are preliminary and subject to change as conversations evolve and methodologies are refined).

FY24: Incremental Impact of 5% DCF Increase



Source: FY24 Budget

As shown in [Figure 12](#), an increase of \$2.3M in DCF currently does not benefit Arts and Sciences directly, but would mean an increase of \$1.8M in Arts and Sciences resources in the new model. Central and Thayer would also benefit, illustrating the incentive for all three parties to participate in DCF fundraising.

6.5D Additional Costs

A reorganized Arts and Sciences will almost certainly necessitate the addition of support-level staff in areas, such as facilities, IT, financial administration, etc. Some of these new positions will be reallocated from other areas, while incremental new positions will also be required—both at the time of establishment and over time. New positions are already captured in the previously stated \$4M estimate, while reallocated positions are budget neutral, as these costs are paid for centrally. These expenses are included in Arts and Sciences expenses in Figure 8 and 9. Some of these anticipated FTEs are listed in [Appendix B, Section 10](#). The Steering Committee will continue to analyze and estimate these needs as it plans the transition and implementation stage in Spring 2024.

6.5E Current Student Affairs Funding

The Student Affairs Task Group expressed concerns that some existing offices in the Division of Undergraduate Student Affairs, which are proposed to be a part of the Arts and Sciences unit, currently operate under a ‘structural deficit’ (i.e., their needs exceed their budget allocation or

their staffing levels are insufficient to meet student needs). The Task Group recommends that the implementation process should assess the budget and capacity of such offices to ensure a new Arts and Sciences unit does not immediately face the burden of properly funding or staffing under-resourced offices.

6.5F Budget Implementation

Given the technical complexity and potential impact, transition to a new budget model for the school of Arts and Sciences will take place over a period of time, permitting at least one year of parallel budgeting using the current and future state models. As part of this process, further analysis will be undertaken to determine how the proposed budget model needs to be adjusted to support Arts and Sciences in the future.

7. Implications and Considerations for Graduate and Professional Schools

Although this proposal is focused on a reorganization of two divisions (the Faculty of Arts and Sciences and the Division of Student Affairs) into a new school of Arts and Sciences, the new structure and budget model will have impacts on the graduate and professional schools. Most notably, Thayer offers undergraduate Engineering courses and its tenure-line faculty are members of the Faculty of Arts and Sciences, and Guarini supports all graduate programs including many that involve Arts and Sciences faculty and departments. Some Tuck and Geisel faculty teach in Arts and Sciences courses. Arts and Sciences faculty and students engage with all graduate and professional schools in research and other collaborative programming.

These and other important relationships make Dartmouth a more vibrant place for intellectual inquiry, touching on every member of the community. The Steering Committee has thus sought to ensure these important relationships continue to thrive and, indeed, expand into ever stronger forms of collaboration across the schools.

The Steering Committee believes the new structure and budget model will make Arts and Sciences a stronger and more innovative partner in establishing and growing these relationships, leading to a stronger Dartmouth. First, the proposed model will lead to better-informed decision-making about the priorities, vision, and budgets of Arts and Sciences, closer to the day to day operations of its faculty, students, and staff, strengthening the entire institution. With the decision about the priorities and future direction of Arts and Sciences being made by the Dean of Arts and Sciences, the leadership of the professional schools has a clear partner with whom to innovate around inter-school programs and who can jointly address institutional challenges. Second, separating the Arts and Sciences budget from the Central budget will increase the transparency and accountability of the Central budget, allowing for more informed and efficient decisions about the Central budget allocations, with benefits to all schools. Third, the new organizational and budget model enables the leadership of Arts and Sciences to be a flexible and creative partner, creating new collaborative partnerships in modified majors and co-curricular or joint degree programs with professional and graduate schools. Finally, the proposed structure will enable Arts and Sciences to invest in its research priorities, further strengthening its research and scholarly profile and reputation and incentivizing research within Arts and Sciences and in partnership with professional and graduate schools.

7.1 Thayer School of Engineering

Thayer's tenure-line faculty are members of the Faculty of Arts and Sciences, serve on Arts and Sciences faculty committees, offer undergraduate courses, advise undergraduate students, and more. This deep, existing relationship requires special attention in the context of the Arts and Sciences reorganization.

7.1A Engagement with Thayer

Recognizing the intertwined relationship of Arts and Sciences and Thayer, project members have engaged Thayer faculty, staff, and leadership of schools throughout this project's inquiry.³⁰

7.1B Relationship of the Thayer Faculty to the Faculty of Arts and Sciences

Per the *Organization of the Faculty of Arts and Sciences at Dartmouth College*, the voting members of the Faculty of Arts and Sciences ("FAS") include, but are not limited to, all tenure-track faculty in the Arts and Sciences (inclusive of Engineering Sciences). Non-tenure track instructional faculty in the Arts and Sciences (e.g., Lecturers, including Senior Lecturers) are not voting members of the FAS.³¹

The Thayer Faculty is made up of three tracks: tenure, instructional, and research. All are eligible to vote within Thayer's own governance structures, although only tenured associate and full professors form tenure committees that vote on tenure and promotion cases. "Faculty" at Thayer is classified more broadly than in the Faculty of Arts and Sciences.

Tenure-line faculty in Engineering Sciences (ENGS) are members of both the Faculty of Arts and Sciences and Thayer faculty; they can vote at FAS meetings and serve on Arts and Sciences committees.

³⁰ Thayer representatives have been a part of the development of Arts and Sciences organizational and budget models, including: Holly Wilkinson, Assistant Dean for Academic and Student Affairs; Advising & Student Support Task Group (Fall 2023); Doug Van Citters, Associate Professor of Engineering and Associate Dean, Undergraduate Education; Student Success Working Group (AY22-23), Advising & Student Support Task Group (Fall 2023); Tricia Spellman, Chief Financial and Administrative Officer; Budget Working Group (AY22-23), Finance & Budget Task Group (Fall 2023); Laura Ray, Senior Associate Dean for Faculty Development, Professor of Engineering; Faculty Success Working Group (AY22-23). In addition, project members have engaged specific Thayer voices for context, input, and feedback since 2022: Dean Alexis Abramson, on opportunities of a reorganization, the relationship between Thayer and the Arts and Sciences Future Project, undergraduate education and undergraduate student affairs, the ENGS AB and BE degrees, the duties of a Dean of Arts and Sciences, and periodic project updates, Budget; Holly Wilkinson, Theresa Fuller, Jenna Wheeler, Candace Potter on Thayer student affairs and student services; Julia Abraham, on establishing an Institutional Registrar; Thayer Advisory Board, on the impact of Arts and Sciences Future on Thayer; Thayer Faculty, on the goals of the Arts and Sciences Future project.

³¹ The *Organization of the Faculty of Arts and Sciences at Dartmouth College* defines voting membership as, "The voting membership of the Faculty shall consist of the President of the College; the Provost; the Dean of the Faculty; the Dean of the College; the Dean of the Tucker Center; the Dean of Libraries; the Dean of Admissions and Financial Aid; the Director of the Rockefeller Center; the Director of the Dickey Center; the Director of the Hood Museum; the Director of the Hopkins Center; the Director of the Ethics Institute; the Director of the Leslie Center; the Director of the Neukom Institute; the Director of the Dartmouth Center for the Advancement of Learning; the Director of the Irving Institute; the Director of the Institute for Writing and Rhetoric; the Director of the Montgomery Fellows Program; the Director of the Dartmouth Center for Service; the Vice President of Information Technology; the Registrar; the Director of Athletics; and all members of the departments and programs of the faculty holding appointments as Professor, Associate Professor, Assistant Professor, Instructor (contingency appointments), Research Professor, Research Associate Professor, or Research Assistant Professor. The privilege of voting in the meetings of the faculty and in the preferential ballots shall become effective upon appointment to the Faculty."

7.1C Committee Advisory to the President and Thayer Tenure & Promotion (T&P)

Within Thayer, all tenured associate and full professors are eligible to vote on tenure and promotion to associate professor, and all tenured full professors are eligible to vote on promotion to full professor cases. Similar to Arts and Sciences faculty members, Thayer's tenure-track faculty currently go through a tenure and promotion process that includes the Committee Advisory to the President. The Dean of Thayer presents Thayer cases to the CAP.

Some of the proposed revisions to the CAP (see [Section 4.2A](#) and [Appendix B, Section 6.1](#)) would have an impact on Thayer's tenure-track faculty. In *T&P Scenario A*, the Dean of Arts and Sciences is added as a non-voting member to a revised Committee Advisory to the President. The T&P process remains otherwise the same, but Thayer faculty may want to consider an adjustment to their own T&P process given the presence of the Dean of Arts and Sciences on the advisory committee. In *T&P Scenario B*, the Tenure and Promotion Committee becomes the Committee Advisory to the Dean of Arts and Sciences. In this scenario, the faculty advisory committee submits its recommendation to the Dean of Arts and Sciences, and the Provost and President are no longer present during committee deliberations. This process requires obvious adjustment for Thayer faculty, for whom a recommendation to the Dean of Arts and Sciences would not be appropriate.

If revisions to the CAP are pursued, it is advisable for the COP, along with Thayer leadership, the Provost, and the Dean of the Faculty of Arts and Sciences, to collaborate to identify a tenure and promotion process appropriate to Thayer's tenure track faculty.

7.1D Undergraduate Education

Faculty Governance

Thayer leadership has expressed concerns that the AB/BE pathway in engineering creates a curricular double-bind: such students must follow both the Arts and Sciences requirements for an AB degree and the accreditation requirements for the BE.³² Thayer leadership does not have full agency over either set of requirements, which presents students a complicated curricular path without much flexibility, and its demands disproportionately impact students from underrepresented populations and some international students. Even the most advantaged and well-prepared students have a narrow path to complete both the AB and the BE.

The Steering Committee acknowledges the challenges of the double bind, and that each academic unit (e.g., department or program) at Dartmouth oversees its own major/minor curriculum, including Thayer for its ENGS curriculum. In addition, educational policy proposals

³² The BE program is accredited by ABET, the international accreditation body for Engineering programs. Every 6 years the BE program is fully evaluated through a self-study and an external evaluation and audit. Thus, the program is tightly controlled with respect to student outcomes and objective metrics regarding the breadth/depth of the curriculum, facilities, faculty, and students. By law, professional engineers in all 50 states must hold an accredited degree before they are permitted to obtain licensure. The degree is designated a BS or SB at other Ivy League Schools.

and other matters come before Divisional Councils, the Committee of Chairs, and Faculty of Arts and Sciences meetings. The Committee on Instruction (COI) is another primary mechanism for shaping Dartmouth's broader undergraduate educational requirements and policies. COI makes recommendations to voting bodies with power to generate and revise educational policies. COI members are appointed by the Committee on Organization & Policy (COP), in consultation with committee needs, faculty preferences, and service records. Thayer faculty (those that are members of the FAS), like Arts and Sciences faculty from all departments and programs, can submit yearly preference forms that prioritize service seats on the COI.

In considering how the Thayer School might play an integral role in decision-making about undergraduate education and services under a reorganization, the Steering Committee recommends opportunities for current shared governance to be rendered more effective:

- FAS reviews and clarifies terminology, roles, and voting eligibility for non-tenure track lecturers and research professors in FAS.
- Thayer communicates clearly with COP that ENGS faculty would like to serve on committees with a significant hand in shaping undergraduate education (e.g., COI, CUESA).
- Thayer pursues strategies adopted by other units – e.g., creating a subcommittee of the Sciences Divisional Council that communicates with COI on matters of shared interest (e.g., the impact of graduation requirements on high-course-count majors) and fosters collaboration (e.g., tracking Language Requirement Path (LRP) opportunities).
- Thayer increases voting participation in Science Division elections, especially for COP, in an effort to elect representatives that are especially aware of Thayer-specific requirements and challenges.

A more successful shared governance of the undergraduate education experience would incentivize all the Arts and Sciences faculty to help protect the liberal arts training of engineers. It would also lead to an increased impact for Thayer immediately and would keep the faculties and undergraduate academic experiences united, which helps maintain the liberal distinctiveness of Dartmouth engineering. Crucially, this approach would support the consistent experience of Dartmouth undergraduates whether they major in engineering, or not, because all undergraduates would continue to adhere to the same core curricular expectations.

On the other hand, this approach would maintain Thayer's "departmental representation" in the governance of undergraduate education. Even so, Thayer has the largest number of voting-eligible faculty of any academic unit in the Arts and Sciences. They could have one of the most impactful voices in the current faculty governance system, should Thayer faculty vote in Science Divisional elections and communicate their committee preferences to COP in order to secure service positions on key faculty committees.

Thayer's unique role in the institution makes it challenging to work through the established governance structures, yet critical for Thayer faculty and a variety of undergraduate students. Leadership of the two schools, as well as COP should regularly evaluate whether the steps

contemplated here are adequately addressing the concerns of Thayer faculty, and, if not, consider additional measures to give Thayer an effective voice in shared governance of the undergraduate education.

7.1E Division of Undergraduate Education and Division of Student Affairs

Division of Undergraduate Education

The Steering Committee recommends that the needs of Thayer's ENGS and BE students be addressed in the structure of the Division of Undergraduate Education. Two alternatives have been discussed: (1) an Undergraduate Dean within the Undergraduate Deans Office (UDO) could be dedicated to support Engineering majors, dual degree students, and BE students; (2) train the UDOs to ensure all are able to advise students on matters pertaining to engineering. Regardless, the Associate Dean of Academic Advising should maintain a collaborative relationship with the engineering advising team within Thayer, including the Thayer Associate Dean for Undergraduate Education. See discussion in [Section 4.1C](#).

Fifth-Year BE Students

The Steering Committee recommends that Dartmouth's Bachelor of Engineering (BE) fifth-year and junior year partner school BE students be treated by Arts and Sciences Student Affairs as Arts and Sciences undergraduates, with access to the same programs and resources as students in the four-year program.

Thayer could pay a per-student fee for these services to Arts and Sciences, or these payments could potentially come directly off the top of tuition paid to Thayer. These fees — and associated service-level agreements — will need to be explored and negotiated by the Deans of Arts and Sciences and Dean of Thayer. Relatedly, BE undergraduate students should be charged the activity fee currently charged to AB undergraduate students, and thus be allowed access to the full range of activities supported by those fees.

The Dean of Arts and Sciences should work toward striking a formal and funded agreement with Thayer to provide student support services that make the experience of being admitted to Arts and Sciences and then completing a degree with Thayer — whether the major or the BE — as seamless as possible from the students' point of view. For this seamless experience to work, Thayer and the new Arts and Sciences administration will need to harmonize policies regarding D-plans, curricular sequencing, time away, research, fifth-year student life, students' transition into the fifth-year program, etc.

Cost of Division of Undergraduate Education and Student Affairs

Arts and Sciences and Thayer are both undergraduate-serving schools with students supported by student programs in the Division of Undergraduate Education and Division of Student Affairs programs. The proposed organizational model incorporates the majority of what is currently in the student affairs programs within Arts and Sciences and moves some of the organizations and functions focusing on student education from the Faculty of Arts and Sciences to the Division of Undergraduate Education. See [Figure 3](#) for the list of offices in these two proposed divisions.

The Steering Committee recommends that Thayer bears the same percentage of the total cost of undergraduate student affairs as their split of the net revenue pool (i.e. “Undergraduate serving school allocation.” See full discussion in [Section 6.3A](#).

7.1F Admissions

The Dean of Thayer will be a member of the *Executive Committee on Undergraduate Enrollment Strategy*. See [Section 5.1](#) for details. The committee provides opportunity for the Dean of Thayer to participate in the process of annual planning of undergraduate enrollment, recognizing Thayer’s financial dependency on the number of students enrolling in Engineering Courses or choosing Engineering majors—a situation unlike any other department in the AB curriculum. The Dean of Thayer (or their representative) will also be included in the proposed President’s Council on Enrollment Planning. This provides an additional opportunity for the Dean of Thayer to engage with undergraduate enrollment strategy. See [Section 5.1](#) for details about this Council.

7.1G Net Revenue Pool

The Thayer School is currently allocated “gross tuition” in proportion to the number of undergraduate student enrollments in its courses and Thayer’s current budget is built around that budget model. Dartmouth will shift Thayer away from the gross tuition model, regardless of whether a school of Arts and Sciences is created. Questions have been raised about whether Thayer’s gross tuition model remains appropriate, given the reality of financial aid. Because Dartmouth’s historic discount rate is about 50%, due to its need-blind and full-need financial-aid policies, it is unsustainable for Thayer (or any other undergraduate-serving unit) to receive 100% of tuition for serving undergraduate students.

In the proposed budget model, Thayer, like Arts and Sciences, will receive revenues from the net revenue pool (see [Section 6.1A](#)). This revenue will flow automatically and formulaically to the Thayer School of Engineering, in relative proportion to the number of students enrolling and majoring in each school. This approach aligns incentives across Arts and Sciences, Thayer, and Central and encourages collaboration. For example, all three would benefit from increases in funds raised in the annual Dartmouth College Fund. See full discussion of this approach in [Section 6.1B.2](#).

Finally, as part of the project, in the short term, the President and the Provost have agreed that any immediate negative disruptions as a result of budget model implementation will be evened out through the Central institutional budget. Thayer’s budget will be “held harmless” for negative disruptions in the first five years of budget-model implementation. The magnitude of this “hold harmless” support will decline gradually over the five-year period, to provide Thayer an opportunity to adjust and plan the best route forward.

7.2 Guarini School of Graduate and Advanced Studies

Graduate students and postdoctoral fellows are integral to the research and educational mission of several Arts and Sciences academic departments: Arts and Sciences faculty teach and mentor graduate students in the arts and sciences, and Guarini students serve as Teaching Assistants to

Arts and Sciences undergraduate courses. While Guarini and graduate education are outside the scope of the Project, project members have identified the Guarini/Arts and Sciences relationship as one that needs special attention. To that end, the Steering Committee has engaged Dean Jon Kull on issues related to the relationship between Arts and Sciences and Guarini on several occasions.

According to Dean Kull, the Faculty of Arts and Sciences currently supports graduate student education in several ways, none of which are explicitly tracked.

- **Faculty time:** By design, Guarini does not track or pay for portions of faculty time dedicated to teaching, mentoring, and supporting graduate students. In the context of Arts and Sciences graduate programs, faculty FTEs are paid by the Faculty of Arts and Sciences.
- **Program administration:** Departmental administrators in the Faculty of Arts and Sciences (FAS) provide Administrative support for graduate education and graduate students in programs embedded in Arts and Sciences departments; some FAS accounting staff also support Guarini for programs embedded in Arts and Sciences departments.
- **Space:** Guarini graduate students have space in Arts and Sciences buildings (for offices or labs) — space that will be paid for by the future school of Arts and Sciences.
- **Graduate student fee:** Dartmouth's graduate-serving schools and units (including the Faculty of Arts and Sciences) pay a nominal graduate student fee to Guarini that was negotiated while setting up Guarini's budget.

In exchange, Guarini currently provides to the Faculty of Arts and Sciences:

- Administration of student affairs for graduate students in Arts and Sciences departments. Maintaining a separate student affairs entity for graduate and advanced studies will continue to be important for Dartmouth's R1 status and the visibility of its graduate programs.
- Instruction for undergraduate students through graduate student instructors and teaching assistants. Some graduate programs require such instruction as part of the graduate students' training and education.
- Mentoring of undergraduate research students by graduate students, e.g., in the lab.
- The graduate students Guarini serves help Dartmouth maintain R1 status and the ability to recruit top faculty.

All of the above represents a hidden, organic exchange: Arts and Sciences pays for space, program administration, and a nominal graduate student fee. In return Guarini pays for graduate students (many of whom act as teaching assistants or research mentors to undergraduate students). Because none of these costs are identified or tracked, it is difficult to have data-driven conversations about the financial relationship between the schools.

In the future model, the Steering Committee recommends that the Dean of Arts and Sciences partners with the Dean of the Faculty and the Dean of the Guarini School of Graduate and Advanced Studies on matters related to coordination of graduate programs involving Arts and

Sciences faculty. The Dean of Arts and Sciences responsibilities call out the importance of maintaining strong relationships and partnerships with Guarini ([Appendix B, Section 1.2](#)). The Dean of the Faculty will be a key partner to the Dean of Arts and Sciences in this endeavor. One of the duties of the Dean of the Faculty includes the relationship with Graduate Programs and more generally with Post-Undergraduate Programs ([Appendix B, Section 2](#)).

7.3 Geisel and Tuck

A reorganization of Dartmouth's arts and sciences programs has implications for the Geisel School of Medicine and the Tuck School of Business, noted in the introduction to this section. Recognizing this, project members have engaged faculty, staff, and leadership of both schools since the project's inception.³³ Based on these conversations and in the development of this proposal, several opportunities were identified. For example, Arts and Sciences could expand its infrastructure for collaborative research or create joint degrees with Geisel or Tuck, having the budgetary incentives empowered by the financial resources to invest in facilities, programs, and services. This act is more difficult today when the Faculty of Arts and Sciences must request these resources from Central.

³³ **Engagement with Geisel:** Wesley Benbow, Member of 2022-23 Budget Working Group and 2023 Finance & Budget Task Group; Dean Duane Compton, on opportunities of a reorganization, the duties of a Dean of Arts and Sciences, and with periodic project updates; Erika Brown, on Geisel faculty support; Sonia Chimienti, on Geisel student affairs and support; Michele Jaeger, on Institutional Registrar functions; Mary Jo Turk, at the Council on Institutional Priorities; Geisel Faculty Council, on the goals of the Arts and Sciences Future Project, a new Arts and Sciences budget model and implications for central budget.

Engagement with Tuck: Dean Matt Slaughter, on opportunities of a reorganization, the duties of a Dean of Arts and Sciences, and with periodic project updates; Brian Tomlin, on Tuck faculty support; Sally Jaeger, on Tuck student affairs and support; Stacie Marshall, on establishing an Institutional Registrar; Jonathan Lewellen, at the the Council on Institutional Priorities; Tuck faculty leadership, on the goals of the Arts and Sciences Future Project

8. Next Steps

This committee recognizes and acknowledges that establishing a new organization of this scale and size at an historic institution like Dartmouth will be a herculean undertaking. As such, it is likely that some details may require adjustments over time. Thus, it is imperative to establish an iterative process: to implement, evaluate, identify what works and what needs to be improved, and adjust the implementation. In addition, dialogue with stakeholders and the broader Dartmouth community is crucial to the successful adoption of the proposed model, as it has been for the proposed recommendations (See [Appendix C](#) for the list of engagements). Below, the committee lays out a proposed timeline for community, committee, and leadership discussions, key decision and implementation points, and checks and balances where appropriate for Spring term.

The goal is to engage the Dartmouth community as broadly and deeply as possible, so that this proposal, and any future organization that comes from it, has been thoughtfully informed by stakeholder input and rigorously vetted prior to the Board of Trustees vote in June 2024.

8.1 Proposed Feedback and Governance Timeline

Note: Engagement is ongoing and the following plan is evolving in real time.

Date (2024)	Group	Process Point/Type of Engagement
March	Steering Committee finalizes recommendations. Executive Leadership puts forward proposal for community support.	
March 27	Committee on Organization and Policy Meeting	Q&A
April 1	Committee on Priorities Meeting	Q&A
April 2	Faculty Coordinating Committee	Governance process (no direct engagement)
April 9	Committee on Organization and Policy Meeting	Q&A
April 15	Committee of Chairs Meeting	Q&A
TBD	Arts and Sciences Faculty: Town Hall	Q&A
April 22	Committee on Priorities Meeting	Q&A
April 23	Committee on Organization and Policy Meeting	Q&A
April 29	Arts and Sciences Faculty Meeting	Q&A

Date (2024)	Group	Process Point/Type of Engagement
TBD	Faculty Coordinating Committee Meeting	Governance process (no direct engagement)
May 6	Committee of Chairs Meeting	Q&A
May 7	Committee on Organization and Policy Meeting	Q&A
May 13	Committee on Priorities Meeting	Q&A
May 20	Arts and Sciences Faculty Meeting	Advisory vote
May 31	The President will consider the deliberations and results of the faculty vote together with comments and suggestions from other schools before making a final recommendation to the Board of Trustees. She may consult Executive Leadership of the project.	
June 7	Board of Trustees votes on whether to move forward.	

8.1A Governance and Voting

The Arts and Sciences faculty are the core faculty constituents affected by, and included in, the new school. Thus, the Faculty of Arts and Sciences will vote whether to recommend the Board of Trustees (BOT) create a new school or college of Arts and Sciences. Tenure-track members of Thayer faculty are members of the Arts and Sciences faculty and will be included in this vote. As an advisory vote, it serves to inform the President, who will then decide whether or not to bring a recommendation to the Board. Only the Board has the authority to approve the creation of a new school. In addition, the six deans — Dean of the Faculty, Dean of the College, Dean of Geisel, Dean of Guarini, Dean of Thayer, and Dean of Tuck — will be invited to submit to the President a memo in which they comment on issues they would like the President and the trustees to consider as they weigh the decision about the creation of a new school or college and committing to its implementation.

The proposal will then go to the President, who will consider the Arts and Sciences deliberations and advisory vote together with comments and suggestions from other schools before making her final recommendation to the Board of Trustees. The Board of Trustees would need to vote on any proposal to establish a School/College of Arts and Sciences, a deliberation we anticipate could take place by Summer 2024

By providing a mechanism for the deans to offer their insights to the President as she and the Board consider this proposal, the approach seeks to recognize the potential effects of this

transition on other schools — whether positive or negative — without creating a precedent that organizational changes within one school would require approval of all the other schools.³⁴

8.2 Transition and Implementation

The Steering Committee will map an implementation process in Spring 2024 to prepare for transition and implementation if there is support for the proposed establishment of a school of Arts and Science from the faculty, the President, and the Board of Trustees. Such a transition will take time; many details will need to be finalized regarding governance, budget, personnel, and communication. Interim leadership will be essential.

- The Steering Committee proposes that the President appoint an **interim Dean of Arts and Sciences**, from the current Faculty of Arts and Sciences, for a limited period of time until a Dean of Arts and Sciences can be selected, following a thorough search and inclusive process ([Section 4](#)).³⁵
- The Steering Committee proposes that the (interim) Dean of Arts and Sciences appoint an **interim Dean of Undergraduate Student Affairs**, as appropriate, until a candidate can be selected ([Section 4.1B](#)).
- The Steering Committee proposes that the (interim) Dean of Arts and Sciences appoint an **interim Dean of Undergraduate Education**, as appropriate, until a candidate can be selected ([Section 4.1C](#)).
- The Steering Committee recommends that, under the new model, these decisions be made at regular meetings of the **Executive Committee on Undergraduate Enrollment Strategy**, comprising the President, Provost, CFO, VP/Dean, Dean of Arts and Sciences, Dean of Thayer, and the Executive Director for UG Admissions. The President consults with this group before making any final decision on target class size, adjustments to financial aid policy, or recommendations to the Board of Trustees on tuition and fees. The group also discusses other issues like the composition of the undergraduate class and other related enrollment decisions ([Section 5.1](#)).
- The Steering Committee recommends the President form a **Council on Enrollment Planning** to review undergraduate student recruitment and retention metrics and consider the potential implications on achieving Dartmouth’s goals for best supporting undergraduate students through their journey at Dartmouth. Members of such a council may include the Vice President and Dean of Admissions and Financial Aid, the Dean of Arts and Sciences, the Dean of Thayer, any deans considering new programs that may

³⁴ Neither the Organization of the General Faculty of Dartmouth College (OGFDC) nor the Organization of the Faculty of Arts and Sciences of Dartmouth College (OFASDC) describe governance procedures for the creation of a new school. In the only other recent instance, the creation of a school of graduate and advanced studies (now, Guarini), all four faculties voted. In contrast with the creation of a new school of Arts and Sciences, all four faculties are directly involved in operation of graduate programs that became the responsibility of the new school.

³⁵ The current faculty handbook notes that the President can appoint an interim Dean of the Faculty for a period of up to two years, limiting the duration of an interim appointment. The Steering Committee recommends a similar limitation for an interim Dean of Arts and Sciences.

intersect with undergraduate education, the Dean of Undergraduate Student Affairs, the Athletics Director, and the Institutional Registrar. The Steering Committee recommends further consideration of such a council, as a strategy to continue to increase transparency in the annual enrollment process and decisions (Further discussion in [Section 5.1](#)).

- Estimating the impacts of the proposed budget model on Arts and Sciences (or Central, or graduate and professional schools) is a complex analysis that will require evaluation and iteration over time. The Steering Committee recommends that the [Executive Budget Committee](#) (which currently includes the Deans of Graduate and Professional Schools, the Dean of the Faculty, and will include the Dean of Arts and Sciences) monitor the specific impacts each summer after the prior fiscal year closes. Furthermore, the Steering Committee recommends that the faculty Council on Institutional Priorities (CIPr) and Arts and Sciences Committee on Priorities (CPr) be given a similar opportunity, early each fall, to review the effects of the new budget model and advise on its evolution. Each of these groups shall provide feedback to the Chief Budget Officer (the Provost) and the Chief Financial Officer (the CFO) for their consideration prior to the preparation of the next year's budget.
- The Steering Committee recognizes that the relationship between the Arts and Sciences Advancement and Central Advancement will always need to be intertwined, given the importance of the undergraduate alumni base to both Arts and Sciences and broader institutional priorities. The goal is to achieve cooperation (rather than competition) between Central and Arts and Sciences development programs and ensure the latter is supported by Advancement to pursue its own priorities within the proposed Advancement structure. The Committee recommends that this new relationship and structure be evaluated in three years, and periodically thereafter. (Discussed in [Section 5.3](#)). Specifically, the Steering Committee recommends that the President convene a small committee, to include the Arts and Sciences Dean and their AVP Development, the CAO and SVP Development, the Provost and the CFO, to review the effectiveness of the structure; that committee should seek input from the Arts and Sciences Committee on Priorities (CPr). The committee will recommend any necessary changes to the President for consideration.
- The Steering Committee recommends that the Executive Budget Committee (which currently includes the Deans of Graduate and Professional Schools, the Dean of the Faculty, and will include the Dean of Arts and Sciences) shall monitor the expenses covered by the UG revenue share, and advise the Provost and CFO on decisions affecting the cost or quantity of programs provided by that funding stream – and whether to adjust that percentage of the net revenue pool allocated to the UG revenue share. The faculty Council on Institutional Priorities (CIPr) and Arts and Sciences Committee on Priorities (CPr) should be given a similar opportunity (Discussed in [Section 6](#)).

9. Conclusion

We are at an inflection point, at Dartmouth and across the world. Society is confronting massive

demographic shifts, there are profound geopolitical and cultural conflicts world-wide, and how we work and live is changing in a more technology-dependent world. A liberal arts education that fosters critical thinking, creative problem-solving, interdisciplinary collaboration and places a high value on reason and evidence to inform decision-making continues to be crucial. Likewise, Dartmouth's mission to generate knowledge and produce leaders capable of navigating a complex world continues to be vital.

The goal of this project is to deepen Dartmouth's core commitment to excellence in delivering its mission, while positioning the Arts and Sciences with an organizational and budgetary structure designed to effectively advance and invest in its future priorities. After more than two years of careful study, the Steering Committee respectfully submits the attached proposal. The proposal outlines recommendations based on work by several task groups and committees, drawing on expertise and collaborative spirit of faculty, staff, and administrators across the institution. To inform this proposal, these groups evaluated several organizational and budget models, carefully considered the trade-offs involved, studied comparable peer institutions, and identified opportunities. The Committee appreciates the many comments, questions, and thoughtful suggestions that helped shape the proposal through an iterative process of consultations and feedback from faculty committees, staff groups, student leaders, and meetings large and small.

The Steering Committee believes that Arts and Sciences can and should be stronger, and that a stronger Arts and Sciences is critical to a stronger Dartmouth. The proposed changes provide the foundation for Dartmouth Arts and Sciences to thrive, with greater agency to set its own priorities and invest in its future. They position decision-making about Arts and Sciences with the faculty and staff closest to the area of greatest impact. The suggested changes will result in a more creative, more innovative, more agile Arts and Sciences — one that improves student experience and collaboration of faculty and staff by integrating the curricular, co-curricular, and extra-curricular undergraduate experience. An Arts and Sciences that is better positioned to generate knowledge and attract and retain talented faculty and graduate students by greater ability to prioritize and invest in research and creative endeavors of the faculty. An Arts and Sciences that is well positioned to recruit and retain staff contributing to its educational and research mission. An Arts and Sciences that will create a learning, research, and working environment, where the challenges of today and tomorrow can be effectively addressed.

It will take time and community commitment to implement these changes. The impact will not be immediate. The alternative, continuing with the current models, locks Arts and Sciences into a structure that limits innovation in education and research — and in a highly competitive environment, the status quo will not survive. The Steering Committee has heard clearly from many across the community that the current structure is antiquated and about the need for a school of Arts and Sciences.

The proposed school of Arts and Sciences will allow Dartmouth to meet the needs, ambitions, and expectations of some of the world's most talented scholars and researchers, empowering and preparing students and faculty in the Arts and Sciences and across the institution to respond to the pressing challenges of our time. It will free individual faculty and staff to pursue their best work, while it frees Dartmouth to extend its leadership and eminence around the world.

Appendix A: Guiding Principles (Return to [Section 2](#))

At the outset of the project, the Executive Committee set out seven principles to guide the project participants' inquiry and analysis. They advised that any model coming out of this project must ensure the priorities of a new Arts and Sciences unit align with resource allocation, by seeking to:

- **Empower Decision-Making:** Position resource allocation authority close to the area of greatest impact and create more transparency in the decision-making processes;
- **Champion Liberal Arts Education:** Enhance the student experience including curricular, co-curricular, and extra-curricular offerings, championing the liberal arts as a core tenet. The liberal arts ethos at Dartmouth, as expressed by Professor Dan Rockmore in *What is Arts and Sciences* is “built on curiosity about the world at large and a belief in the importance and necessity of inspiring and fostering that broad-based curiosity” (viii).
- **Promote Academic Excellence:** Instill a culture of critical thinking and creativity through rewarding and incentivizing academic excellence, exploration, growth, innovation, and scholarship;
- **Facilitate Collaboration:** Remove barriers among Dartmouth's units, increasing the accessibility and effectiveness of infrastructure, policies, and resources for students, faculty, and staff such that the holistic Dartmouth experience is well-supported, connected, and easy to navigate;
- **Create Opportunities for Strategic Academic Investments:** Coordinate decisions around strategic funds to accelerate learning and the creation of new knowledge;
- **Maximize Efficiency:** manage resource allocation to ensure efficient and effective operations and;
- **Advance Dartmouth's Reputation:** Advance and elevate the reputation of the Dartmouth education, unlocking the College's potential to offer the leading liberal arts education of the future that is inclusive and accessible to all.

Appendix B: More Details on Proposed Structures

B1 Dean of Arts and Sciences (Return to [Section 4](#))

B1.1 Reporting Line

This section summarizes the alternatives the Steering Committee considered for the reporting of the Dean of Arts and Sciences, ultimately proposing a solid reporting line from the Dean of Arts and Sciences to the President and a dotted line to the Provost. The committee's initial consideration included a direct report to the Provost or to the President. The direct report to the Provost aligns with the professional schools and is customary among peer schools, because the Provost serves as the Chief Academic Officer and the Chief Budget Officer.

However, further considerations of the interdependence of Arts and Sciences with other units that report to the President (Admissions, Advancement, Communications, and Athletics) noted that direct line to the President facilitates coordination and partnership of the Dean of Arts and Sciences with these units, all direct reports to the President. Sustained feedback from faculty, staff, and students also emphasized the importance of preserving the reporting relationship of the Faculty of Arts and Sciences to the President given the size of Arts and Sciences relative to the institution, the size of the undergraduate student body, and as a result more interconnected relationship between Arts and Sciences and Central. This reporting relationship provides the President direct insight into Arts and Sciences priorities and strategies, and a deeper familiarity with the work of Arts and Sciences faculty and the experience of undergraduate students.

The group discussed considerations for each reporting line, as outlined below.

Direct Report to President: Pros

- Recognizes the interdependence of Arts and Sciences with Dartmouth writ large, a different relationship than that of Central with the other schools.
- Facilitates coordination and partnership of the Dean of Arts and Sciences with Admissions, Advancement, and Athletics – all direct reports of the President.
- Provides regular, unmediated access for the Dean of Arts and Sciences to communicate priorities of the significantly largest unit to the President.
- Signals the historic role and centrality of undergraduate liberal arts at Dartmouth.

Direct Report to President: Cons

- The Dean of Arts and Sciences would have a different reporting relationship than the Deans of Dartmouth's other schools, which could impact ability for coordinated, strategic efforts.
- Places demand on the time and attention of the President, who may have less capacity to act as a thought partner for the Dean of Arts and Sciences.
- Creates a perceived demotion of graduate and professional schools relative to Arts and Sciences.

Direct Report to Provost: Pros

- Empowers the Provost as chief academic and budget officer, and provides the Dean of Arts and Sciences with a supervisor and thought partner whose function is to oversee the entire academic enterprise. Positions President to focus on institution-wide strategic responsibilities.
- Aligns Dartmouth's structure more closely with peers, making it more recognizable especially in the context of recruiting senior leaders.
- Clarifies and reinforces the role of Dartmouth's Provost as responsible for the priorities and success of Arts and Sciences.
- Signals that Dartmouth provides professional training within a liberal arts tradition, by putting Arts and Sciences on equal footing with other schools.

Direct Report to Provost: Cons

- Does not address the inherent differences between Arts and Sciences and other schools; Arts and Sciences will always have a more interdependent relationship with Central than the other schools.
- Creates a perceived demotion of the Faculty of Arts and Sciences relative to its current state.

B1.2 Dean of Arts and Sciences Responsibilities

This section expands on the discussion of the responsibilities and roles of the Dean of Arts and Sciences in the main text. The Dean of Arts and Sciences responsibilities would also include:

- **Priorities and Strategy:** Set Arts and Sciences vision and priorities in alignment with School and institutional goals; Develop strategy for achieving vision; integrate priorities and strategies of the Faculty and Student Affairs divisions into the overall Arts and Sciences vision.
- **Institutional Leadership:** Serve on relevant committees and councils for the purpose of representing and advocating for Arts and Sciences priorities as well as for providing input on institutional priorities. Presently, these include membership in groups such as the President's Senior Leadership Team (SLT) and the President and Provost Deans meetings); Collaborate with other school deans on cross-institutional research and teaching initiatives.
- **Faculty:** Work with *Dean of the Faculty* (see [Section 4.1A](#)) to support excellence in Arts and Sciences faculty scholarship, teaching and service; Collaborate with the Dean of the Faculty, *Dean of Undergraduate Education*, and *Dean of Undergraduate Student Affairs* (see [Section 4.1B](#)) to ensure faculty efforts are complemented by student support and advising in Student Education and Student Affairs Division; Work with the Dean of the Faculty, Communications (see [Section 5.2](#)), and Advancement (see [Section 5.3](#)) to develop a strategy for promoting and showcasing faculty research and teaching to both internal and external audiences; Engage in shared faculty governance (note: governance

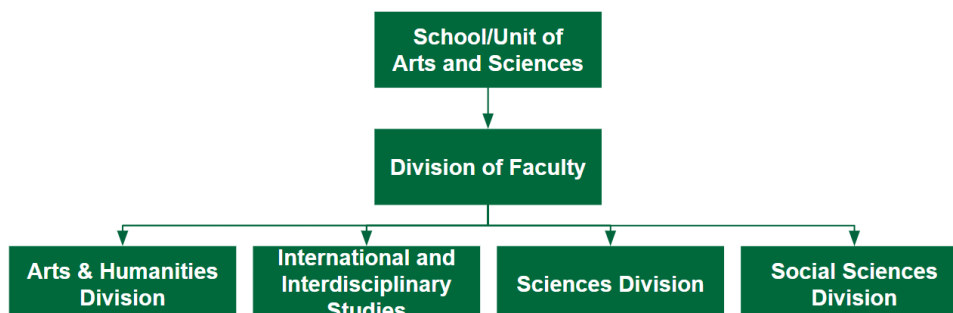
structures and details about participation to be determined in ongoing conversation with faculty governance).

- **Undergraduate Experience:** Define the vision for undergraduate education and student experience; Work with the Dean of the Faculty, Dean of Undergraduate Education, and Dean of Undergraduate Student Affairs to determine priorities and required resources for an exceptional co-curricular undergraduate experience and best residential college experience; Ensure connection and collaboration between the Faculty, Undergraduate Education (see [Section 4.1C](#)), and Student Affairs divisions; maintain a close relationship with the Admissions office (see [Section 5.1](#)); work with the Dean of Undergraduate Education and Dean of Undergraduate Student Affairs, Communications, and Advancement to develop a strategy for promoting and showcasing the student experience and student programming to both internal and external audiences.
- **Student Affairs:** Work with the *Dean of Undergraduate Student Affairs* to support excellence in student affairs and determine priorities and required resources for the priorities and resources required to support an excellent undergraduate experience.
- **Organizational Culture:** Foster collaborative relationship between Dean of the Faculty, Dean of Undergraduate Education, and Dean of Undergraduate Student Affairs; Actively engage with faculty, staff, and students; Maintain strong relationships and partnerships with President, Provost, and graduate and professional school leaders.
- **Fundraising and Revenue-Generation:** Responsibility for managing Arts and Sciences resources including allocation of existing revenue and developing new revenue streams including incentivizing Arts and Sciences to develop revenue-generating programming; lead Arts and Sciences fundraising efforts by setting priorities, maintaining alumni relations, and managing Arts and Sciences specific advancement teams.
- **Operations:** Direct fiscal and operational activities; collaborate with campus services to define space use policies, maintenance, capital projects, etc.
- **DEIB:** Promote diversity, equity, inclusion, and belonging in Arts and Sciences as part of broader institution-wide strategy and efforts.

B2 Division of the Faculty of Arts and Sciences ([Return to Section 4.1](#))

B2.1 Organization of the Faculty of Arts and Sciences

Figure B1: Arts and Sciences Division of Faculty³⁶



B2.2 Dean of the Faculty

This section expands the discussion of the responsibilities and roles of the Dean of the Faculty in the main text. Additional duties of the Dean of the Faculty include:

- Priorities and Strategy:** Recruit and support outstanding faculty scholars and teachers who deliver a world class liberal arts curriculum while being leaders in their fields of academic interest, pushing the boundaries of knowledge creation, innovation and creativity; Set scholarship and teaching priorities for arts and sciences faculty and ensure structures are in place to support their scholarly pursuits; Support the Dean of Arts and Sciences in setting priorities and strategy for Arts and Sciences scholarship and teaching.
- Faculty Affairs:** Oversee all matters related to the development and effectiveness of arts and sciences faculty members, including but not limited to faculty recruitment, compensation, professional development, and tenure and promotion; Collaborate with the Dean of Arts and Sciences to support arts and sciences faculty in their research and teaching, and to ensure faculty efforts on curricular education, mentoring, and advising are appropriately complemented by administrative support. Continue to serve on appropriate Arts and Sciences faculty committees, including as a voting member of the faculty advisory committee on reappointment, tenure, and promotion.
- Undergraduate Experience:** Work with department and program faculty to develop and deliver the undergraduate curriculum; Foster innovation in the curriculum and pedagogy; Partner with the Dean of Undergraduate Student Affairs and Dean of Undergraduate Education to implement curricular strategy and goals; Set expectations for the role of faculty in student advising and undergraduate education.
- Institutional Leadership:** Serve on relevant committees and councils alongside the Dean of Arts and Sciences for the purpose of representing and advocating for Arts and Sciences

³⁶ Org chart is not exhaustive and not all positions are represented. The absence of a particular function, unit, or position does not imply it will not be included.

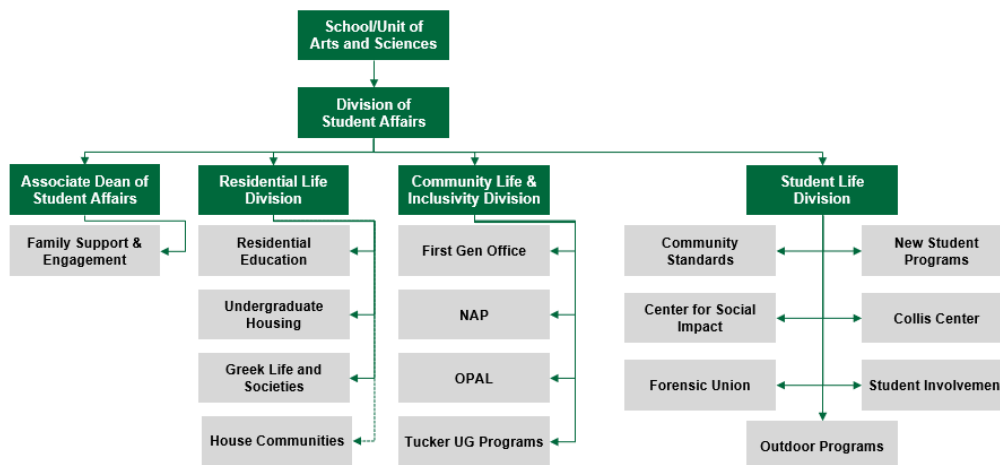
priorities as well as for providing input on institutional priorities. Presently, these include membership in groups such as the President's Senior Leadership Team (SLT) and the **President and Provost Deans meetings); Collaborate with other school deans on cross-institutional research and teaching initiatives.**

- **Graduate Programs and Post-Undergraduate Programs:** Maintain a strong working relationship with the Dean of the Guarini School to oversee the training of graduate students within Arts and Sciences, which may include oversight of teaching by graduate students in Arts and Sciences departments; Coordinate with the Dean of the Guarini School on graduate student mentoring; Coordinate with the Provost and the Dean of the Guarini School on post-doctoral programs.
- **Organizational Culture:** Promote a culture of creativity, innovation and collaboration in teaching and research; Active participation in shared governance; Actively collaborate with the Dean of Undergraduate Student Affairs and Dean of Undergraduate Education to strengthen the arts and sciences faculty and student experience; Actively maintain a strong relationship with leadership in Undergraduate Student Education and Student Affairs Division; Partner with other schools, centers institutes, the Hopkins Center, and the Hood Museum to encourage intellectual pursuits across the institution.
- **Fundraising and Revenue Generation:** Support the Dean of Arts and Sciences in fundraising efforts and in building connections with foundations and grantmaking institutions that support and fund faculty research; Develop and oversee participation of Arts and Sciences faculty in new revenue generating programs.
- **Operations:** Oversee the administration, long-range planning, budgeting, and assessment of offices within the faculty division; manage faculty compensation.
- **DEIB:** Promote diversity, equity, inclusion, and belonging in Arts and Sciences, with a specific focus on faculty initiatives and units reporting to this position.
- **Other:** An active scholar; Potentially engages in teaching and/or research.

B3 Division of Undergraduate Student Affairs ([Return to Section 4.1](#))

B3.1 Organization of the Division of Undergraduate Student Affairs

Figure B2: Arts and Sciences Division of Undergraduate Student Affairs³⁷



Note: This simplified figure omits the administrative support functions.

B3.2 Dean of Undergraduate Student Affairs Responsibilities

This section expands the discussion of the responsibilities and roles of the Dean of Undergraduate Affairs in the main text. Additional duties of the Dean of Undergraduate Student Affairs include:

- **Institutional Leadership:** Oversee, represent and advocate for the priorities and resources required to support an excellent undergraduate experience as a part of the Senior Leadership Team and at the Provost/Deans meeting; Serve as representative leader for campus Student Affairs programs/initiatives, as appropriate.
- **Priorities and Strategy:** Support the Dean of Arts and Sciences in setting strategy for the co-curricular and extra-curricular undergraduate experience; Set strategy and priorities for Student Affairs units; Partner with the Dean of the Faculty and Dean of Undergraduate Education to support the whole student and the delivery of a world-class liberal arts education.
- **Faculty Collaboration:** Coordinate and communicate with faculty on insights into students and student experience. Collaborate with the Dean of Arts and Sciences and the Dean of Undergraduate Education to ensure students are supported by experts in Student Affairs.
- **Recruitment and Hiring:** Recruit and hire Student Affairs staff; serve on Arts and Sciences search committees as appropriate.

³⁷ Org chart is not exhaustive and not all positions are represented. The absence of a particular function, unit, or position does not imply it will not be included.

- **Undergraduate Experience:** Oversee matters relating to the co-curricular and extracurricular and residential life undergraduate experience; Oversee development and implementation of programs and services that promote student success and school experience; Develop initiatives that promote intellectual, physical, and emotional well-being and enhance student engagement; Develop policies and procedures regarding student conduct and discipline; Serve as a spokesperson for student issues. Promote integration of undergraduate academic and co-curricular life;
- **Graduate Programs and Post-Undergraduate Programs:** Represent undergraduate student affairs in collaborations with graduate and professional students/offices; Identify relationship of undergraduate student affairs units with graduate and professional student affairs, and define agreements, as appropriate, for support and funding.
- **Organizational Culture:** Partner with Arts and Sciences leadership to support curricular, co-curricular, and extra-curricular priorities; Collaborate with Dean of Arts and Sciences and Dean of the Faculty to develop and implement crisis response plans; Advise institutional leadership on student issues; Actively maintain strong relationships with faculty; Participate in governance.
- **Fundraising and Revenue Generation:** Support the Dean of Arts and Sciences in fundraising efforts for student programs in undergraduate student affairs.
- **Operations:** Oversee administration, long-range planning, budgeting, and assessment of offices in the student affairs division.
- **DEIB:** Promote diversity, equity, inclusion, and belonging in Arts and Sciences with a specific focus on students and Student Affairs units.

B3.3 Offices within Division of Undergraduate Student Affairs

The Steering Committee recommends the organization of the Division of Undergraduate Student Affairs depicted in [Figure B2](#). This organization reflects the deliberation and consideration of multiple models done over two years by the Student Success Working Group (2022-23) and the Undergraduate Student Affairs Task Group (2023-24). See [Appendix C, Section 2](#) for the list of their engagements. More details by office/function and considerations are provided below. See also [Appendix B, Section 5](#) on alternative models considered.

B3.3A Residential Life

House Communities

House communities can be the home and model of ideal integration between the Faculty and Student Affairs divisions. The House system needs an integrative strategy led by a new Arts and Sciences leadership team to provide a context for students, faculty, and staff to become equal partners in community-building and promoting student development. Together, the House Professors and the Associate Dean of Residential Life can plan for the next phase of the House Communities, which offers the opportunity to better integrate the residential experience with

advising, academics, and student life. With the support of the Dean of Undergraduate Student Affairs, this group can also expand and deepen its ties to the faculty and to graduate/professional students, who are also members of the Houses.

The Steering Committee recommends the new Arts and Sciences leadership team consider ways (either reporting structures or collaborations) through which better integration of the residential experience with advising and academics through House Communities can be achieved in the new leadership and organizational structure.

Conversations with House Professors suggest that for the House Communities to achieve their full potential an immersive and ongoing dialogue is required across the three areas under the purview of a new Dean of the Arts and Sciences, namely: the Dean of Faculty, Dean of Undergraduate Education, and Dean of Undergraduate Student Affairs. Much of the day-to-day operations of House Communities (as well as LLCs and Affinity Houses) function under the purview of the Associate Dean of Residential Education in collaboration with a former House Professor serving in the role of Director of House Communities Development. However, curricular and co-curricular strategic planning; IT and other systems integration that impact faculty, staff, and students alike; recruitment and retention of House Professors and Faculty Fellows; and ongoing efforts to support Dartmouth's graduate students and postdoctoral fellows within the House Communities requires higher-level collaboration and/or reporting structures.

B3.3B Community Life and Inclusivity

International Student Support

Dartmouth is in the process of restructuring International Student Support from a half-time position within OPAL to a full-time position in the Office of the Provost, in support of all international students. The task group recommends that Dartmouth establish a *Central Global Engagement* office as a hub for issues faced in common by all international scholars (undergraduate students, graduate students, postdocs, faculty, and staff). This office could coordinate traditional/identity celebrations; Visa issues, and broader community connections, while the Arts and Sciences and other schools could dedicate staff to the concerns specific to the international student cohort.

Chaplaincy and Tucker Center

The Steering Committee proposes that the pastoral work of the Dartmouth Chaplain and the spiritual leaders she coordinates be considered a Central resource funded by and available to all campus communities (students, faculty, staff). In terms of ceremonial and pastoral care, this function would need to have the Chaplain present in the President's leadership group for crisis response, memorial services, formal institutional events (MLK day, convocation, commencements, baccalaureate, etc.). At the same time, most of the Tucker Center's work with students is focused on undergraduate students and their spirituality-based or interfaith organizations. These organizations welcome participants from among the graduate and professional students, but they are designed with primarily undergraduates in mind. Therefore, the Steering Committee proposes a hybrid model for the Chaplaincy and Tucker Center: that the

Tucker student organizations be included in Arts and Sciences while the Chaplaincy *per se* be considered a Central role at Dartmouth.

First-Gen Office

The Steering Committee proposes that the First-Gen Office be moved into the “Community Life and Inclusivity” vertical to align with other identity-based support units that offer cultural support and orientation to Dartmouth (such as NAP and OPAL).

B3.3C Student Life

Outdoor Programs Office

While OPO and the facilities it oversees are of obvious benefit to the broader Dartmouth community, OPO devotes most of its expertise and resources to developing undergraduate leadership and stewardship through engagement with the outdoors. It is essential for a robust and well-rounded undergraduate student experience that this focus is protected. At the same time, the Steering Committee proposes that the Provost area explore ways to establish formal budgeting and programming relationships between OPO and other campus units to facilitate greater access to OPO services without diluting the undergraduate OPO experience. The goal is to strategically expand certain components of OPO to serve graduate and professional students, faculty, and staff more broadly in key areas – facilities, gear rentals, leadership development—without reducing the quality of service to undergraduate students.

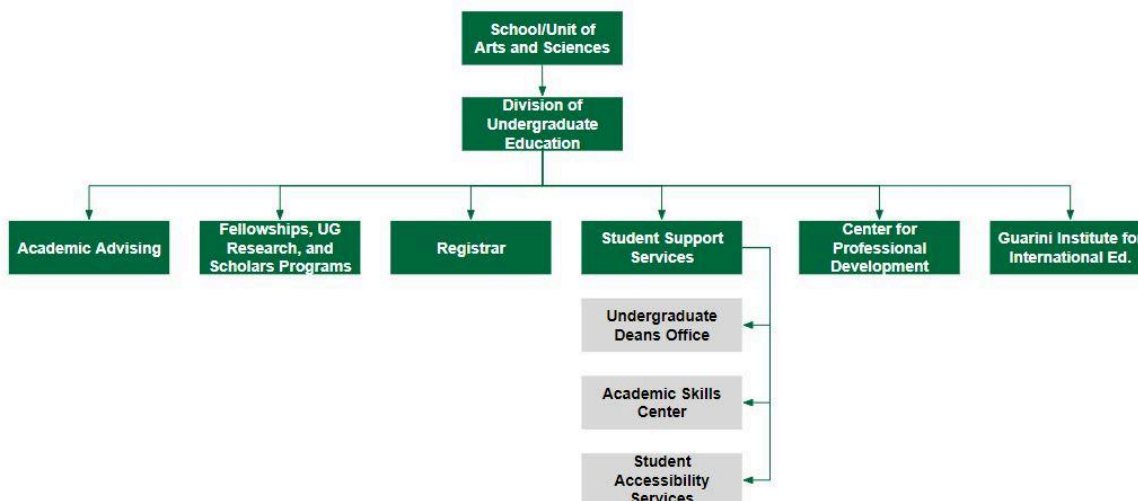
New Student Programs

The Steering Committee proposes this office continue to be led by Student Life administrators who have large event production and programming expertise, and that Outdoor Programs remain central to the planning process.

B4 Division of Undergraduate Education (Return to [Section 4.1](#))

B4.1 Organization of the Division of Undergraduate Education

Figure B3: Arts and Sciences Division of Undergraduate Education³⁸



B4.2 Dean of Undergraduate Student Affairs Responsibilities

This section expands the discussion of the responsibilities and roles of the Dean of Undergraduate Education in the main text. Additional duties of the Dean of Undergraduate Education include:

- **Institutional Leadership:** Serve on the school leadership team with the Dean of Arts and Sciences, Dean of the Faculty, and Dean of Undergraduate Student Affairs to ensure seamless coordination and implementation of curricular and co-curricular programs and activities and to advocate for the division.
- **Priorities and Strategy:** Develop and implement a comprehensive advising model (pre-major advising and major advising, undergraduate deans and case management) to promote high quality curricular advising practices from pre-matriculation to graduation that is consistent with institutional peers.
- **Faculty Collaboration:** Integrate and interweave co-curricular research, fellowships, scholars programs, and career/professional development within the core curricular experience for Dartmouth undergraduates, and extending student engagement opportunities post-graduation.
- **Undergraduate Experience:**

³⁸ Org chart is not exhaustive and not all positions are represented. The absence of a particular function, unit, or position does not imply it will not be included.

- Enable academic support offices (e.g., Academic Skills Center, Student Accessibility Services) to meet the current and emergent needs of the undergraduate population.
- Act as lead collaborator and integrator with related offices across both school and institution, such as Thayer/Engineering Advising, New Student Orientation, Athletics/DP2, and summer pre-matriculation academic programming (e.g., FYSEP), to bring the appropriate representatives into conversations where needed to advance a student’s undergraduate education.
- Stand as final arbiter/decision maker with respect to appeals related to a student’s academic program of study and progress towards graduation.
- Set advising standards and oversee ongoing professional development for advisors and other academic support staff to meet or exceed best practices and expectations.
- **Organizational Culture:** Partner with Arts and Sciences leadership to support curricular, co-curricular, and extra-curricular priorities; Advise institutional leadership on student issues; Actively maintain strong relationships with faculty; Participate in governance.
- **Fundraising and Revenue Generation:** Support the Dean of Arts and Sciences in fundraising and development efforts for undergraduate student programming.
- **Operations:** Oversee administration, long-range planning, budgeting, and assessment of offices in the undergraduate student education division.
- **DEIB:** Maintain and promote the highest commitment to diversity, equity, and inclusion both in hiring practices and in the setting of standards, expectations, policies, and divisional priorities.

B5 Alternative Models Considered for Student Affairs (Return to [Section 4.1B](#))

This section summarizes two alternative models of student affairs organization considered by working groups and task groups: *All-in Undergraduate* option and *Institution-wide scalability* option. The section briefly reviews the two models and then discusses the trade-offs between them. Ultimately, the recommendation was to pursue the all-in undergraduate model, where Arts and Sciences would house the majority of the functions and decisions that currently support the undergraduate experience at Dartmouth.

B5.1 Option 1: All-In Undergrad

Arts and Sciences would house the majority of the functions and decisions that currently shape the undergraduate experience at Dartmouth. This model “re-centers” the undergraduate experience by creating an organization that integrates student academic study and support, advising, and co-curriculars under a single leadership and governance structure, thereby fostering

an environment of collaboration, coordination, and standardization across the undergraduate experience.

From an organizational perspective, this paradigm would suggest a structure in which Arts and Sciences houses all offices that substantively serve undergraduate students and make up most facets of the Dartmouth undergraduate experience, allowing Arts and Sciences leadership to shape that experience and ensure that it meets Dartmouth's standards of excellence for every undergraduate student. One way to build that fully inclusive structure would be to place inside Arts and Sciences a Division of Undergraduate Student Affairs and a Division of Undergraduate Education (see [Section 4.1C](#)). These two divisions would work in tandem with the Dean of Faculty division, and bring into one place all offices that currently translate their missions and resources into a pedagogical focus on serving undergraduate students—inside and outside of the classroom.

B5.2 Option 2: Institution-Wide Scalability

Arts and Sciences would house the functions most closely related to instruction and development of undergraduate students. In this paradigm, an Institutional Student Affairs Division would house functions that could potentially translate their missions and expand their charges to include the entire Dartmouth student community, and the work of coordinating and standardizing student affairs functions across all of Dartmouth's schools.

From an organizational perspective, this paradigm would suggest a structure in which Arts and Sciences organizes academic support offices focused on advising undergraduate students, and co-curricular offices explicitly designed to support undergraduate life into a Division of Undergraduate Education (see [Section 4.1C](#)). All other Student Affairs functions would be placed within an Institutional Student Affairs office, housing units whose missions leave space for work with a broader student population. It is worth noting, however, that many of those offices currently serve primarily undergraduate students and would need restructuring and expanded resourcing to meet the needs of the entire student community.

Trade-offs between the two alternative models

The working group identified the following trade-offs:

Option 1: All-in Undergraduate Model

- Focuses and consolidates decision-making for undergraduates, the largest student population on campus, across the student lifecycle.
- Allows focus on undergraduate-specific development and pedagogical concerns to inform decision-making.
- Allows decisions about undergraduates to be closer to the work being done with students — academic and co-curricular. However, this structure also risks parochial or uneven translations of institutional needs or resource usage across the school.

- Needs a structure that preserves the Thayer voice in decisions about undergraduate education.
- Closely integrates co-curriculars and professional development with academics and academic support for undergrads, emphasizing the core way that Dartmouth fulfills the mission of training leaders.
- Brings all academic support experts for undergraduates into one structure, ideally creating a hub that students can navigate more easily to find support resources such as advising, accessibility, and professional development.
- Risks cordoning off, so to speak, the undergraduate excellence from graduate student excellence
- Collaboration at Dartmouth tends to be most sustainable when there are formal structures that place people in the same room; there is a strong culture of informal collaboration, but it is relationship-driven and dependent on the goodwill of the office incumbents. By putting nearly every undergrad-focused portion of the institution together under one leader, this structure would formalize collaborations that are currently only maintained by positive relationships between people in different divisions.
- By placing all undergraduate experience in one unit, this structure (perhaps more than others) provides an opportunity to be very explicit about the relationship between and collaboration among academics, academic support, and co-curriculars. The governance and budget structures of this unit will organize the college's priorities for undergraduate education.
- This structure risks further atomizing the schools from each other, which means it will require structures that bring together units doing similar work at different schools. However, it could also make those collaborations easier by clarifying and formalizing the responsibilities of those units.
- Adds more layers of deliberation between investment decisions and student success offices.
- However, this structure creates an opportunity to broaden what kinds of “academic investments” can be made for undergraduates, for example investing in ways that further align or integrate academics and co-curriculars.
- Formalizes relationships between nearly every division that supports the undergraduate experience, so that developing and maintaining those relationships does not become an ad hoc part of peoples’ duties.
- However, this structure risks retaining or creating duplication of some offices (accessibility, professional development) in the different schools. In some cases that might be appropriate, where a similar kind of work needs a different approach or training for different populations. In other cases, it will lead to inefficiencies.

- Focuses Dartmouth's competitive advantage on a strong, integrated undergraduate liberal arts experience that puts students close to faculty. Re-centers the undergraduate experience at Dartmouth as the grad/professional schools have gained traction.
- However, this structure could undermine the reputation of graduate/professional schools in the market if Dartmouth is further known as a place for undergrads.

Option 2: Institutional - Wide Scalability Model

- This structure creates opportunities for strategic decisions about the role of student affairs in Dartmouth's growth and evolution to be made at the institutional level.
- Allows decisions about students to be closer to the work being done with the whole student body (i.e., the Provost's office).
- Empowers an Institutional Student Affairs division leader by creating direct reports to the Provost, therefore making student issues institutional issues.
- Allows for more collective responses to institution-wide flashpoints (e.g., COVID) and simpler decision-making for Dartmouth-wide events and initiatives.
- Integrates undergraduate academics and academic support while presenting opportunities for student life/multicultural offices to expand their reach — thereby giving undergraduates more places to socialize, collaborate, and build community with graduate and professional students.
- Ensures there is someone thinking about and standardizing the co-curricular liberal arts experience for the whole institution.
- Increases support for graduate and professional students and enhances the Dartmouth experience for all students.
- Creates clear roles for chief decision-makers in charge of institutional decisions about outdoors, about health, about housing, about diversity, etc. This would help decisions in those areas stay strategic instead of transactional and overly focused on one group of students.
- Central offices can oversee shared IT systems (e.g., Handshake), which would promote collaboration among users of those systems in different schools/units.
- Allows flexibility for Dartmouth to innovate and grow its overall academic portfolio. Students in potential future joint AB/MA programs, for example, would still have full access to student affairs offices.
- This structure prioritizes efficiency by standardizing and “centralizing” student experience and services.
- Has the potential to create a hub and spokes model, though, if schools do not want to cede certain functions to a central student affairs org. Would need to assume the “library model” to be efficient, for some functions

- This organization offers more opportunities for Dartmouth to advance its reputation as a full “university”—a robust undergraduate school integrated with equally robust graduate and professional schools.

B6 Potential Modifications to Faculty Advisory Committee ([Return to Section 4.2](#))

As discussed in the main text, the addition of a Dean of Arts and Sciences position will have an impact on the membership and functioning of the Committee Advisory to the President (CAP), an Arts and Sciences faculty committee charged with, among other things, advising the President on matters related to faculty reappointment, tenure, and promotion. This section discusses the two scenarios provided to the COP for further consideration. **Scenario A** is a revised *Committee Advisory to the President* in which the Dean of Arts and Sciences is added to the advisory committee as a nonvoting member. **Scenario B** is a *Committee Advisory to the Dean of Arts and Sciences* in which the faculty advisory committee submits its recommendation to the Dean of Arts and Sciences. Each scenario represents a revised version of an advisory committee structure that functions at Dartmouth already.³⁹

B6.1 Committee Advisory to the President (CAP)

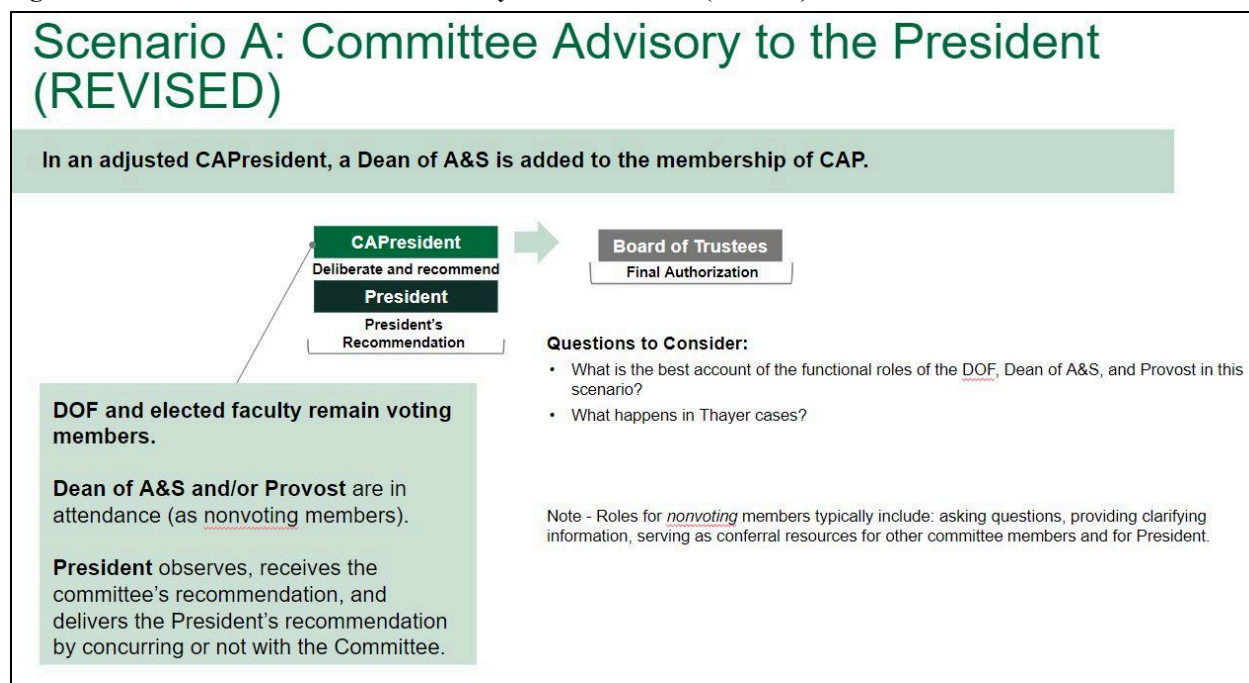
If a Dean of Arts and Sciences position is added to senior leadership, this will have an impact on the CAP, an Arts and Sciences faculty advisory committee charged with advising the President on matters related to faculty reappointment, tenure, and promotion. For background and comparison purposes, the current membership and position of the faculty advisory committee in the total tenure and promotion process is depicted in [Figure B4](#).

³⁹ After considering proposed revisions to senior leadership, peer comparisons, and consultations with various Arts and Sciences faculty committees, three distinct advisory committee scenarios were initially constructed: 1. Committee Advisory to the President, 2. Committee Advisory to the Provost, and 3. Committee Advisory to the Dean of Arts and Sciences. After further consultations with faculty committees and faculty, the Steering Committee ultimately eliminated the option of a Committee Advisory to the Provost.

Figure B4: Advisory Committee in Current T&P Process



Because the tenure and promotion process would remain the same up to the point of the faculty advisory committee (CAP), Steering Committee efforts focused on considering possible consequences for that committee: How might the addition of a Dean of Arts and Sciences to senior leadership impact the membership and functioning of the faculty advisory committee? What roles, relative to the committee, would be most appropriate for a Dean of Arts and Sciences, Provost, and President in a revised senior leadership context? Based on the recommendation of the Leadership Task Group and on extensive collaboration with the faculty governance system about potential revisions to the CAP, the Steering Committee proposes forwarding the following two scenarios to COP for further consideration. Please note that the scenarios have been revised from their initial versions in response to discussions with various faculty groups.

Figure B5: Scenario A: Committee Advisory to the President (Revised)

Scenario A is a revised Committee Advisory to the President. In this scenario, the Dean of Arts and Sciences is added to the advisory committee as a nonvoting member, while the T&P process remains otherwise the same. This results in a committee with significant senior leadership representation: the Dean of the Faculty, Dean of Arts and Sciences, Provost, and President are all present during committee deliberations. One advantage of Scenario A is that it involves the least revision to the current faculty advisory committee, a committee that is regarded as careful, responsible, and high-functioning in its attention to T&P cases. One challenge facing this scenario is that it places high (and potentially redundant) demands on multiple senior leaders, and it does so in a way that is not duplicated for faculty cases in two of Dartmouth's professional schools (Geisel and Tuck); it is important that genuine and distinct functions are identified for each member of senior leadership serving on the committee.

Considerations appropriate to Scenario A: Committee Advisory to the President include:

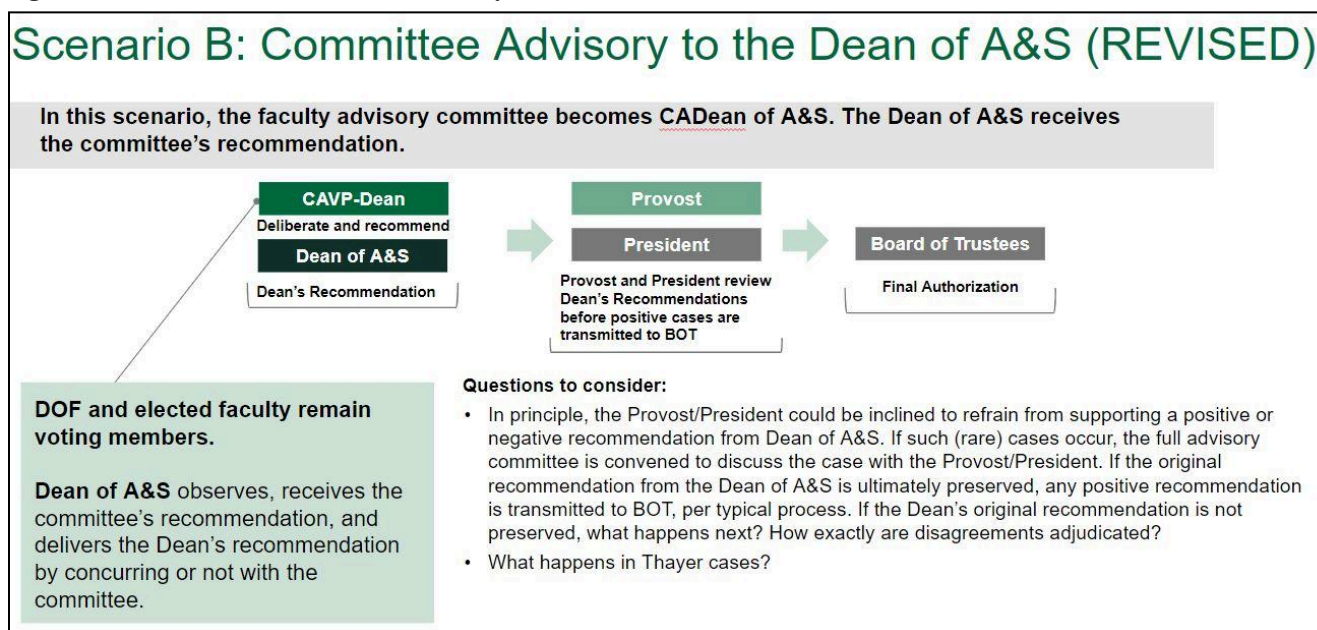
- Least disruptive to the current advisory committee process, which is deemed well-functioning.
- Ensures that any senior leader weighing in on a case is present to witness committee deliberations.
- Facilitates robust familiarity with activities of many Arts and Sciences faculty in senior leadership.
- Preserves a historic, distinctive, and valued relationship between Arts and Sciences faculty and President.
- Given a leadership-heavy faculty committee (a) the distinctive functions and roles contributed by each member of senior leadership need to be identified; (b) concrete steps

may be advisable to protect the independence of faculty deliberations and voting (e.g. anonymous voting or entering into executive session once faculty are prepared to vote on a tenure/promotion case); and (c) ensuring full participation of all members with highly demanding and expanding schedules could prove challenging.

- Given the addition of a Dean of Arts and Sciences to the committee, adjustments to the process for Thayer faculty are advisable.

Peer comparisons indicate that counterparts to Scenario A can often be found at institutions where the President is the leader of an undergraduate school of Arts and Sciences (e.g. Amherst College). At many such peer institutions, it is not the case that senior leadership includes counterparts to both a Dean of Arts and Sciences and also a President. Princeton, however, lists all the counterpart senior leadership positions as potential attendees in a corresponding faculty advisory committee, a committee which recommends directly to the President (though functions and meeting attendance are not wholly specified for each senior leadership position).

Figure B6: Scenario B: Committee Advisory to the Dean of Arts and Sciences



Scenario B represents a Committee Advisory to the Dean of Arts and Sciences. In this scenario, the faculty advisory committee submits its recommendation to the Dean of Arts and Sciences. The Provost and President are no longer present during committee deliberations. The Dean of Arts and Sciences's recommendation is, nevertheless, passed along to the Provost and President for review before positive recommendations are transmitted to the Board of Trustees. One advantage of Scenario B is that it keeps the most substantive deliberations and recommendations internal to Arts and Sciences, and it recognizes the Dean of Arts and Sciences as a unit leader charged with (among other things) recruiting and supporting professionally successful Arts and Sciences faculty. One challenge facing this scenario is that it allows for the possibility of disagreements among senior leadership, disagreements which would require adjudication.

Considerations appropriate to Scenario B: Committee Advisory to the Dean of Arts and Sciences include:

- Keeps substantive deliberations and recommendations regarding T&P cases internal to Arts and Sciences, near to the day-to-day activities of Arts and Sciences faculty.
- Most explicitly recognizes, clarifies, and supports the role of Dean of Arts and Sciences as senior academic officer for Arts and Sciences.
- Most parallel to processes for Dartmouth colleagues at Geisel and Tuck.
- Adds a node to the process, in between the advisory committee and the Board of Trustees (i.e. Provost/President review before transmission of positive cases to BOT).
- The additional node allows, in principle, for disagreements between a Dean of Arts and Sciences recommendation and Provost/President. Any such disagreements would need to be addressed in the context of the full advisory committee.
- Processes for adjudicating disagreements across nodes would need to be identified.
- Any revisions to a review/appeals processes would need to be identified.
- A process for Thayer faculty would need to be identified.
- Replacement mechanisms for providing the Arts and Sciences faculty committee system with reliable opportunities to engage with the President are advisable (e.g. perhaps via a revised CPR).
- Replacement mechanisms for encouraging familiarity with faculty research and accomplishments in Provost and President are advisable.

Peer comparisons indicate that counterparts to Scenario B can be found at universities in which there are graduate/professional schools in addition to self-standing undergraduate schools of Arts and Sciences (e.g. Northwestern University). The graduate/professional schools and Arts and Sciences faculty at such peer institutions are, however, typically larger than the schools and Arts and Sciences faculty at Dartmouth.

Summary of Recommendations in the Case of Modifications to the Faculty Advisory Committee

1. It is of the utmost importance that standards of evaluation for tenure and promotion cases remain the same throughout any shifts in senior leadership roles relative to the faculty advisory committee.
2. Any revision to the membership or charge of the faculty advisory committee, as recorded in the *OFASDC*, would follow from a recommendation by the COP, approved by vote of the Faculty of Arts and Sciences.
3. The COP should be encouraged and supported in its efforts to identify and develop a favored working scenario so that the anticipated roles of senior leadership can be clarified in more detail for the faculty.
4. Given that the Dean of Arts and Sciences is expected to participate in the faculty advisory committee, as a member or possibly by rendering decisions on T&P cases (per Scenario B), a well-defined and substantive role should be assigned to Arts and Sciences faculty in the selection process (i.e. search, appointment, review processes) for a Dean of Arts and Sciences.

5. In the context of a large-scale reorganization, once a permanent Dean of Arts and Sciences has been appointed, that Dean could be added to the Committee Advisory to the President as a nonvoting member until any further advisory committee revisions – should the COP and Arts and Sciences faculty recommend them – can be implemented.
6. Any adjustments to the charge or membership of the faculty advisory committee must be recorded in the *OFASDC*. Advisory committee membership and functions should be specified as accurately as possible in the committee charge in order to render the functioning of the committee as transparent as possible.
7. Any adjustments to the committee may require adjustments to a review/appeals process.
8. Any adjustments to the committee will likely require adjustments to the process for Thayer faculty cases.
9. Given 6-8, representatives from the Steering Committee are encouraged to collaborate with the COP to identify a process and calendar for implementing any adjustments to the advisory committee, review/appeals process, and *OFASDC*.
10. Given 8, representatives from the Steering Committee are encouraged to collaborate with the COP and Thayer leadership to identify a total tenure and promotion process appropriate for Thayer faculty.
11. Many Arts and Sciences faculty will not submit cases to the advisory committee for action during a given President's, Provost's, or Dean of Arts and Sciences's term of service. The Task Group learned during their outreach to faculty and faculty committees that faculty are interested in identifying opportunities and mechanisms, outside of the advisory committee, to encourage familiarity with faculty activity and accomplishments among the most senior leadership. Identifying such opportunities and mechanisms is advisable independent of any reorganization; but it is especially important should the President eventually no longer serve on the faculty advisory committee. The Committee on the Faculty (COF) should be notified of the faculty's interest so that the committee can identify strategies for promoting broad familiarity with faculty activity and accomplishments to the Dean of Arts and Sciences and among institutional leadership (Provost, President).

B6.2 Recommendations from COP for Potential Transition

Members of the Steering Committee met regularly with COP in AY23-24 to consider the mechanisms and timelines of a transition to a unified Arts and Sciences, should the faculty and Board of Trustees recommend it. The COP provided the following recommendations, addressing the most immediate issues touching on faculty governance:

Faculty Membership in a Search Committee for the Inaugural Dean of Arts and Sciences

Following affirmative votes to create a new unit of Arts and Sciences, the President would constitute a Search Committee for the Inaugural Dean of Arts and Sciences. The search committee would include representatives from the faculty of Arts and Sciences, as well as representatives from multiple other divisions across campus. In anticipation of this possibility, the COP proposed that the process for nominating the members of the Arts and Sciences faculty

to this search committee would mirror the process currently operative in the *OFASDC* for nominating members of the tenured faculty to a Search Committee for a new Dean of the Faculty. In other words, the COP proposed the following:

- 1) The Committee Advisory to the President and the Committee on Organization and Policy, deliberating separately, shall each produce a list of twelve potential committee members; department and program chairs may propose names to either or both committees. The CAP and COP lists combined (up to twenty-four names) constitutes the “long list.”
- 2) The CAP and the COP shall meet jointly to discuss the long list.
- 3) The COP shall meet and select twelve names from the long list. The names shall not be ranked. This list constitutes the “short list.”
- 4) The COP shall meet with the President to present and discuss the short list.
- 5) The President, having consulted further at their discretion, shall select six members of faculty from among the names on the short list to serve on the Search Committee. The COP may approve or reject the faculty representation on the committee as a whole; it may not vote on individual members. In the event of a negative vote, the President shall nominate a new slate of six faculty from the short list, retaining as many names from the rejected committee as they judge appropriate. This procedure repeats until the COP approves the list of Arts and Sciences representatives to the Search Committee.

Faculty nominations should seek to include representatives from across the Sciences, Social Sciences, Humanities, and Interdisciplinary Units. Should it be determined that a number other than six members of the faculty should serve on the Search Committee, the numbers of nominees will be proportionally adjusted. The COP expects that it would follow a version of this process for nominating the search for the inaugural dean, but may, during the initial period of transition, revise or replace this process.

Transition Timeline and the CAP

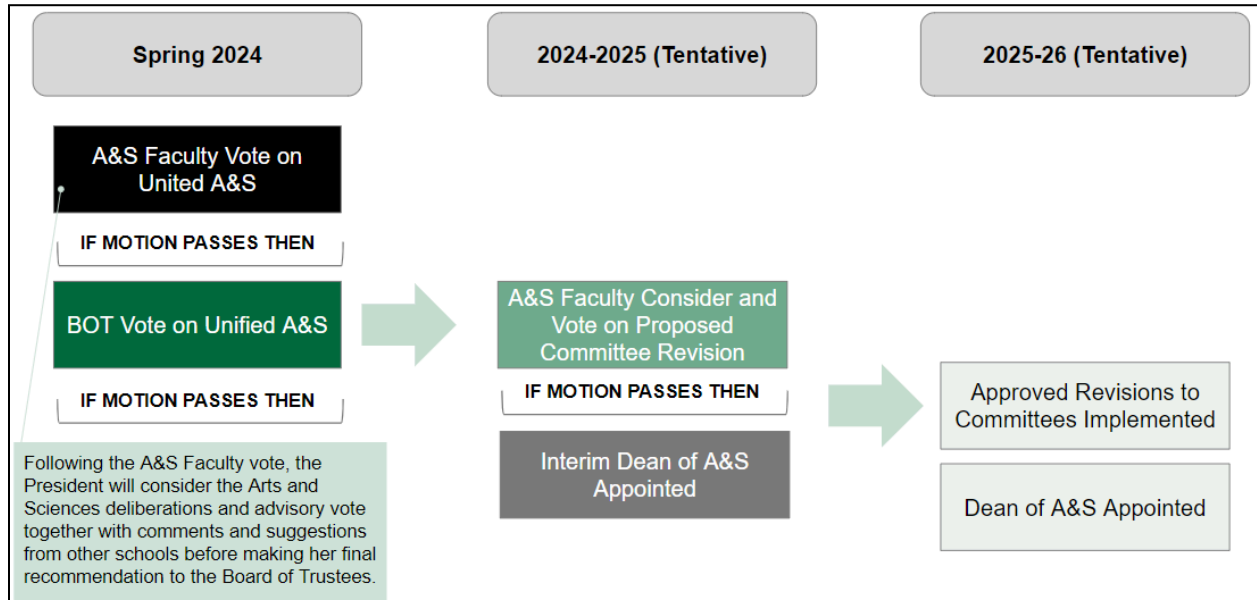
The establishment of a unified Arts and Sciences will require a period of transition during which a Dean of Arts and Sciences would be hired, and new structures would be established and staffed. Presumably a transitional period of one-to-two years would be required, during which an Interim Dean of Arts and Sciences would be appointed by the President before the search for a permanent Dean of Arts and Sciences could be successfully completed. During this period, Arts and Sciences faculty committees, including especially the CAP, would continue to function as outlined in the *OFASDC*.

The creation of a new unit led by a Dean of Arts and Sciences, however, would likely require revisions to the *OFASDC*, including to the membership of the CAP.

If the Arts and Sciences faculty and the Board of Trustees recommend a new unit of Arts and Science, the COP will plan to take up and to make progress on considering committee revisions and adjustments to the *OFASDC* during that first year or two of the transition. The COP anticipates that if a permanent Dean of Arts and Sciences is hired and in place, the governance

system would then move to implement any committee revisions, as voted on by the Faculty of Arts and Sciences. The period of transition, however, allows for adjustments in this timeline should the process of the transition surface new considerations.

Figure B7: Tentative Timeline



B7 Organization of Admissions and Financial Aid (Return to [Section 5.1](#))

B7.1 The Integrated Arts and Sciences Model Peer Comparisons

Offices such as Undergraduate Admissions, Athletics, and Advancement are important for the reputation of Dartmouth, as is the case for Dartmouth’s peers. Table B1 shows the reporting structures of our peers for Admissions, Athletics, and Advancement, with the majority of them reporting centrally, to either the President or the Provost. Note that a Board of Trustees or the Corporation of a given university will set the tuition rate for all peers listed, though they may not directly approve a target class size.

Table B1: The Integrated Arts and Sciences Model Mirrors Ivy+ Peers

	Dartmouth College	Brown University	Columbia University	Harvard University	Princeton University	Yale University	Cornell University	UPenn	University of Chicago
Admissions reports to?	President	Provost [†]	Dean of School	Dean of the Faculty	Dean of College [†]	President	Provost	Provost [†]	President
Athletics reports to?	President	President	President	Dean of the Faculty	VP Campus Services	Vice Provost for Acad. Resources	President	Provost	Dean of Students in the University
Advancement reports to?	President	President	President	President	President	President	President	President	President

Key	Central reporting structure
	[†] Also includes a dotted-line reporting to President

B7.2 Enrollment Planning and Admissions Process

In the new Arts and Sciences organization, there will be stronger connections between Arts and Sciences and Admissions (See [Section 5.1](#)). One component is participation of the Dean of Arts and Sciences in the process of a comprehensive undergraduate enrollment approach that integrates admissions, financial aid, and related support. The discussion below provides additional details about the enrollment planning and admissions process and the role of the Dean of Arts and Sciences in the process. It also provides further information on the role of the Executive Director.

The Steering Committee proposes that the following recommendations be implemented regarding the annual enrollment planning and admissions process:

- Throughout the year, the Executive Director sits on the “cabinet” of the Dean of Arts and Sciences, as a peer to Deans of Faculty, Undergraduate Student Affairs, Undergraduate Education, who all work with the Dean of Arts and Sciences to annually review and

define priorities for Arts and Sciences. The Executive Director communicates these priorities to the VP/Dean [of Admissions], bringing the VP/Dean into conversations with the Dean of Arts and Sciences's cabinet when necessary.

- Each spring, the Dean of Arts and Sciences, VP/Dean, and the Executive Director bring to the *Executive Committee on Undergraduate Enrollment Strategy* for input and guidance a high-level overview of the various elements likely impacting the admissions process in the coming year, seeking to inform and define undergraduate enrollment strategy for the coming year. The Exec Committee on Undergraduate Enrollment Strategy consists of the President, Provost, Dean of Arts and Sciences, Dean of Thayer, CFO, VP/Dean, Executive Director of UG Admissions.
- The *Executive Committee on Undergraduate Enrollment Strategy* works collaboratively throughout the year to provide direction to the President, who ultimately determines the institutional priorities for student enrollment.
- The Steering Committee recommends these conversations be brought to a broader audience than just the President and Provost, as is current state. For example, it is important that the head of campus planning and facilities understands the changing nature of the cohort of undergraduate students from year to year to be better prepared for any shifts.
- Establishing enrollment planning conversations each year with the VP/Dean (within the President's senior leadership team) and the Executive Director (within the Dean's cabinet in Arts and Sciences) allows for leadership to consider new ideas and programs for inclusion in the next admissions cycle.
- Throughout the year, the VP/Dean and Executive Director will update the President, Provost, the Dean of Arts and Sciences and their cabinet, the Dean of Thayer and their senior leadership team on progress to achieve admissions goals.
- The following outlines the roles and responsibilities of the VP/Dean, and Executive Director throughout the Early Decision (fall) and Regular Decision (winter) enrollment processes:
 - The VP/Dean chairs the selection committee,
 - The Executive Director manages the process and resources in support of application evaluation,
 - The VP/Dean works with the Executive Director of Financial Aid to model the financial aid needs, and
 - The VP/Dean works closely with the AVP of Access Strategy to ensure all elements related to diversity, inclusion, and access are addressed in compliance with laws and regulations.

This improved clarity of roles and responsibilities and enhanced visibility into institutional strategic planning and enrollment planning processes will help the leadership of the Office of Admissions and Financial Aid to partner with Arts and Sciences on its strategic priorities through enrollment, without creating an overly complex system of governance.

International Students: An Example of Coordination

In January 2022 Dartmouth announced the implementation of universal need-blind admission effective immediately. Dartmouth became one of only six American universities that are need blind in admission *and* meet 100% of demonstrated need. In the two years since this announcement, international applications have grown dramatically and are currently a third of the undergraduate applicant pool. To accomplish this policy shift to universal need-blind admissions, Dartmouth raised \$40M to endow financial aid for international citizens. However, in the two years since this announcement, no one person or body has been tasked with developing an integrated international enrollment and student affairs strategy that plans for and meets the needs of international students who arrive in Hanover from Bangladesh, Colombia, or Rwanda, among many other countries.

In the proposed model, a Vice President and Dean of Admissions and Financial Aid (newly focused on and with capacity for strategic enrollment planning) would work with the Council on Enrollment Planning to develop a plan to support these students when they arrive in the Upper Valley. The intentional integration of the voices of Dean of Arts and Science, Dean of Thayer, Dean of Undergraduate Student Affairs, and others into essential planning for a rapidly growing share of the undergraduate student body is just one illustration of the potential of this new model to support coordination of strategic enrollment management. The proposed changes will facilitate this sort of planning, coordination, and alignment between admission policy, fundraising, and student affairs strategy.

B7.3 Background on Alternative Models Considered

This section discusses alternative models considered for enrollment management. The initial organizational model developed by the Organizational Working Group (OWG) in fall 2022 included an Arts and Sciences division of undergraduate enrollment management overseeing the functions necessary to recruit, admit, fund, and register undergraduate students at Dartmouth:

- **UG Admissions:** Decision-making and implementation related to recruiting, selecting, and admitting each undergrad class, including managing admission offices, recruitment calendar, application review, admission offers, and reporting of outcomes.
- **UG Financial Aid:** Packaging and processing aid awards for Arts and Sciences students; needs analysis; and financial aid advising specific to undergraduate students.
- **Arts and Sciences Registrar:** Constructing the class schedule for Arts and Sciences courses and registering Arts and Sciences students; organizing space use for academic activities; providing curriculum management assistance to academic leaders.

Alongside this proposed model for Arts and Sciences, the OWG recommended Dartmouth consider creating an Institutional Enrollment Management office, to house institutionally-focused functions, including:

Enrollment Management Strategy

- Coordinating local admissions, financial aid, registrar, and other offices around policy-setting; data, analytics, and modeling; legal, compliance, and audit; communications and marketing; resource management; advancement and alumni relations; potential visa needs; and online degree programs.
- Coordinating strategy and goal-setting for headcount and demographics of institution, including oversight of retention, housing, and enrollment forecasting; reporting information to ratings agencies; and informally advising the deans of schools.

Financial Aid

- Includes Processing all federal aid; Advising campus-wide budget committee on the financial impact of policy changes to financial aid; Monitoring shared IT resources to ensure standardized usage; Producing publications with information about all schools; Producing analytics on lost admits, retention, and student success as it pertains to financial aid.

Coordinating audit proceedings across campus

This model – with undergraduate admissions and financial aid housed within Arts and Sciences and enrollment strategy and institutional financial aid housed centrally – divides the work currently performed by one office (the Office of Admissions and Financial Aid, which as of September 2024 reports to the President). In Winter 2023, the Student Success Working Group (SSWG) considered the ramifications of this split, and identified opportunities, considerations, and strategic trade-offs:

Opportunities

- From the SSWG’s perspective, this model would allow Arts and Sciences to have agency over the students who are admitted to their classrooms and programs. Arts and Sciences student affairs staff, specifically, would be more closely connected to the office shaping incoming classes and have early sightlines into the needs of incoming students (e.g., first generation).
- This model provides capacity for the VP Enrollment to focus on institutional strategic priorities.

Considerations

- The SSWG noted that decoupling enrollment and undergraduate admissions would diverge from the models of Dartmouth’s Ivy peers and create a degree of separation between macro enrollment issues and admission for the largest portion of Dartmouth’s student population.
- This model would separate offices that are currently functioning well (i.e., admissions and enrollment; admissions and financial aid).

- This model would require a structure to ensure that admissions (as well as financial aid) supports the full UG body (e.g., undergraduate students who are interested in engineering pathways).

Strategic Trade-offs

- Empowers Arts and Sciences with agency over the students admitted to its classrooms and programs
- Aligns undergraduate admissions with faculty and staff who create Dartmouth’s liberal arts experience, allowing for a specific focus and insight into this element of Dartmouth’s distinctiveness
- Increases opportunities for collaboration between Arts and Sciences faculty, student affairs, and admissions
- However, it also creates separation between macro enrollment issues and admission for the largest portion of Dartmouth’s student populations
- Housing undergraduate admissions within Arts and Sciences allows student affairs, specifically, a closer connection and improved sightlines into incoming classes
- However, this model separates offices that are currently functioning well
- Diverges from Ivy+ peer structures, which can be viewed as beneficial or detrimental to Dartmouth’s reputation

B8 Advancement (Return to [Section 5.3](#))

B8.1 Arts and Sciences Development Roles and Responsibilities

Table B2 describes the details of the roles, responsibilities and relationships between the Dean of Arts and Sciences, the dedicated Arts and Sciences Development Lead (AVP for Arts and Sciences Development), and Vice President for Development.

Table B2: Arts and Sciences Development Roles and Responsibilities

Task	VP, Development	Dean of Arts and Sciences	AVP for Arts and Sciences Development
<i>Identification and Confirmation of Fundraising Priorities</i>	<ul style="list-style-type: none"> • Ensures that Arts and Sciences priorities are considered in the context of comprehensive institutional priorities. 	<ul style="list-style-type: none"> • Identifies Arts and Sciences philanthropic priorities • Works with AVP for Arts and Sciences Development to solicit donors below a certain threshold (e.g., donors with 	<ul style="list-style-type: none"> • Stays apprised of research, teaching, and student service innovations across Arts and Sciences to inform fundraising priorities • Communicates to central Advancement and advocates for

Task	VP, Development	Dean of Arts and Sciences	AVP for Arts and Sciences Development
		capacity to give \$250,000) • Partners with AVP for Arts and Sciences Development, VP of Development, CAO, SVP, and President to elevate certain priorities to the institutional/ presidential level (e.g., when a priority requires \$10M or more in philanthropic funding).	Arts and Sciences philanthropic priorities.
<i>Development and Execution of Fundraising Strategy</i>	<ul style="list-style-type: none"> • Develops a comprehensive fundraising strategy that includes Arts and Sciences fundraising priorities • Ensures the alignment of Arts and Sciences fundraising strategy with institutional strategy and priorities • Ensures that central Advancement team is supporting the execution of Arts and Sciences fundraising efforts (e.g., prospect management, prospect research, stewardship, events) 	<ul style="list-style-type: none"> • Facilitates connections between the Development Lead and the whole of Arts and Sciences (Dean, faculty and staff) for fundraising purposes • Kept apprised of progress against specific fundraising priorities / goals • Participates in solicitations where strategically important, supported by the AVP for Arts and Sciences Development. 	<ul style="list-style-type: none"> • Accountable for execution of fundraising strategy (engaging with donors, facilitating interactions with faculty, etc.). • Scans Arts and Sciences for opportunities to engage donors • Works closely with Director of Arts and Sciences Communications to align Arts and Sciences communications and fundraising strategy • Proactively provides updates on progress toward fundraising goals to Dean.

Task	VP, Development	Dean of Arts and Sciences	AVP for Arts and Sciences Development
	<ul style="list-style-type: none"> • Participates in solicitations where strategically important. 		<ul style="list-style-type: none"> • Maintains a portfolio of potential donors with the capacity to give \$250,000+ over 5 years. • Directs the strategy and accountabilities of a team of 2 who also maintain portfolios of potential donors with the capacity to give \$100,000 or more over 5 years.
<i>Promotion and Compensation Decisions</i>	<ul style="list-style-type: none"> • Consults with Dean of Arts and Sciences and determines based on central Advancement promotion and compensation structure 	<ul style="list-style-type: none"> • Consulted by VP on promotion and compensation decisions 	<ul style="list-style-type: none"> • N/A
<i>Funding for Arts and Sciences Fundraising Efforts in Central Advancement</i>	<ul style="list-style-type: none"> • Advancement 	<ul style="list-style-type: none"> • Arts and Sciences pays Shared Services assessment 	<ul style="list-style-type: none"> • N/A
<i>Governance Participation</i>	<ul style="list-style-type: none"> • Reporting to the President, the SVP for University Advancement leads the PIPG team working with Dartmouth’s most capable donors. The SVP is the most senior officer with shared responsibility for Arts and Sciences fundraising. 	<ul style="list-style-type: none"> • Dean of Arts and Sciences is the principle Arts and Sciences representative in development conversations • Participates in monthly meetings of President, VP, Development, and AVP for Arts and Sciences Development. 	<ul style="list-style-type: none"> • Participates in monthly meetings of President, VP, Development, and Dean of Arts and Sciences

Task	VP, Development	Dean of Arts and Sciences	AVP for Arts and Sciences Development
	<ul style="list-style-type: none"> • Reporting to the CAO, the VP, Development is the most senior development officer directly accountable for Arts and Sciences fundraising. • Participates in monthly meetings of President, Dean of Arts and Sciences, and AVP for Arts and Sciences Development 		

In addition, it is important that the Dean of Arts and Sciences office be staffed to ensure successful collaboration with central Advancement. As a result, the Dean should establish an administrative staff consistent with the support available to the school deans. These functions would include:

- 1) Communications and correspondence
- 2) Scheduling and calendar coordination
- 3) Travel planning and agenda-setting
- 4) Written, verbal, and presentation materials
- 5) Stewardship and gift proposals, in coordination with the AVP and Development team.

There are currently 4.5 FTE in the Dean of the Faculty and Dean of College areas dedicated to some of these functions. The Dean of Arts and Sciences should design the structure of their team (including communications) to best support Arts and Sciences priorities, with recommendations from Central Advancement and Communications.

The Dean will leverage this staff to work in sync with the dedicated Arts and Sciences development team reporting to the Arts and Sciences Development Lead and the dedicated Arts and Sciences communications team, reporting to the Arts and Sciences Communications lead.

B8.2 How will Arts and Sciences priorities be elevated to an institutional level?

This section provides additional information about the process through which Arts and Sciences priorities will be elevated to an institutional level.

- The Dean of Arts and Sciences will convene meetings of the AVP for Arts and Sciences Development with the Deans of Faculty, UG Education, and UG Student Affairs, who will work together to articulate their initiatives based on their areas of focus.
- At this stage, these initiatives will not be considered philanthropic priorities, but Arts and Sciences goals agnostic to source of funding (whether through philanthropy or from institutional funds).
- Discussion of philanthropic strategy will continue and include consideration of the total need and whether there is a pipeline of potential donors sufficient to fund that need through philanthropy.
- If it is agreed that there is indeed a sufficient pipeline (e.g., total estimated capacity is approximately 4x identified financial need) then the Dean and the AVP will work to rank and sequence those fundraising priorities. If the initiative need is less than a certain threshold (e.g., \$10M), then Dean and the AVP continue with fundraising. This is the same strategic process followed by the deans of Tuck, Thayer, Geisel, and Guarini. If the fundraising initiative is greater than a certain threshold (e.g., \$10M), the Dean of Arts and Sciences will then work with the AVP for Arts and Sciences Development, VP of Development, CAO, SVP, and President to elevate certain priorities to the institutional/Presidential level (e.g., \$10M+), consistent with the capital budget approval process). This process will include vetting the collective priorities to determine whether there is a philanthropic market, i.e., there are sufficient donors to fund the full need, and using that information to select priorities for the philanthropic pipeline. Philanthropic priorities will be put through additional vetting by fiscal and philanthropic advisors on both the Dean of Arts and Sciences and Advancement teams.

B8.3 Fundraising for Research Initiatives

Research is important for Dartmouth's external reputation, and a productive research environment is needed to recruit and retain faculty. Undergraduate students increasingly choose their undergraduate institution based on research opportunities.

- Advancement anticipates that faculty research will be an “evergreen” priority of Arts and Sciences and so the efforts to successfully solicit philanthropic support will need to increase and improve.
- Advancement will engage in peer benchmarking regarding communicating and soliciting research funds. What is understood at this stage is that donors benefit from a communications strategy that shares the impact of research on the faculty work and the creation of knowledge in the world and on the benefit to the undergraduate students who learn from the best in their field and may also participate directly in that research.
- A partnership in Arts and Sciences communications and Arts and Sciences development will help build the stories of impact that will engage the imaginations of potential donors who can then receive specific proposals based on their interests.

B9 Institutional Registrar (Return to [Section 5.4](#))

The Steering Committee proposes the following duties of an Institutional Registrar to effectively lead standardization and coordination across the institution:

- Lead campus-wide registrar decisions (including oversight/maintenance and new functionality of student information systems)
- Act as the primary liaison on database between technical support (ITC) and functional needs
- Assign CIP codes to new programs
- Oversee database set-up of distance education programs, courses, and students
- Develop process to identify and track certificates
- Set boundaries for customization in Banner/ERP
- Manage new enterprise initiatives at the College around course and curricular management (dual degree and cross-school programs)
- Act as a key partner to the Office of Institutional Research to ensure data collection is aligned with key reporting functions
- Have a strong understanding of database knowledge, its functions, functional opportunities, and coordination
- Develop and maintain internal audit processes ensuring data integrity
- Ensure cross-campus communication of department, degree-program and other changes when changes in structure or naming occurs.
- Create and maintain degree inventory
- Oversee federal enrollment reporting and certifications (Veterans Affairs certifications and National Student Clearinghouse reporting)
- Advocate for the alignment of academic calendars across degree-programs when possible, seeking to maximize synergy and avoid potential conflicts
- Maximize Dartmouth's use of limited classroom spaces by coordinating the scheduling of classrooms for all Arts and Sciences and professional schools
- Lead dual-degree implementation and standardization
- Oversee cross school engagement including dual degree, classes across schools, shared resources, etc.

In the hub-and-spoke organizational model, the Steering Committee proposes that the Institutional Registrar report to the Provost and be supported by a registrar team. The school registrars would maintain a solid reporting line to their school and establish dotted reporting lines to the Institutional Registrar to have a cohesive structure, attentive to both institutional and fit-for-school processes. The Institutional Registrar will work with the Provost to establish mechanisms to regularly collaborate with campus partners, including:

- Conferences and Events (e.g., scheduling classroom space)
- Office of Institutional Research (e.g., registration data reporting)
- ITC (e.g., registration troubleshooting)
- Integrity and Compliance (e.g. Clearinghouse, accreditation)
- Office of Admissions and Financial Aid (e.g., financial aid interface)

- Campus Billing (e.g., differing billing processes across schools driven by different registration processes).

B10 Net New and Reallocated FTEs (Return to [Section 6](#))

The new Arts and Sciences will require additional positions to help Dartmouth best support its Arts and Sciences faculty and undergraduate students, as well as build the resources to support that mission. The Steering Committee proposes new positions in the Arts and Sciences and in Central to provide additional administrative capacity in Admissions, Advancement, Communications, Facilities, IT, Office of the Dean of A&S, and the Registrar – all areas Arts and Sciences faculty have observed will be important to ensuring the future success of a potential school.

Table B3: Initial Estimates of Net New and Reallocated FTEs for New Arts and Sciences Positions

Function	Net New or Reallocated FTE ⁴⁰	Budgetary Responsibility ⁴¹
Admissions	1 Reallocated	Central
Advancement	4 Reallocated	Arts and Sciences
Communications	1 Net New, 7 Reallocated	Arts and Sciences
Facilities	2 Net New, 2 Reallocated	Arts and Sciences
IT	3 Net New, 3 Reallocated	Arts and Sciences
Office of the Dean of A&S	2 Net New	Arts and Sciences
Registrar	1 Net New	Central
Total	9 Net New, 17 Reallocated	

B11 Budget Models: Alternatives Considered (Return to [Section 6](#))

The proposed school of Arts and Sciences will be the largest unit with the largest budget at Dartmouth, with revenues associated with undergraduate education as its main source of funding. For this reason, extensive discussions about how undergraduate tuition would flow to Arts and Sciences (and Thayer) began last year. The AY23 Budget Working Group (BWG), in particular, articulated the strategic trade-offs of different future tuition models (outlined below).

The alternative to the net tuition model is the gross tuition revenue model, where all undergraduate tuition flows directly to Arts and Sciences and Thayer – which in turn must cover the cost of financial aid.⁴² In 2022-23, the BWG discussed both models and their trade-offs, exploring scenarios built loosely on the budget models of peer institutions. (It is worth noting that no two budget models are exactly alike). Please see detailed discussion of those trade-offs below.

⁴⁰ Reallocated positions include positions currently in Central reallocated to unified Arts and Sciences in the proposed future state. These positions are included in Arts and Sciences expenses in Figure 8 and 9.

⁴¹ Budgetary responsibility lists the division paying for the position in the proposed future state. These expenses are included in each respective division’s budget estimates. As such, net new positions and salary increases for reallocated positions are already captured in the \$4M estimate.

⁴² Note that this is a different gross tuition model than the one currently used for Thayer because it takes into account the cost of financial aid.

The group reported on these discussions to the Executive Committee, who shared them with a senior leadership group, including the President, Provost, Dean of Faculty, and President-Elect. After considering pros and cons of various approaches, the Executive Committee in AY2023 ultimately decided that a “net revenue” tuition model would be best suited to meet the complex needs of Dartmouth while committing the majority of tuition revenue to undergraduate-serving schools, specifically Arts and Sciences and Thayer. One advantage of the net tuition model is that it aligns incentives between Central, Arts and Sciences, and Thayer, e.g., to raise revenue by fundraising for financial aid. Another advantage is that it maintains the costs of undergraduate-serving programs, primarily Admissions and Athletics, in Central, funding them from a share of the net revenue pool.

B11.1 Direct (Gross) and Net Tuition Distribution

The Budget Working Group (BWG) discussed several scenarios for the proportion of tuition revenue that might flow to Arts and Sciences in Winter 2023—some scenarios built loosely on the budget models of peer institutions. In all of the budget model scenarios the BWG considered throughout the term, the fundamental mechanisms for tuition allocation boiled down to direct (gross) revenue distribution or net revenue allocation.

B11.1.1 Direct (Gross) Tuition Distribution

In this model, Arts and Sciences would receive all tuition revenue directly and would be responsible for distributing it to cover all costs of undergraduate education – wherever they may be incurred. This approach would provide full agency and responsibility for undergraduate tuition revenues to Arts and Sciences as a “tub on its own bottom.” The BWG considered this allocation method within a budget model built loosely on the one at University of Michigan.

The BWG noted that this model is attractive for its simplicity, directness, and for the way it would charge Arts and Sciences with financial responsibility for undergraduate students—which some would argue is appropriate, as Arts and Sciences in its current state provides the majority of the undergraduate education. In this model, Arts and Sciences would maintain primary control over its financial destiny, receiving all revenues produced by its students. Revenues would closely “follow” the students, implying that those who work most closely with students should have the most control over the use of their tuition dollars.

Conversely, in this model, Arts and Sciences would be responsible for meeting all necessary costs, including those determined by Central Administration (primarily Admissions, Financial Aid, Athletics, and Health Services). By making Arts and Sciences the primary steward of undergraduate tuition, this model could place the unit in politically challenging positions when undergraduate education is intertwined with the decisions of other units. For example, decisions related to undergraduate admissions — including the number of students admitted, tuition rate, financial aid policy, and housing capacity. If Arts and Sciences were to receive all tuition revenue directly, it would need to also pay for financial aid — either allocating it to students directly or reimbursing Central administration. This may create a tension between Arts and Sciences and the President’s Office if decisions that impact aid (e.g., meeting need for international students) are made without sufficient input or buy-in from Arts and Sciences.

If Arts and Sciences receives all tuition revenue directly, it would also be responsible for allocating a proportion of the revenue to cover undergraduate student units such as Athletics and Health Services and undergraduate instruction and student support provided by Thayer (and any other undergraduate-serving units). Members of the BWG expressed that this relationship could create the perception that Arts and Sciences holds the purse-strings over Thayer, and therefore authority over Thayer’s growth ambitions.

In addition, this model runs the risk of “starving central”— a common downside of responsibility-centered management (RCM)-style budget models. Undergraduate tuition makes up approximately half of the undesignated revenues that Central Administration currently uses to

fund centrally controlled units and invest in institutional initiatives. This model of revenue allocation, therefore, would necessitate a mechanism elsewhere in the budget model for Arts and Sciences and the other schools to contribute revenue to support institutional initiatives.

B11.1.2 Net Tuition Distribution

In this model, by contrast, Central Administration would subtract the costs of financial aid from tuition before allocating it to Arts and Sciences. The formula for calculating net revenue would also include distributions from endowment funding that is directed toward undergraduate student aid. (In FY23, that funding covers approximately half of the cost of student aid). The BWG considered this allocation method within a budget model built loosely on the one at Northwestern University.

Opportunities:

The Net Tuition Distribution model has the potential to address the considerations of the Direct Distribution model, articulated in the section above. Financial aid costs would be subtracted from tuition revenue at the point where financial aid decisions are made (i.e., Central). As the BWG discussed this model, they characterized it as the difference between considering undergraduate tuition as *Dartmouth* revenue or *Arts and Sciences* revenue; whereas undergraduate admissions are a strategic priority for Dartmouth, there is a logic to subtracting the costs of institutional decisions (e.g., financial policy or investments in athletics) before distributing revenue proportionately to undergraduate-serving schools.

Considerations:

This model would require a formula for allocating the net revenue pool to undergraduate-serving schools. As working group and task group members found during their discussions in AY23, it can be challenging to agree on an approach for allocating net tuition to the units that support the undergraduate experience. (See [Section 6](#) for the recommended formula for allocating the net revenue pool).

B11.1.3 Undergraduate Revenue Share

The Budget Working Group briefly discussed the UG revenue share in Winter 2023. This structure assures that Central would receive stable funding for central programs funded by undergraduate tuition. Direct charges (paid by schools to Central) may not provide sufficient funding for Central to cover those costs. However, there were concerns that an institutional decision impacting the amount of net revenue pool allocated to Arts and Sciences and Thayer could jeopardize control over individual school budgets.

Dartmouth's executive leadership ultimately recommended the UG revenue share for the budget model in Spring 2023, as it strategically aligns the incentives of Central, Arts and Sciences, and Thayer to raise funds for financial aid and the DCF and allows all three parties to benefit from growth (whether by tuition rates, financial aid endowments, student population, etc.).

The Finance & Budget Task Group did not discuss the revenue share in Fall 2023, but did recommend an articulation of the impacts of the proposed percentage on the amount of net revenue pool available to the undergraduate-serving schools. The group recommended additional

discussions of the process and frequency by which the percentage of the UG revenue share is reconsidered in future years. These discussions continued in Winter 2024 with the Faculty of Arts and Sciences leadership and Chief Financial Officer and the Thayer leadership and Chief Financial Officer, leading to the current proposed UG revenue share.

B11.2 Alternative Models for Instructional and Academic Effort

The Finance & Budget Task Group discussed the formula for splitting the net revenue pool between Arts and Sciences and Thayer in Fall 2023. The group considered the philosophical approach of three allocation models:

- **Enrollment:** The net revenue pool is distributed using the proportion of undergraduate enrollment for each school. This approach encourages undergraduate enrollment growth and creates an incentive to hold students rather than encouraging them to take courses outside of their school. Thus, basing the split only on enrollment may increase competition between Arts and Sciences and Thayer by incentivizing course duplication to boost individual enrollment. This approach allocates revenue based only on instructional factors, therefore does not recognize academic support provided by schools to their majors.
- **Instruction and Major Split:** The net revenue pool is distributed acknowledging two distinct metrics: one to incentivize instruction and one to incentivize academic support/advising. This approach usually allocates funds using respective credit hours. It can promote collaboration (or at least doesn't discourage collaboration) and aims to provide revenue to offset associated costs – though not a full offset based on actual expenses. The use of distinct metrics creates an equitable distribution that reduces the incentive to compete for sheer enrollment quantity. By taking both factors into account, the split attempts to recognize the costs of both instruction and academic support borne by each school.
- **Instructional Costs (Simple):** The net revenue pool is allocated in proportion to the instructional costs borne by each school. This approach aims to provide funding in relation to actual instructional costs. However, because it reflects historical funding levels, it can inadvertently lock-in disparities. Thayer and Arts and Sciences also have different budgeting practices in which determining the instructional costs for each unit would occur through inconsistent procedures.

The task group was sympathetic to the fact that some disciplines carry higher costs than others, and recognized the logic in weighting the revenue allocation in recognition of those higher costs. Thayer is currently able to quantify the cost of instruction for engineering courses; however, it would be extremely difficult for FAS to accurately and effectively calculate cost of instruction across its forty departments and programs.

It was also noted that introducing differential costs of instruction for different majors would represent a departure from Dartmouth's current tuition philosophy, where all undergraduate students are charged the same tuition, regardless of their major or number of courses taken per term (2, 3, or 4). This philosophy reflects the idea of collaboration between Arts and Sciences

and Thayer to offer the best liberal arts education and residential college experience to all undergraduate students, and it is consistent with not splitting aid or charging differential tuition rates.

The Steering Committee recommends that leadership continue a discussion with Thayer and Arts and Sciences about methods for calculating cost of instruction and whether it is appropriate to consider an adjustment in a future revenue allocation formula during implementation.

Members of the task group noted that counting majors at graduation as a basis for allocating revenue acknowledging Academic Support would overlook the effort that faculty spend on advising and developing students who subsequently declare a different major. The discussed alternative was to use expressed interest in majors at matriculation (based on post-matriculation survey) to allocate revenue. Currently, per Thayer request, every student that expresses an interest in majoring in engineering as a first, second, or third choice on the matriculation survey gets assigned a first-year adviser from Thayer.⁴³ Others in the task group advocated a data-informed approach to settle this question, and found that, for the classes of 2016 and 2017, engineering experienced approximately 2% net migration of expected majors to other programs. In comparison, the sciences division experienced an 8.8% net migration of students to other majors.⁴⁴ On the whole, during those years, most Dartmouth students graduated from a major other than the one they expressed interest in upon matriculation. This movement between majors can be taken as a positive by-product of Dartmouth's liberal arts curriculum and encouragement of exploration across the disciplines.

The Steering Committee recommends that further discussion of whether the metrics discussed in this report fairly compensate faculty and staff effort to support undergraduate students take place, taking care that incentives do not undermine Dartmouth's goals for the core undergraduate mission.

B11.3 Alternatives Considered Costs

In 2022-2023, the BWG recommended that Arts and Sciences should pay Central for the space it occupies, rather than taking full ownership for that space. While Central would retain final decision-making around renewal, it should be formally responsible for seeking input from Arts and Sciences about prioritization. The BWG recommended the creation of a "rental" fee (per square foot) that blends the maintenance, utility, network, insurance, debt service, and renewal costs associated with all Central-controlled spaces; Central would then use that fee to charge Arts and Sciences for the spaces it occupies. This arrangement would allow Arts and Sciences some agency to use space as a budgetary lever – reducing its space usage would lower its costs without requiring the additional infrastructure the new school would need to manage fully-controlled spaces.

While there was no definitive consensus on the type of space model to move towards, there was agreement that any space cost allocation model should ensure all costs associated with the space

⁴³ This practice is currently under review and may be changed to first and/or second choice only.

⁴⁴ 2018 Report of Dartmouth Presidential Task Force on Scale

Arts and Sciences occupiers are covered and it should be made clear to both Arts and Sciences and Central what those costs entail (debt, insurance, O&M, renewal, etc.).

Appendix C: Project Engagement (Return to [Section 2](#))

C1 2023-2024 Project Engagements

(As of March 26, 2024)

Date	Collaborator
Aug 18	Yuliya Komska, Arts and Sciences Faculty
Sept 13	Gary Hutchins, Guarini registrar
Sept 15	Julia Abraham, Thayer registrar
Sept 15	Stacie Marshall, Tuck registrar
Sept 15	Michele Jaeger, Geisel registrar
Sept 18	Shontay Delalue, Senior Vice President and Senior Diversity Officer
Sept 18	Jon Kull, Dean of Guarini School of Graduate and Advanced Studies
Sept 19	Provost's Deans Meeting
Sept 25	Barbara Will, Vice Provost for Academic Affairs
Sept 26	Student Affairs Staff
Sept 26	Committee on Organization and Policy (COP)
Sept 27	House Professors
Oct 2	Committee of Chairs (CoC)
Oct 2	Senior Leadership Team
Oct 6	Elizabeth Smith, Dean of Arts and Sciences Faculty
Oct 9	Alexis Abramson, Dean of Thayer
	Sam Cavallaro, ITC
Oct 9	Joseph Doucet, ITC
	Michael Backman, ITC
Oct 9	Council on Institutional Priorities (CIPr)
Oct 9	Committee on Priorities (CPr)
Oct 10	Janice McCabe, House Professor and Arts and Sciences Faculty
Oct 10	Jane Lipson, Arts and Sciences Associate Dean of Sciences
Oct 11	Scott Brown, Dean of the College
Oct 12	Dean of College Divisional Management Team
	Barbara Will, Vice Provost for Academic Affairs
Oct 12	Dean Lacy, Associate Provost for Faculty Affairs
Oct 16	Alexis Abramson, Dean of Thayer School of Engineering
Oct 17	Arts and Humanities Council
Oct 19	Jon Kull, Dean of Guarini School of Graduate and Advanced Studies
Oct 20	Nancy Marion, former Arts and Sciences Associate Dean of Social Sciences
Oct 23	Town Hall Meeting
Oct 23	Alison May, Student Accessibility Services
	Amanda Childress, Student Wellness Center
Oct 23	Caitlin Barthelmes, Sexual Violence Prevention Project
Oct 23	Amanda Wong, Office of Pluralism and Leadership
Oct 24	Town Hall Meeting
Oct 24	Dean of College Divisional Management Team

Oct 25	Social Sciences Council
Oct 26	Budget Committee Meeting
Oct 26	House Professors
Oct 27	Dartmouth Student Government (DSG)
Oct 27	Duane Compton, Dean of Geisel School of Medicine
Oct 30	Bruce Duthu, Arts and Sciences Faculty and former Arts and Sciences Associate Dean of International and Interdisciplinary Studies
Oct 30	Arts and Sciences Faculty Meeting
Oct 31	Committee on Organization and Policy (COP) and Former/Current CAP members
Oct 31	Nancy Vogeles, Chaplain and Director of the William Jewett Tucker Center
Nov 1	Matthew Slaughter, Dean of Tuck School of Business
Nov 1	Jay Hull, Arts and Sciences faculty
Nov 2	Arts and Sciences Associate Deans, Chief of Staff, and CFOO
Nov 2	Samuel Levey, Jane Lipson, John Carey, Matt Delmont, Arts and Sciences Associate Deans
Nov 2	John Tenney, Executive Director, Guarini Institute for International Education
Nov 7	Sciences Council
Nov 7	Interdisciplinary and International Studies Council
Nov 7	Committee on Priorities (CPr)
Nov 8	Matt Delmont, Arts and Sciences Associate Dean of International and Interdisciplinary Studies
Nov 8	Student Affairs Leadership Team
Nov 9	Student Affairs Division Staff
Nov 9	Katie Colleran, Outdoor Programs Office
Nov 9	Don Pease, Arts and Sciences faculty
Nov 9	Russ Muirhead, Arts and Sciences faculty
Nov 10	Board of Trustees
Nov 10	Dan Rockmore, Arts and Sciences Faculty
Nov 10	Mary Nyhan, Undergraduate Deans Office
Nov 10	Tara Strong, Undergraduate Deans Office
Nov 10	Morgan Ogreen, Undergraduate Deans Office
Nov 13	Devin Balkcom, Arts and Sciences faculty
Nov 14	Committee on Undergraduate Enrollment and Student Affairs (CUESA)
Nov 15	Thayer Faculty Meeting
Nov 20	Sergi Elizalde, Arts and Sciences faculty
Nov 20	Jim Stanford, Arts and Sciences faculty
Nov 20	Colleen Boggs, Arts and Sciences faculty
Nov 20	Ivan Aprahamian, Arts and Sciences faculty
Nov 20	Peter Tse, Arts and Sciences faculty
Nov 21	Tuck faculty leadership
Nov 27	Meredith Kelly, Arts and Sciences faculty
Nov 27	Rob McClung, Arts and Sciences faculty
Nov 27	Andrew Samwick, Arts and Sciences faculty
Nov 27	Janice McCabe, Arts and Sciences Faculty and House Professor
Nov 27	Sienna Craig, Arts and Sciences Faculty and House Professor
Nov 27	Committee on Organization and Policy (COP)

Nov 28	Zane Thayer, Arts and Sciences faculty
Nov 28	Don Pease, Arts and Sciences faculty
Nov 29	Erin Mansur, Tuck faculty
Nov 29	Janet Terp, Chief of Staff to the Dean of the Faculty (Arts and Sciences)
Nov 29	Jane Lipson, Arts and Sciences Associate Dean of Sciences
Nov 29	Kathryn Cottingham, Arts and Sciences faculty
Dec 4	Dan Rockmore, Arts and Sciences faculty
Dec 5	Bruce Duthu, Arts and Sciences faculty
Dec 13	Giovanni Gavetti, Tuck faculty
Dec 14	Alexis Abramson and Doug Van Citters, Thayer School of Engineering
Dec 15	Arts and Sciences Staff
Dec 19	Matt Delmont, Arts and Sciences Associate Dean of International and Interdisciplinary Studies
Dec 21	Barbara Will, Vice Provost for Academic Affairs
Jan 4	Geisel Faculty Council
Jan 9	Committee on Organization and Policy (COP)
Jan 17	Physics Department
Jan 23	Duane Compton, Dean of Geisel Medical School
Jan 24	Matt Slaughter, Dean of Tuck
Jan 25	History Department
Jan 26	Academic Deans
Jan 26	Sian Beilock, President of Dartmouth College
Jan 26	Alexis Abramson, Dean of Thayer
Jan 26	Jon Kull, Dean of Guarini
Jan 29	Senior Leadership Team
Jan 30	Provost Leadership Team
Jan 30	Sciences Divisional Council
Jan 30	Council on Interdisciplinary and International Studies
Feb 5	Senior Leadership Team
Feb 5	Social Sciences Divisional Council
Feb 5	Arts and Sciences Members of the Council on Institutional Priorities (CIPr)
Feb 5	Council on Institutional Priorities (CIPr)
Feb 6	Student Affairs: Divisional Management
Feb 6	Committee on Organization and Policy (COP)
Feb 8	Dean of Faculty Leadership Team
Feb 12	Committee of Chairs (COC)
Feb 13	Committee on Priorities (CPr)
Feb 14	Board of Trustees Leadership
Feb 14	Academic Excellence Committee
Feb 14	Committee on Student Experience
Feb 14	Resources Committee
Feb 16	Student Affairs Leadership Team
Feb 19	Arts and Sciences Subset of Committee on Organization and Policy (COP)
Feb 20	Russ Muirhead and Don Pease, Arts and Sciences Faculty
Feb 20	Arts and Humanities Divisional Council
Feb 23	Council on Institutional Priorities (CIPr)

Feb 23	Committee on Undergraduate Enrollment and Student Affairs (CUESA)
Feb 26	Arts and Sciences Faculty Meeting
Feb 29	Arts and Sciences Academic Deans
Mar 1	Board of Trustees
Mar 4	Committee on Priorities (CPr)
Mar 5	Division of Student Affairs
Mar 5	Arts and Humanities Divisional Council
Mar 6	Council on Interdisciplinary and International Programs
Mar 6	Arts and Sciences Faculty and Dean of Faculty Staff Town Hall
Mar 11	Janice McCabe and Sienna Craig, House Professors
Mar 11	Social Sciences Divisional Council
Mar 20	Sciences Divisional Council
Mar 21	Committee on Organization and Policy (COP)

C2 List of 2023-2024 Engagements by Task Group

Arts and Sciences Leadership Structure Task Group Engagements

Dean of the Faculty

Elizabeth Smith, Dean of the Faculty

Arts and Sciences Divisional Councils

Committee of Chairs

Committee on Organization and Policy

Current and past Committee Advisory to the President members

Samuel Levey, Arts and Sciences Associate Dean

Jane Lipson, Arts and Sciences Associate Dean

John Carey, Arts and Sciences Associate Dean

Matthew Delmont, Arts and Sciences Associate Dean

Janet Terp, Arts and Sciences Chief of Staff

Maria Anderson, Arts and Sciences CFOO

Nancy Marion, Former Arts and Sciences Associate Dean

Bruce Duthu, Former Arts and Sciences Associate Dean

Jay Hull, Former Arts and Sciences Associate Dean

John Tansey, Executive Director of the Guarini Institute of International Education

Division of Undergraduate Student Affairs

Scott Brown, Dean of the College

Student Affairs Divisional Management Team

Student Affairs Leadership Team

Committee on Undergraduate Education and Student Affairs

Janice McCabe, House Professor

Christopher MacEvitt, House Professor

Melanie Taylor, House Professor

Abigail Neely, House Professor

Sienna Craig, House Professor

Naaboroko Sackefio-Lenoch, House Professor

Institutional Leadership

Matthew Slaughter, Tuck Dean
 Duane Compton, Geisel Dean
 Alexis Abramson, Thayer Dean
 Jon Kull, Guarini Dean
 Ann Root Keith, Interim Chief Advancement Officer
 Sian Leah Beilock, President
 Dave Kotz, Provost
 Barbara Will, Vice Provost for Academic Initiatives
 Dean Lacy, Associate Provost for Faculty Affairs

Undergraduate Student Affairs Task Group Engagements**Design Workshop**

Adria Brown, Native American Program
 La-Tarri Canty, Community Life and Inclusivity
 Joe Castelot, Student Life
 Amanda Childress, Wellness
 Rachael Class-Giguere, Residential Life
 Kathleen Cunneen, New Student Programming
 Jay Davis, First-Generation
 Tracy Dustin-Eichler, Center for Social Impact
 Abi France-Kelly, Residential Life
 Josh Gamse, Greek Life
 Anna Hall, Student Life
 Rachele Hall, Office of Pluralism and Leadership
 Jessica Havrda, Student Affairs
 Anna Hudak, Student Support Services
 Katharine Maguire, Community Standards
 Stacy Millard, Residential Life
 Willow Nilsen, Outdoor Programs
 David Pack, Student Life
 Eric Ramsey, Student Life
 Nancy Vogege, Chaplain
 Jenna Wheeler, Thayer
 Holly Wilkinson, Thayer
 Amanda Wong, Office of Pluralism and Leadership

Student Affairs Department Leaders

Amanda Childress, Student Wellness Center
 Caitlin Barthelmes, Student Wellness Center
 Katie Colleran, Outdoor Programs
 Alison May, Student Accessibility Services
 Mary Nyhan, Case Management
 Morgan Ogreen, Case Management
 Tara Strong, Case Management
 Nancy Vogege, Chaplaincy and Tucker Center

Janice McCabe, House Professor
 Christopher MacEvitt, House Professor
 Melanie Taylor, House Professor
 Abigail Neely, House Professor
 Sienna Craig, House Professor
 Naaborko Sackefio-Lenoch, House Professor
 Amanda Wong, International Student Support through OPAL

Advising & Student Support Task Group Engagements

Undergraduate Deans Office

Natalie Hoyt, Assistant Dean of Undergraduate Students and Director of First Year Initiatives
 Mary Nyhan, Director of Undergraduate Deans Office and Assistant Dean of Undergraduate Students
 Michelle Kermond, Associate Director of the Undergraduate Deans Office and Assistant Dean of Undergraduate Students

Thayer

Petra Bonfert-Taylor, Thayer Associate Dean for Diversity and Inclusion

Athletics

Ian Cannolle, Athletics Director
 Stacey Bridges, Assistant Athletics Director for DP2/Academics

Guarini

Christie Harner, Dean of the Faculty for Fellowship Advising
 John Tansey, Executive Director of the Guarini Institute for International Education
 Megan Wood, Associate Director of Global Engagement and Programs

First-Generation Office

Jay Davis, Director of the First-Gen Office and Assistant Dean of Undergraduate Students
 Janice Williams, Associate Director of the First-Gen Office and Prepare-to-Launch Program

Student Affairs

Amanda Wong, OPAL Assistant Dean and Associate Director
 Kathleen Cunneen, Director of New Student Programs
 Eric Ramsey, Associate Dean for Student Life
 Karen Afre, Director of the Academic Skills Center
 Dino Koff, Director of Financial Aid

Faculty of Arts and Sciences

Eric Parsons, Registrar
 Committee on Undergraduate Education and Student Affairs

Undergraduate Admissions & Financial Aid Collaboration Task Group Engagements

Institutional Leadership

Sian Beilock, President
 Jomysha Stephen, Executive Vice President
 David Kotz, Provost
 Nina Pavcnik, Special Advisor to the President

Elizabeth Smith, Dean of the Faculty
 Alexis Abramson, Dean of the Thayer School of Engineering
 Rebecca Biron, Arts and Sciences

Institutional Registrar Task Group

Unit Registrars

Julia Abraham, Thayer Registrar
 Gary Hutchins, Guarini Registrar
 Stacie Marshall, Tuck Registrar
 Michelle Jaeger, Geisel Registrar
 Eric Parsons, Arts and Sciences Registrar

Information, Technology, and Consulting and Data and Classroom Systems

Sam Cavallaro
 Joseph Doucet
 Michael Backman

Finance & Budget Task Group Engagements

Committees

Committee on Priorities
 Budget Committee
 Department of Student Affairs Divisional Management Team
 Financial Leadership Group
 Senior Leadership Team

Advancement Task Group Engagements

Faculty

Matt Delmont, History Professor and Associate Dean of Interdisciplinary Studies
 Andrew Samwick, Member of Arts and Sciences CPr and Economics Professor and Former Director of Rockefeller Center
 Barbara Will, Provost's Office and English and Creative Writing Professor and Former Dean of Arts and Humanities
 Dan Rockmore, Math and Computer Science Professor, Former Associate Dean of Sciences
 Bruce Duthu, Native American and Indigenous Studies, Former Associate Dean of Interdisciplinary Studies

C3 2022-2023 Working Group Engagements

Faculty Committees

Committee on Organization and Policy
 Committee on the Faculty
 Committee on Priorities
 Committee Advisory to the President

Leadership

Alexis Abramson, Dean of the Thayer School of Engineering
 Jon Kull, Dean of Guarini School of Graduate and Advanced Studies
 Phil Hanlon, President (2013-2023)
 Justin Anderson, Vice President for Communications
 Scott Brown, Dean of the College
 Lee Coffin, Vice President and Dean of Admissions and Financial Aid
 Duane Compton, Dean of Geisel School of Medicine
 Shontay Delaloue, Senior Vice President and Senior Diversity Officer
 R. Scott Frew, Chief Financial Officer
 Mike Harrity, Haldeman Director of Athletics and Recreation
 Sandhya Iyer, Senior Vice President, General Counsel and Secretary to the Board of Trustees
 Bob Lasher, Senior Vice President for University Advancement
 David Kotz, Provost, Pat and John Rosenwald Professor, Computer Science
 Alice Ruth, Chief Executive Officer of the Investment Office
 Matthew Slaughter, Dean of Tuck School of Business
 Elizabeth Smith, Dean of the Faculty of Arts and Sciences Paul M. Dauten, Jr. Professor of Biological Sciences

Enrollment/Administration

Lee Coffin, Vice President and Dean of Admissions and Financial Aid
 Dino Koff, Director of Financial Aid
 Eric Parsons, Registrar for Arts and Sciences
 Libby Barlow, Associate Provost for Institutional Research

Faculty Affairs

Jane Lipson, Arts and Sciences Associate Dean
 Matt Delmont, Arts and Sciences Associate Dean
 John Carey, Arts and Sciences Associate Dean
 Sam Levey, Arts and Sciences Associate Dean
 Michelle Warren, Senior Advisor for Faculty Development, Diversity, and Inclusion, Arts and Sciences
 Brian Tomlin, Senior Associate Dean for Faculty and Research, Tuck School of Business
 Erika Brown, Dean for Faculty Affairs, Geisel School of Medicine
 Laura Ray, Senior Associate Dean, Faculty Development, Thayer School of Engineering

Student Affairs and Academic Support

Sonia Chimienti, MD, Senior Associate Dean Medical Education, Geisel School of Medicine
 Holly Wilkinson, Assistant Dean for Academic and Student Affairs at Thayer School of Engineering
 Jenna Wheeler, Undergraduate Programs Manager at Thayer School of Engineering
 Theresa Fuller, Registrar, Thayer School of Engineering
 Candace Potter, Graduate Admissions and Financial Aid Administrator, Thayer School of Engineering
 Ian Connole, Senior Associate Athletics Director for Peak Performance
 Anne Hudak, Associate Dean of Student Support Services
 Tim Baker, Assistant Dean of the Faculty for Special Projects and Academic Advising
 Student Affairs Divisional Management Team
 Sally Jaeger, Associate Dean MBA Program, Tuck School of Business

C4 List of 2023-2024 Arts and Sciences Engagements Regarding the Budget Model

Date	Collaborator
Feb 2	Maria Anderson, Arts and Sciences Chief Finance and Operations Officer
Feb 7	Elizabeth Smith, Dean of the Faculty of Arts and Sciences Maria Anderson, Arts and Sciences Chief Finance and Operations Officer
Feb 15	Elizabeth Smith, Dean of the Faculty of Arts and Sciences Maria Anderson, Arts and Sciences Chief Finance and Operations Officer
Feb 22	Maria Anderson, Arts and Sciences Chief Finance and Operations Officer
Feb 28	Elizabeth Smith, Dean of the Faculty of Arts and Sciences Maria Anderson, Arts and Sciences Chief Finance and Operations Officer
Mar 4	Elizabeth Smith, Dean of the Faculty of Arts and Sciences Maria Anderson, Arts and Sciences Chief Finance and Operations Officer
Mar 14	Elizabeth Smith, Dean of the Faculty of Arts and Sciences Maria Anderson, Arts and Sciences Chief Finance and Operations Officer
Mar 25	Elizabeth Smith, Dean of the Faculty of Arts and Sciences Maria Anderson, Arts and Sciences Chief Finance and Operations Officer Josh Keniston, Senior VP of Capital Planning and Campus Operations

C5 List of 2023-2024 Thayer Engagements Regarding the Budget Model

Date	Collaborator
Feb 9	Tricia Spellman, Chief Financial and Administrative Officer
Feb 16	Tricia Spellman, Chief Financial and Administrative Officer
Feb 21	Tricia Spellman, Chief Financial and Administrative Officer
Feb 28	Tricia Spellman, Chief Financial and Administrative Officer Alexis Abramson, Dean of Thayer
Mar 7	Tricia Spellman, Chief Financial and Administrative Officer Alexis Abramson, Dean of Thayer
Mar 12	Tricia Spellman, Chief Financial and Administrative Officer Alexis Abramson, Dean of Thayer
Mar 29	Tricia Spellman, Chief Financial and Administrative Officer Alexis Abramson, Dean of Thayer

Appendix D: Project Membership (Return to [Section 2](#))**D1 Project Membership, 2023-2024****Steering Committee**

- David Kotz (Co-Lead), Provost, and the Pat and John Rosenwald Professor in the Department of Computer Science
- Nina Pavcnik (Co-Lead), Niehaus Family Professor in International Studies, Special Advisor to the President

- Rebecca Biron, Professor of Spanish & Portuguese, Comparative Literature, Leslie Center
- Scott Brown, Dean of the College
- Lee Coffin, Vice President and Dean of Admissions and Financial Aid
- Scott Frew, Chief Financial Officer
- Elizabeth Smith, Dean, Faculty of Arts and Sciences and Paul M. Dauten, Jr. Professor of Biological Sciences
- Ann Root Keith, Chief Operating Officer for Advancement, Interim Chief Advancement Officer
- Christine Thomas, Associate Professor of Philosophy (Winter and Spring 2024)

Arts and Sciences Leadership Structure Task Group

- Elizabeth Smith (Lead), Dean, Faculty of Arts and Sciences and Paul M. Dauten, Jr. Professor of Biological Sciences
- Scott Brown, Dean of the College
- Nina Pavcnik, Niehaus Family Professor in International Studies, Special Advisor to the President
- Christie Thomas, Associate Professor of Philosophy

Undergraduate Student Affairs Task Group

- Rebecca Biron (Lead), Professor of Spanish & Portuguese, Comparative Literature, Leslie Center
- La-Tarri Canty, Associate Dean of Community Life and Inclusivity
- Eric Ramsey, Associate Dean for Student Life
- Holly Wilkinson, Assistant Dean for Academic and Student Affairs at Thayer

Advising & Student Support Task Group

- Elizabeth Smith (Lead), Dean, Faculty of Arts and Sciences and Paul M. Dauten, Jr. Professor of Biological Sciences
- Tim Baker, Assistant Dean of the Faculty for Special Projects and Academic Advising
- Margaret Funnell, Assistant Dean of the Faculty for Undergraduate Research
- Anne Hudak, Associate Dean of Student Support Services
- Doug Van Citters, Associate Professor of Engineering for the Thayer School of Engineering and Associate Dean, Undergraduate Education
- Janice McCabe, Associate Professor of Sociology, Allen House Professor

Undergraduate Admissions & Financial Aid Collaboration Task Group

- Lee Coffin, Vice President and Dean of Admissions and Financial Aid

Institutional Registrar Task Group

- Elizabeth Smith (Lead), Dean, Faculty of Arts and Sciences and Paul M. Dauten, Jr. Professor of Biological Sciences
- Libby Barlow, Associate Provost for Institutional Research
- Eric Parsons, Registrar of the College

Finance & Budget Task Group

- Scott Frew (Lead), Chief Financial Officer

- Maria Anderson, Chief Finance and Operation Officer for the Arts and Sciences
- Wesley Benbow, MBA, Executive Dean for Administration and Finance for the Geisel School of Medicine
- Nina Pavcnik, Niehaus Family Professor in International Studies, Special advisor to the President
- Andrew Samwick, Sandra L. and Arthur L. Irving '72a P'10 Professor of Economics
- Tricia Spellman, Chief Financial and Administrative Officer for the Thayer School of Engineering
- Chris Strenta, Adviser, Dean of the Faculty Office

Advancement Task Group

- Ann Root Keith, Interim Chief Advancement Officer

D2 Project Membership, 2022-2023**Executive Committee**

- Elizabeth F. Smith (Lead), Dean, Faculty of Arts and Sciences and Paul M. Dauten, Jr. Professor of Biological Sciences
- Justin Anderson, Vice President for Communications
- Scott Brown, Ph.D, Dean of the College
- Lee Coffin, Vice Provost for Enrollment and Dean of Admissions and Financial Aid
- R. Scott Frew, Chief Financial Officer
- Philip J. Hanlon '77, President
- Mike Harranty, Haldeman Director of Athletics and Recreation
- David Kotz '86, Provost, and the Pat and John Rosenwald Professor in the Department of Computer Science
- Richard Mills, Executive Vice President for Finance and Administration
- Chloe Poston, Ph.D., Associate Vice President for Strategic Initiatives, Office of Institutional Diversity and Equity
- Peter Roby '79, Advisor to the Director of Athletics and Recreation

Organizational Structure and Governance Working Group*Faculty Success Working Group*

- Christine Thomas (Chair), Associate Professor of Philosophy
- Jane Lipson, Albert W. Smith Professor of Chemistry, Associate Dean for the Sciences
- Laura Ray, Senior Associate Dean for Faculty Development, Professor of Engineering for the Thayer School of Engineering
- Lee Coffin, Vice Provost for Enrollment and Dean of Admissions and Financial Aid

Student Success Working Group

- Lee Coffin (Chair), Vice Provost for Enrollment and Dean of Admissions and Financial Aid
- Rebecca Biron, Professor of Spanish & Portuguese, Comparative Literature, Leslie Center
- Joann Brislin, Senior Associate Athletic Director for Physical Education & Recreation
- Anne Hudak, Associate Dean of Student Support Services
- Eric Ramsey, Associate Dean for Student Life
- Douglas Van Citters '99, Thayer '03, '06, Associate Professor of Engineering for the Thayer School of Engineering and Associate Dean, Undergraduate Education
- Marianne Thomson, Associate Dean of Student Affairs

Budget Working Group

- R. Scott Frew, Chief Financial Officer
- Maria Anderson, Chief Finance and Operation Officer for the Arts and Sciences
- Wesley Benbow, MBA, Executive Dean for Administration and Finance for the Geisel School of Medicine
- David Kotz '86, Provost, and the Pat and John Rosenwald Professor in the Department of Computer Science
- Andrew Samwick, Sandra L. and Arthur L. Irving '72a P'10 Professor of Economics, and Chair of Department of Economics
- Tricia Spellman, Chief Financial and Administrative Officer for the Thayer School of Engineering
- Christopher Strenta, Advisor, Dean of the Faculty Office
- Mary-Ella Zietz, Assistant Provost for Fiscal Planning and Operations

Appendix E: Data and Peer Research

E1 Peer Set and Initial Observations

In July 2022, the Executive Committee selected a set of peers to research based on similarities to Dartmouth in terms of undergraduate focus, academic rigor, and budget model, including Amherst, Brown, Columbia, Duke, Harvard, Northwestern, Princeton, UChicago, Vanderbilt, Washington University in St. Louis, and Yale. Initial research into these peers' organizational structures revealed similarities and differences to Dartmouth's current organization (See [Table E1](#)).

Of note, *Dartmouth is the only one of these peers without a standalone undergraduate college or school of arts and sciences*. At 7 of 11 peers, the leader of these undergraduate colleges/schools of arts and sciences reports to the Provost.

Additional research revealed how Dartmouth compares to its peers by numbers of enrollment, faculty, staff, and type of budget model (See [Table E2](#)). There is a spectrum of industry budget models, described below. Dartmouth currently operates on an incremental budget model, and the proposed model would have Arts and Sciences operating in a hybrid model, between a formula-based model and a Responsibility Center Management (RCM) model (see below).

E1.1 Institutional Budget Model Types

- *Incremental Budgeting*: This is Dartmouth's current model, and a traditional practice in university budgeting, in which budget proposals and allocations are based on the previous year's funding levels (Amherst, Brown, Northwestern, Princeton, Yale).
 - Its predictability allows for longer-term future planning and is easy to implement.
 - It is limited in its vision into where costs have been incurred and thus, how those costs contribute to revenue and value creation.
- *Every Tub on its Own Bottom (ETOB)*: This highly decentralized budget model separates each "tub" as a high-level institutional unit, each expected to be self-financing in the preparation of its own budgets, raising of its own money, and keeping itself solvent (Harvard, Vanderbilt).
 - Encourages individual initiative and self-reliance as well as provides each unit the freedom to pursue its choice of academic goals.
 - Central administration has considerably less financial authority than other models and it disincentivizes collaboration between units since it fosters duplication of academic effort.
- *Responsibility Center Management (RCM) and Incentive-Based Budget (IBB)*: Terms used interchangeably, these models are driven by the achievement of an institution's academic priorities such that they delegate operational authority to each unit and units are

expected to manage their own expenses with the provided revenues and income, including student tuition (Columbia, Duke, Northwestern, WashU).

- They can promote ambition and the pursuit of new revenue sources that benefits units.
- The nature of these models promotes competition between units that may alternatively lead to inefficient methods to prevent other units from gaining enrollment.

Of note in [Table E2](#) is the way Dartmouth compares to its peers in terms of organizational structure and size. Dartmouth is necessarily unique among its peers, and there is no expectation that it will organize its arts and sciences programs (faculty and undergraduate students) exactly like one of its peers. However, it is notable that the organizational and leadership structure of the Faculty of Arts and Sciences vis-a-vis Dartmouth institutionally is most similar to Amherst, while Dartmouth's total student body is 2.4 times larger and faculty 3.8 times larger than Amherst's. Additionally, Dartmouth has 3 professional schools and a graduate school. Conversely, Brown, Princeton, and Yale – who are Dartmouth's closest peers in terms of size and proportionality of undergraduate student body – have markedly different organizations for their undergraduate colleges, arts and sciences faculties, and student support structures than Dartmouth.

Table E1: How Dartmouth Compares to Peers by Organizational Structure and Leadership

	Dartmouth	Amherst	Brown	Columbia	Duke	Harvard	North-western	Princeton	UChicago	Vanderbilt	WashU	Yale
Has formal UG College / School of Arts and Sciences	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Dean of UG College / School of Arts and Sciences reports to?	N/A	N/A	DOC reports to Provost	DOC reports to Dean of the Faculty	DOC reports to Provost	DOC reports to Dean of the Faculty	DOC reports to Provost	DOC reports to Provost	DOC reports to Provost	DOC reports to Provost	DOC reports to Dean of the Faculty	DOC reports to Provost
Do other schools / colleges admit UG?	No	N/A	Engin.	Engin.	Engin.; Environ.; Pub Pol.	No	Comm.; Ed. & Social Policy; Engin.; Journ.; Music	Archit.; Engin.; Public Policy	No	Edu.; Engin.; Music	Engin.; Bus.; Design & Visual Arts	No
Arts and Sciences faculty leadership	DOF reports to President, dotted line to Provost	Provost is equivalent to Dean of the Faculty	DOF reports to Provost	DOF reports to Provost	Divisional Deans report to Dean of College	DOF reports to Provost & President	DOF reports to Dean of College	DOF reports to Provost	Divisional Deans reports to Provost	Dean of the Faculty Affairs reports to Dean of College	DOF reports to Provost	DOF reports to Provost
Where do Arts and Sciences graduate students enroll?	Graduate School reports to Provost	N/A	Graduate School reports to Provost	Graduate School reports to Faculty of Arts and Sciences	Graduate School reports to Provost	Graduate School reports to Faculty of Arts and Sciences	Graduate School reports to Provost	Graduate School reports to Provost	Academic Divisions	Graduate School reports to Provost	Graduate School reports to Faculty of Arts and Sciences	Graduate School of Arts and Sciences reports to Vice Provost

Student Affairs reports to?	Dean of College reports to Provost	Chief Student Affairs Officer reports to President	VP Campus Life reports to President	Dean of UG Student Life reports to Dean of College	VP for Student Affairs reports to President and Provost	Dean of Students reports to Dean of College	VP for Student Affairs reports to President	VP for Campus Life reports to President	Dean of Students reports to Provost	VP for Student Affairs reports to Provost	Vice Chan. of Student Affairs reports to Provost	Dean of College reports to Provost
Student Affairs scope (UG, Grad, both)	Both	UG	Both	UG	Both	UG	Both	Both		Both	Both	UG
Admiss. reports to?	Provost	President	Provost	Dean of School	Provost	Dean of the Faculty	Provost	Dean of School	President	Provost	Provost	TBD
Athletics reports to?	President	Provost (equiv. to Dean of the Faculty)	President	President	President	Dean of the Faculty	President	VP for Campus Life	Dean of Students in the University	Chancellor	Vice Chan. of Student Affairs	Vice Provost for Acad. Resources
Libraries report to?	Provost	Provost (equiv. to Dean of the Faculty)	Deputy Provost for Acad. Affairs	Provost	Provost	Dean of the Faculty	Provost	Provost	Provost	Provost	Provost	Vice Provost for Colls. and Scholarly Comms.

Key	Dartmouth's structure mirrors a common structure	Dartmouth's structure differs from a common structure	Dartmouth's structure differs from a common structure	Dartmouth's structure differs from a common structure
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Source: Publicly available

information as of August 2022

Table E2: How Dartmouth Compares to Peers by Enrollment, Faculty, Staff, and Budget

	Dartmouth	Amherst	Brown	Columbia	Duke	Emory	Harvard	Northwestern	Princeton	Vanderbilt	WashU	Yale
UG Enrollment	4,170	1,745	6,792	8,148	6,717	7,010	8,527	8,559	4,774	7,057	7,653	4,703
Graduate Enrollment	2,094	0	2,951	18,081	8,950	6,206	14,874	11,041	3,027	5,722	6,415	7,261
Total Enrollment	6,264	1,745	9,743	26,229	15,667	13,216	23,401	19,600	7,801	12,779	14,068	11,964
% UG in Student Body	67%	100%	70%	31%	43%	53%	36%	44%	61%	55%	54%	39%
Instructional FTE Staff	766	267	921	4,961	4,127	2,214	2,232	2,438	1,050	1,341	1,871	2,963
Total FTE Staff	3,813	996	4,443	19,499	18,793	11,842	17,989	10,320	6,452	5,761	15,922	15,412
Total Expenses ¹	\$902M	\$233M	\$1,030M	\$5,037M	\$6,859M	\$6,578M	\$5,383M	\$2,459M	\$1,796M	\$1,288M	\$3,560M	\$4,091M
Has a Medical Center?	No	No	No	Yes	Yes	Yes	No	Yes	No	No	Yes	Yes
Institutional Budget Model	Incremental	Incremental	Incremental	RCM	RCM	Incremental	ETOB	Incremental/ Incentive ²	Incremental	ETOB	Incentive	Incremental

■ Within 30% of Dartmouth’s figures.

Source: The Integrated Postsecondary Education Data System (IPEDS) FY20 data

¹Some institutions may typically classify scholarship as a contra-revenue or as an expense. IPEDS data has been used for consistency.

²Northwestern University’s central unit uses an incremental model, while its Colleges/Schools use a more incentive-based model.

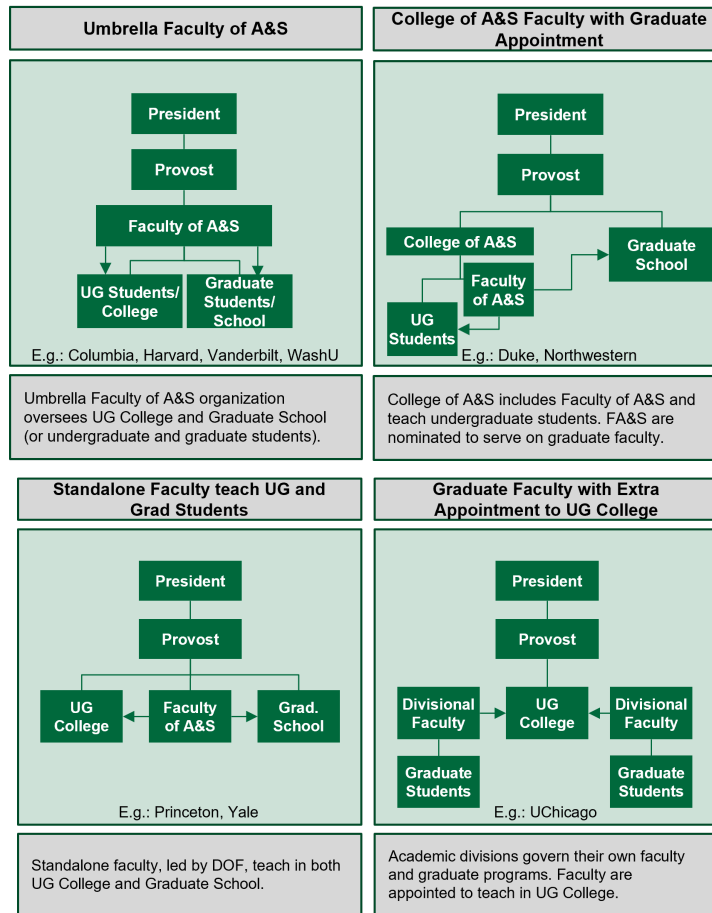
E2 Organization of Faculty, Undergraduate Education, Graduate Education

E2.1 Faculty Structure and Appointments

This document proposes a model where arts and sciences faculty are organized into the same overarching unit as undergraduate student programs, with additional instruction responsibilities for Dartmouth's graduate students. At Dartmouth's peers, there are four general models for organizing this joint teaching load. (See [Figure E1](#)).

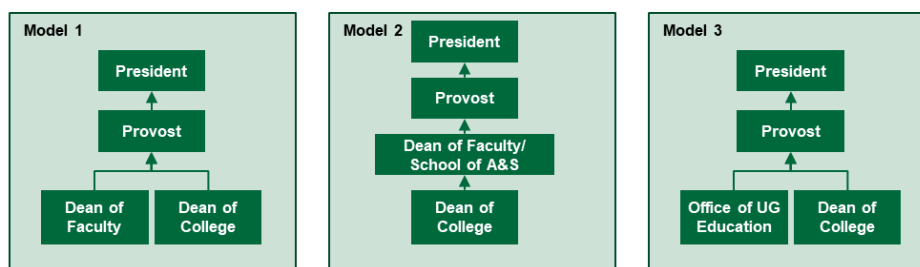
- **Umbrella Faculty of Arts and Sciences:** The Dean of the Faculty of Arts and Sciences oversees undergraduate and graduate students (e.g., Columbia, Harvard, Vanderbilt, Washington University in St. Louis).
- **A College of Arts and Sciences with Graduate Appointments:** Faculty of Arts and Sciences sit within a College of Arts and Sciences, teach undergraduate students, and are separately nominated to serve on graduate faculty (e.g., Duke, Northwestern).
- **Stand-Alone Faculty teach Undergraduate and Graduate Students:** A stand-alone faculty, led by a Dean of the Faculty, who teach in both the undergraduate college and the graduate school (e.g., Princeton, Yale).
- **Graduate Faculty with Appointment to Undergraduate College:** Academic divisions that govern their own faculty and graduate programs, from which some faculty receive additional appointments to teach in the undergraduate college (e.g., University of Chicago, Brown).

Figure E1: Four Peer Models for Split Faculty Appointments



E2.2 Undergraduate Education

At all of Dartmouth’s peers, there is a single leader charged with ownership of undergraduate education – typically the Dean of the undergraduate college or school of Arts and Sciences. At Dartmouth, however, this responsibility is shared by the Dean of the Faculty, Dean of College, and President. Dartmouth’s peers organize their “home” for undergraduate education in three ways (see [Figure E2](#)).

Figure E2: Three Peer Models for Undergraduate Education

In Model 1, the Dean of College, reporting to the Provost, oversees the curricular and co-curricular student experience (e.g., Brown, Chicago, Princeton, Yale). In Model 2, the Dean of College reports to the Dean of the Faculty (e.g., Columbia, Harvard). In Model 3, an institutional Office of Undergraduate Education reports alongside the Dean of College/School of Arts and Sciences to the Provost (e.g., Duke).

Additional details on three peers are below:

Columbia University

- The Dean of Columbia College reports to the Executive Vice President and Dean of the Faculty of Arts and Sciences and has a joint appointment as Vice President of Undergraduate Education.

Harvard University

- The Dean of Harvard College oversees the entire undergraduate experience (including student life), and reports to the Dean of the Faculty of Arts and Sciences.
- The Harvard College Office of Undergraduate Education is specifically charged with the administration of the undergraduate curriculum.
- The Office of Undergraduate Education, run by a tenure-track faculty person appointed to the role of Dean of Undergraduate Education, oversees the following programs:
 - Program in General Education
 - Advising Programs
 - Academic Resource Center
 - Harvard College Writing Program
 - Freshman Seminar Program
 - Office of Undergraduate Research and Fellowships
 - Office of International Education
 - Career Services

- Center for Teaching and Learning

Duke University

- Undergraduates are admitted to and enroll in multiple schools.
- A centrally reporting Office of Undergraduate Education is charged with coordinating the academic experience across schools and integrating the academic and social dimensions of the undergraduate student experience across all campus units.
- Embedded as liaisons to this Office of Undergraduate Education are:
 - Trinity College of Arts and Sciences’ Dean of Academic Affairs, who has a dual appointment as Associate Vice Provost of Undergraduate Education.
 - Duke’s Vice President of Student Affairs and Dean of Students, who has a dual appointment as Associate Vice Provost for Undergraduate Education.

E2.3 Graduate Education

Dartmouth and all but one of its peers enroll arts and sciences graduate students within a graduate school. (Chicago is the outlier, where graduate students enroll in their disciplinary “division” rather than a school). The faculty who teach these graduate students are organized in different models (see [Table E1](#)). There are two common organizational models for graduate schools:

- Model 1: Graduate school reports to the Provost (e.g., Dartmouth, Brown, Duke, Northwestern, Princeton, Vanderbilt, Yale).
- Model 2: Graduate school reports to an “umbrella” Dean of the Faculty who also oversees an undergraduate college (e.g., Columbia, Harvard, WashU).

E3 Role of the Dean of the Faculty

As the Organizational Working Group investigated potential structural and leadership options for arts and sciences faculty, it was interested to understand how some of Dartmouth’s peers are organized, specifically their faculty leadership structures. A summary of a subset of peers was prepared, identifying institutions similar in size to Dartmouth (Brown, Princeton), institutions where Deans of Faculty have broad portfolios of oversight (Columbia, Harvard, WashU), and an institution with no Dean of the Faculty and where faculty are governed by academic division (UChicago).

The peer set varies significantly, and no particular peer structure matches the organizational chart outlined in this proposal (see more details below). Dartmouth’s proposed Dean of the Faculty role will work with and report to the Dean of Arts and Sciences to oversee academic divisions and faculty affairs, alongside Deans of Undergraduate Education and Student Affairs, integrating the voice of the faculty with the student experience.

Brown University

- Brown's Dean of the Faculty reports to the Provost and oversees academic faculty and faculty affairs. They partner with a Dean of College, also reporting to the Provost, who oversees undergraduate academics and curricular experience.
- The Dean of the Faculty's office includes:
 - Three senior associate deans who oversee faculty human resources and special projects. A deputy dean and assistant dean assist with budgeting, strategic planning, and relationships with the central administration and the schools in which Arts and Sciences faculty teach.
 - Faculty and staff administrative teams who handle all staff human resources and faculty administration.
 - There does not appear to be a layer of associate deans between department chairs and Dean of the Faculty.

University of Chicago

- Chicago's four academic divisions—Biological Sciences, Humanities, Physical Sciences, and Social Sciences—are led by Divisional Deans who report to the Provost. Divisional Deans are both leaders of their (divisional) schools and deans of their (divisional) faculty.
- Each division oversees its own faculty, administrative staff, graduate programs, and budgets. Graduate programs and teaching take place within academic departments, under the oversight of the Divisional Dean.
- Divisional faculty who teach undergraduates have special appointments to the College.

Columbia University

- Columbia's Faculty of Arts and Sciences brings together the faculties of Columbia College, Graduate School of Arts and Sciences, School of General Studies, School of the Arts, and School of Professional Studies. Deans of Columbia's Humanities, Science, and Social Sciences Division report to the Dean and Executive Vice President of the Faculty of Arts and Sciences.
- The Executive Committee of Columbia FAS is made up of the EVP and the Deans of Columbia College and Graduate School of Arts and Sciences.
- The Office of the Dean and EVP of FAS oversees most facets of supporting the faculty, administrators and staff of the five schools, 28 academic departments and 40 institutes and centers that constitute the Arts and Sciences.

Harvard University

- Harvard's Faculty of the Arts and Sciences is the home of Harvard's undergraduate program and all of Harvard's PhD programs. Deans of three academic divisions, Harvard College,

Harvard Graduate School of Arts and Sciences, the School of Engineering and Applied Sciences, and Continuing Education report to the Dean of the Faculty. In addition, the DoF oversees Harvard Athletics, Library, and Museums of Science and Culture.

- DoF direct reports include the Deans of the schools and divisions listed above, Dean of the Faculty Affairs and Planning, Associate Dean for Communications, Dean for Administration and Finance, Registrar, and Secretary of the Faculty.

Washington University in St. Louis

- WashU’s Arts and Sciences is home to the departments, programs, and centers of the arts and sciences, as well as the College of Arts and Sciences and Office of Graduate Studies. The VP and Dean of Arts and Sciences oversees the Vice Dean of Undergraduate Affairs who manages undergraduate education and a Vice Dean and Associate Vice Dean of Graduate Education who oversees graduate programs.

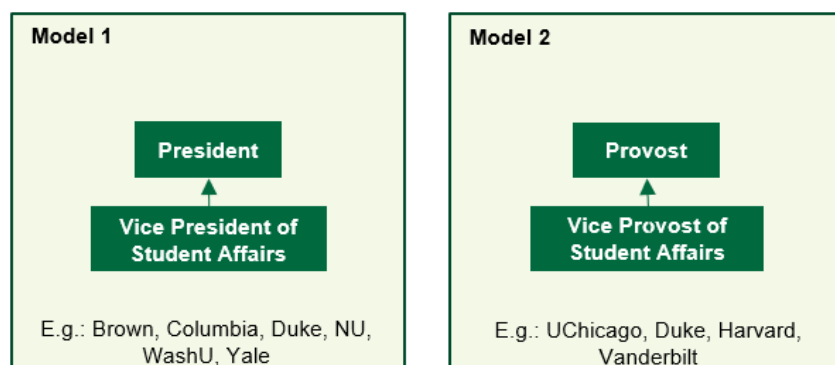
E4 Organization of Student Affairs

While the exact organization of student affairs varies between institutions, all peers have an institutional student affairs leader reporting to the President or Provost. Some peers, however, organize the majority of undergraduate student life within their undergraduate colleges as a part of the house system (e.g., Harvard, Yale).

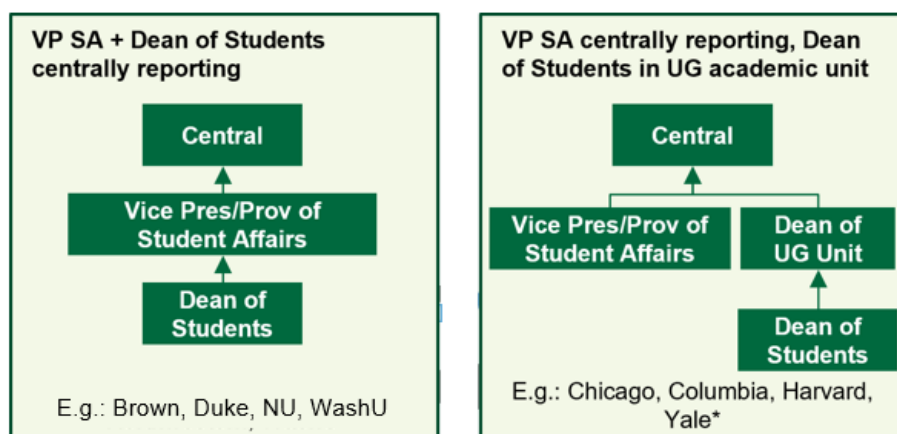
E4.1 Institutional Student Affairs Structures

In a peer set of ten institutions, as illustrated in [Figure E3](#) below, two thirds have a Vice President of Student Affairs and one third a Vice Provost of Student Affairs (Duke’s Student Affairs leader holds a Vice President/Vice Provost role).

Figure E3: Two peer models for student affairs report



In that group, eight institutions have a distinct Dean of Students role separate from their chief Student Affairs officer. As illustrated in [Figure E4](#) below, these Deans of Students report both within the central VP of Student Affairs unit or locally to the dean of the undergraduate academic unit.

Figure E4: Peer models including Dean of Students position

Nuances to these models exist, for example:

- Duke—which enrolls undergraduates in more than one school—centralizes its Student Affairs leadership, where the VP of Student Affairs reports jointly to the President and Provost, outside of the College of Arts and Sciences.
- Yale places its Student Affairs units within its undergraduate college and administers student affairs and residential life through its residential college system. A central VP of University Life has a limited scope to coordinate student affairs across schools and share oversight of select cultural centers.
- The University of Chicago’s central Student Affairs leadership oversees campus life broadly (including athletics, bursar, registrar, spiritual life, residence life, and student activities). Reporting within the undergraduate college, the Dean of Students in the College oversees academic advising, student success, programming and orientation, and undergraduate community standards.

The student affairs structure proposed in this document most closely aligns with the structures of Harvard and Yale colleges, where the majority of the student affairs experience is governed by and delivered through the undergraduate college.

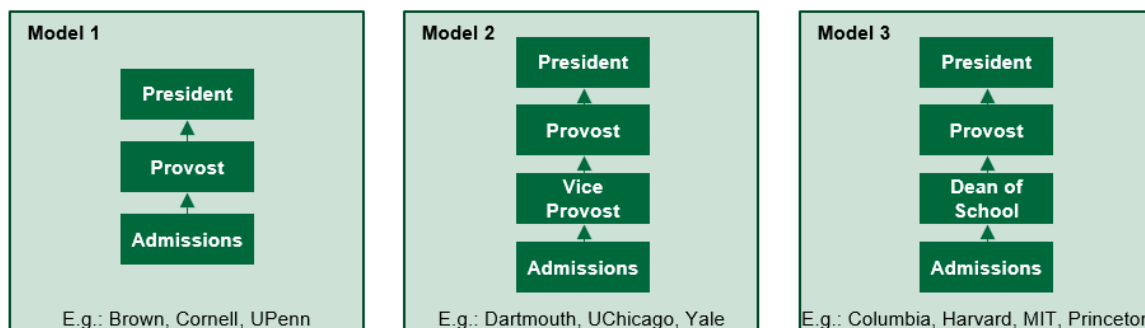
E5 Admissions and Financial Aid

Dartmouth’s current office of Undergraduate Admission and Financial Aid perform functions in service of both undergraduates and the broader institution. Conversations on the structures of admissions and financial aid in the 2022-23 Working Groups centered on how to establish an admissions process by which the new Arts and Sciences would have input into undergraduate enrollment decision-making. The groups requested information on how peers structure their enrollment, admissions, and financial aid functions.

A survey of Dartmouth’s Ivy+ peers showed that the reporting lines for the undergraduate enrollment functions can be organized into three overarching models, illustrated in [Figure E5](#)

below: in Models 1 and 2, admissions reports centrally to the Provost or President; in Model 3, undergraduate admissions sits within the undergraduate college and reports to the Dean.

Figure E5: Three peer models for admissions reporting lines



Five of nine schools surveyed organize their undergraduate admissions functions centrally, either reporting to the President or Provost. The other four organize their undergraduate admissions functions into their undergraduate college or school. At all nine peers, the chief admissions officer is either formally or informally charged with enrollment management and strategy. Note that Admissions also reports to the President (dotted line) at Princeton.

Note: Since this peer data was collected, Brown announced an elevation of its Dean of Admissions to Associate Provost for Enrollment. With this move, the university established an Enrollment Division overseeing College Admission, Financial Aid, and Registrar's offices. Brown's offices of Financial Aid and the Registrar serve both undergraduate and graduate students and the Office of College Admission continues to focus on undergraduate recruitment. Brown's other academic units lead the admission and recruitment efforts for their student populations⁴⁵.

E6 Institutional Registrar

Establishing a central registrar would bring Dartmouth in line with the industry standard for how universities perform registrar functions. Ten of eleven peers analyzed have central registrars. Of those ten, two have both arts and sciences/undergraduate registrars and a central, coordinating registrar. The other eight exclusively have central registrars, who often work alongside registrars located within graduate and professional schools.

There are two common models for where the central registrar reports:

- Directly to the Provost, or to a Vice or Deputy Provost
- Into the Office of Enrollment

Some peers also organize a central registrar's office into the Student Affairs or Finance/IT divisions.

⁴⁵ <https://www.brown.edu/news/2022-11-30/enrollment>

E7 Athletics

Athletics is known by some as the “front porch” to an institution and offers student athletes the opportunity to build leadership skills while they work toward their academic degree. At Dartmouth’s peers, the Athletics reporting line takes three common models:

- Model 1: Athletics reports directly to the President. This is the most common model at Dartmouth and its peers, reflecting the institutional importance of Athletics to the profile of a university. Example institutions: Dartmouth, Brown, Columbia, Duke, Northwestern, Vanderbilt.
- Model 2: Athletics reports to institutional student affairs leader. Example institutions: Chicago, Princeton, WashU.
- Model 3: Athletics reports to the Dean of the Faculty. Example institution: Harvard.