

April 3, 2018

To the Dartmouth community,

In August, with the support and encouragement of the Board of Trustees, I charged the Presidential Task Force on Enrollment Expansion to explore the benefits and challenges associated with increasing the size of the undergraduate student body. Specifically, the charge to this group was to develop a hypothetical implementation plan for growth of the undergraduate student body, thereby revealing the many areas, including housing, instructional staffing, and essential student services, that would need to be considered in undertaking an enrollment expansion.

The task force completed its work and the group's findings are detailed in the final report, presented here. The trustees and I extend our most sincere thanks to the members of the task force and, in particular, to its co-chairs—Dean of the Faculty Elizabeth Smith and Dean of the College Rebecca Biron—for their leadership.

It is incumbent upon the trustees to routinely consider long-term strategic issues such as quality, scale, and breadth as we work to emphasize the distinctive quality of the Dartmouth experience and enhance our reputation, competitiveness, and impact in the world. Such issues are complex and require deep study. I'm grateful to the task force for examining the financial implications, soliciting input from our campus community as well as from our higher education peers, and enabling a discussion grounded in fact and guided by evidence.

The trustees ultimately decided, based on my recommendation, that the undergraduate student body should remain at its current level. Both my recommendation and the subsequent decision by the trustees were informed by this report, which will continue to serve as a valuable tool for any future considerations of enrollment scale.

The task force report identified several areas for proactive investment in our current infrastructure, regardless of any future increase in the size of the undergraduate student body. These areas include the need for additional student housing, classroom upgrades, more and improved faculty office space, additional parking, and increased mental health services. I'm pleased to share some of the efforts already underway to address these items.

- We are exploring sites on which to build additional residence halls to ease the strain on student housing and provide the swing space necessary to renovate aging dormitories.
- The ongoing renovation of Dana Hall will provide additional faculty office space, parking, and outdoor green space.
- The planned expansion and relocation of computer science and the entrepreneurial enterprise to a proposed new building to be shared with engineering will open classroom and office

space in Sudikoff and office space in 4 Currier, where the DEN is currently located. Included in this project is a doubling of the number of parking spots in the west end.

- At its March meeting, the board approved funds to turn vacated administrative space into classroom and other learning spaces in Blunt Alumni Center, which will continue to house the Office of Alumni Relations.
- We continue to have emergency counselors on call 24 hours a day, and over the last year we have implemented a much-used triage system that allows any student, in a non-emergency situation, to see a mental health counselor within several days. In addition to these steps, enhancement of student mental health services is one of the priorities in the upcoming capital campaign.
- We are increasing the amount budgeted for renewal of facilities by \$1.5 million a year and directing this funding to projects that will improve academic and infrastructure facilities. The budget is shy of what is needed to correct the renewal backlog, but this annual increase will make a significant difference over time.

The investment opportunities above, responding to needs highlighted in the Task Force Report, are but a subset of those that we are making across the institution. This is a period of historic investment in meeting current campus needs and pursuing bold ambitions for the future of Dartmouth. Each of you has a role to play in that effort, and I look forward to your continued partnership and collaboration.

Sincerely,

A handwritten signature in black ink, appearing to read "Phil Hanlon". The signature is fluid and cursive, with the first name "Phil" being larger and more prominent than the last name "Hanlon".

Phil Hanlon '77
President

Report from the
DARTMOUTH PRESIDENTIAL TASK FORCE ON SCALE
March 2018

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EXECUTIVE SUMMARY

The mission of Dartmouth College is to prepare the most promising students for a lifetime of learning and responsible leadership. The special quality of a Dartmouth education is distinguished by many factors, including a broad and deep curriculum in the Liberal Arts; a low student-faculty ratio; high levels of student support through advising, research and internship opportunities; lively and varied student life experiences in a classic residential college setting; and an adventuresome spirit that engages global learning and problem-solving.

Expansion of undergraduate enrollment at Dartmouth may increase the institution's positive impact in the world by providing more students with access to high quality education and supporting more faculty-produced research and innovation. Other possible opportunities afforded by expansion include increasing academic power and diversity in each admitted class; strengthening and deepening the role of House Communities on campus; and increasing the types and number of off-campus programs.

In order to maintain or enhance the quality and impact of a Dartmouth education, any planned expansion of the undergraduate student body should be preceded by the following actions:

- Articulate a clear and convincing rationale for growth
- Consult broadly and deeply with academic departments and deans regarding the detailed effects of expansion on teaching and research
- Engage the community in developing a Campus Master Plan
- Invest in strategic renewal and strengthening of the current Dartmouth experience: spaces (primarily residence halls, classrooms, offices, parking) and human/programming resources (primarily mental health support, accessibility services, undergraduate deans)

Peer institutions that have grown in recent years have engaged in protracted and overlapping planning and building processes, usually spanning two capital campaigns, before phasing in larger incoming classes of undergraduate students. Therefore, a hypothetical enrollment expansion plan for Dartmouth must entail multiple concrete phases:

1. Devise an action plan for engaging all Dartmouth constituencies in considering the benefits and challenges of possible expansion.
2. Identify funding and timing for improving the quality of a Dartmouth education at current enrollment levels by renovating academic and residential facilities and strengthening current student support.
3. Implement building renovations and strengthen current student support.
4. (overlapping with Phase 3) Plan for the complexity of enrollment growth and its effects on academic departments/programs, student support services, and the Dartmouth experience.
5. Identify funding and timing for implementing further campus development (capital and programmatic expansion) to accommodate growth.
6. Implement new building and programmatic expansion plan.
7. (overlapping in time with Phase 6) Gradually increase the size of incoming classes of undergraduate students.

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I. INTRODUCTION: PROCESS, OVERVIEW OF REPORT, CHARGE

The Presidential Task Force on Scale prepared this report at the request of President Hanlon and the Board of Trustees. In August 2017 President Hanlon charged this faculty Task Force, chaired by the Dean of the Faculty of Arts and Sciences and the Dean of the College, to create a hypothetical implementation plan for an expansion of undergraduate enrollment by 10 to 25% over a determined period of time. He specified that any expansion should “maintain or even enhance the quality the educational experience” while remaining “no worse than break-even financially.”

The Task Force solicited data from the academic and student services departments that would be most directly affected by any level of undergraduate enrollment growth. We collected, sorted, and characterized responses from alumni, some students, faculty and community members. We queried peer institutions about the processes they followed toward expanding (or declining to expand).

We have organized our report into the following sections:

First, we address the factors that comprise the quality of a Dartmouth education as well as the unique path that brought us to this point. If expansion is to preserve or enhance the educational experience of our undergraduates, it is important to articulate its most salient features at the outset.

We then identify potential benefits of enrollment expansion. Some of these are articulated in President Hanlon’s charge. Others were uncovered in our investigations, either through Dartmouth colleagues or by extrapolation from other institutions. We also provide some cautions and concerns.

Then we highlight opportunities to renew and strengthen the quality of a Dartmouth education at zero-growth.

Next, we turn to the questions of expansion at both boundary points of 10% and 25%. This section characterizes personnel, space, and other resources in academic and student support areas that would be required for enrollment growth.

The subsequent section reviews the experiences of notable peer institutions that have expanded – or declined to expand – and the lessons Dartmouth might draw from them.

Then we characterize community sentiment regarding expansion and provide recommendations for future engagement on this topic.

Finally, we summarize our findings and provide guidelines for the potential implementation of a plan for enrollment growth.

Detailed information is included in notes at the end of the report.

THE CHARGE to The Presidential Task Force on Scale

--President Hanlon

Over the past several years, there has been much discussion of the possibility of expanding Dartmouth's undergraduate enrollment. The most compelling reason to contemplate growth follows directly from core mission. Dartmouth aspires to better the world in large part by preparing graduates who have the skills and ambitions to lead lives of leadership and impact. The extent to which we can prepare more graduates to do that, the more Dartmouth can make a positive mark on the world.

There are also institutional reasons to imagine growth. As the smallest of the Ivies (by far), we recruit an incoming class that meets the many expectations that come with being a member of the Ivy League. But we have a much smaller enrollment base from which to build a diverse, global entering class that brings interests in a wide variety of academic disciplines while recruiting students who are ready to participate in some of the distinctive and unique co-curricular and extra-curricular features of the Dartmouth experience. A larger entering class would allow us more room to shape the class, i.e., to recruit students interested in the Humanities, or in Computer Science or more international students – to name just three areas that have, in recent years, advocated for greater representation in the incoming class.

In addressing the Arts and Sciences Faculty in November of 2016, the President highlighted enrollment scale as one of five strategic questions facing the institution. Being the long-term stewards of the institution, the Trustees have a keen interest in this question of enrollment scale. With justification, they believe that an abstract discussion of the notion of enrollment expansion will be inefficient and probably ineffective. They have asked that we develop a hypothetical implementation plan to identify the opportunities and challenges that might come with enrollment growth. The charge for this group is to develop that implementation plan.

There are three boundary conditions. First, assuming revenue growth proportional to the current levels of net tuition, the plan should be no worse than break-even financially. Second, reasonable steps should be taken to maintain or even enhance the quality of the educational experience with a larger student body. Third, the implementation plan should deliver growth of somewhere between 10% and 25% over some period of time.

The group should consider the major aspects of growth in the undergraduate class. This includes housing and the need to build additional residence hall capacity. The need to assure health and safety of a larger student body. Ways in which we might operate more efficiently or more effectively deploy existing faculty and staff in instruction, advising, mentoring and providing student services. The timeframe over which growth will occur is part of the implementation plan that the group will develop.

Timeline and Reporting: The Task Force will report to the President and the President's Office will provide staffing for the work of the group. The Executive Sponsors of this work will be the President, Provost and Executive Vice President. We ask that you deliver an initial report by

October 31 of 2017 with a final report due by March 15, 2018. Your group should be prepared to present a summary of findings to the Trustees at the March Board meeting in early March.

Group Composition: The group will be co-chaired by the Dean of the Faculty (Elizabeth Smith) and the Dean of the College (Rebecca Biron). It will include a trustee as well as five faculty members. The group will be staffed by two members of the President's Office.

This is intended to be a consultative group, not a representative group. So there has not been an attempt to include someone with every relevant expertise. Rather, it is assumed that the Task Force will consult as appropriate, for example, with Lee Coffin on admissions questions, Mike Wagner on Financial Questions, Alicia Betsinger on questions of institution metrics, etc.

II. THE QUALITY OF A DARTMOUTH EDUCATION

Any expansion of Dartmouth's undergraduate student body should preserve the close interactions between students, faculty, and staff that support our mission to prepare the most promising students for a lifetime of learning and responsible leadership through the College's distinctive qualities, historic role in higher education, and outsized impact on the world.

A. Dartmouth's Distinction

The mission of Dartmouth College is to prepare the most promising students for a lifetime of learning and responsible leadership. The Dartmouth experience combines five areas of institutional distinction:

- Liberal Arts at the core
- Teacher-scholar model
- Strong sense of place
- Basecamp to the world
- Adventurous spirit

Together, these concepts characterize the institution's values, traditions, and aspirations. Situated in a beautiful natural environment, Dartmouth is a place where students work intimately with world-class faculty and staff to produce and share knowledge; to develop a diverse and close-knit community of scholars and leaders; and to take what is learned here out into the broader world for the collective good.

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

A Dartmouth education is distinguished by many factors, including a low student-faculty ratio; intensive student support through advising, research and internship opportunities; and lively and varied student life experiences in a classic residential college setting. The campus atmosphere of plentiful green space, vibrant social connections, and a general sense of intimacy resonates with students, faculty, and staff to enhance their sense of connection and belonging in this high-achieving intellectual community.

From this strong sense of place, Dartmouth actively sends its students out into the world to engage with and learn from the cultures, peoples and experiences global learning provides, and then returns them to its basecamp for reflection, nuanced analysis and additional learning. Throughout, Dartmouth fosters among its students an adventuresome spirit for trying new things, going to new places and pushing the boundaries of self in the classroom, in the hills of New Hampshire, and in the world.

Many of these qualities have a particular relationship to institutional size. Some of the most valued qualities of Dartmouth are shared by certain of the comparison schools we studied. These

schools also considered carefully the impact of expansion on their respective institutional values. For example, Princeton, Yale, Brown, Rice, and Wake Forest all have spoken of the premium they place on their undergraduate experience and the close relationships students have with faculty members. Stanford, too, worried that expansion might change the character of the institution, although its pre-expansion size included nearly twice as many undergraduates as Dartmouth. In each of these cases, the schools felt that expansion could be handled in a manner that preserved these qualities.

B. Dartmouth in the Context of Higher Education in the United States

Dartmouth has played an important role in the evolution of higher education in the United States, and its decisions about institutional scale over time have been integral to that role. From Daniel Webster's early efforts to preserve Dartmouth's character, through the challenges from emerging land grant universities and ever-expanding enrollment demand, culminating in the creation of the D-plan to resolve the conflicting pressures surrounding co-education, Dartmouth has been intentional about its nature and its size.

In 1819, Daniel Webster argued the famous "Dartmouth Case" before the United States Supreme Court. As John Thelin notes in *A History of American Higher Education* (2004), the Court's "*delineation of clear, strong powers for the academic corporation of Dartmouth College was a 'victory' for all colleges and universities, whether they are what we would call today 'private' or 'public'*" (72). Reports of Webster's tearful and impassioned argument also "had an enduring, powerful impact on how Americans think about colleges as historical, special places" (Thelin, Introduction, xx).

Following the Civil War, as land grant public universities emerged, Dartmouth and other "historic colleges proved reasonably capable of providing new fields of study without transforming themselves into 'universities.' Far from being in decline, the liberal arts colleges displayed considerable resilience in the post-Civil War decades" (Thelin 90). Thelin cites Dartmouth as a good example:

William Jewett Tucker ensured that additions to the curriculum and course of study—including professional schools—supplemented rather than replaced the institution's collegiate identity and mission. Over the next twenty-five years Dartmouth's invigorated collegiate model, emphasizing liberal education for Christian character, had great appeal, and enrollments went from about three hundred to over two thousand during that period... (91)

According to David O. Levine in *The American college and the culture of aspiration, 1915-1940* (1986), in the early 1920s, Dartmouth developed "one of the nation's first comprehensive selective admissions plans" (Levine 138):

By the end of the war, with the improvement in national transportation networks and the growth of the prosperous, mobile and education-oriented upper-middle class, the best American schools could engage realistically in a nationwide search for the most talented and socially desirable young men... Though their efforts were limited to New England and the Middle Atlantic states, officials of Dartmouth began to show lantern slides of life

there at school assemblies in 1915. Like those of other schools, Dartmouth's trustees and faculty reaffirmed their support for the "natural" enrollment growth of the college by liberalizing admissions requirements to attract students from the West as well as from the public high schools of the nascent Eastern and Midwestern suburbs...At Dartmouth, although the freshman class of 1918-1919 had included fewer than 400 students, 698 young men were accepted to begin college in the fall of 1919—and Dartmouth officials were pleasantly shocked to find themselves rejecting 100 qualified applicants for fear of overcrowding. Within two years, Dartmouth became so popular that its acceptance list was completed in early February, and only half of the applicant pool was admitted. Faced with this unprecedented abundance of qualified potential students, Dartmouth officials realized that an alternative to the "first come first served" admissions process had to be found. (Levine 138)

According to Levine, Dartmouth President Ernest Martin Hopkins'

call for an "aristocracy of brains" in September of 1922 became the most widely read statement about the advantages of selection and limitation of its time... "It would be incompatible with all the conceptions of democracy to assume that the privilege of higher education should be restricted to any class defined by the accident of birth or by the fortuitous circumstance of possession of wealth..."...Hopkins' goal—and it was certainly the goal of many other progressive educators—was to provide a valuable intellectual and social experience in a small community for those young people most capable of exercising leadership in society... (Levine 141)

By the early 1940s, Dartmouth had set an enrollment cap of 2400. With the end of World War II, 300 veterans enrolled in the fall of 1945, and another 700 in March of 1946. To meet demand, the Trustees raised the enrollment cap to 3000 (Miller-Bernal 155). Despite enrollment and other pressures in the 1950s, "*Dartmouth trustees fought to limit the size of the student body to 3,000...arguing that Dartmouth's intimate size was essential to its identity*" (Miller-Bernal 158).

By the late 1960s, however, the College was fully engaged in assessing the question of co-education. Following extensive study and community dialogue, the Trustees announced the move to co-education in 1971. With the plan for year-round operation through the D-plan, Dartmouth would commit to increasing enrollment by 1000 women. "*Trustee David Weber '65, in recalling the decision, identified the role of institutional size in the trustees' deliberations: 'Dartmouth's mystique, its essence' was not only tied to maleness, it was tied to its small size. The trustees thus sought a way to 1) add women, 2) maintain male enrollment and 3) to keep the college small, simultaneously*" (Miller-Bernal 161).

Since co-education became a reality in the early 1970s, overall enrollment has gradually increased from 4100 to a total of 4410 undergraduates enrolled in the fall of 2017. This size is unusual among Dartmouth's peer institutions. Undergraduate-focused institutions, especially the most highly selective of these, typically enroll fewer than 3000 students. Highly selective research universities most often enroll undergraduate populations in excess of 5000, often substantially larger. Within the Ivies, Dartmouth is the smallest, by a significant and growing margin. For much of its history, the element of size – small enough to offer a stellar liberal arts

education yet large enough to offer students and faculty access to the best research – has defined the Dartmouth distinction.

C. Dartmouth’s Impact on the World

Relative to its Ivy League peers, Dartmouth boasts an outsized level of impact, whether in terms of *competitive rankings* for the quality of undergraduate education, athletics, research opportunities, the *notable achievements of high-profile alumni*, or Dartmouth faculty-generated *innovations addressing global challenges*.

Rankings: This year, US News ranked Dartmouth 2nd in commitment to undergraduate teaching (after Princeton, ranked 1st), marking the College’s 9th year in the top ten. It stood at 11th in US News’ Best National University rankings (tied with Johns Hopkins and Northwestern after Princeton, Harvard, Chicago, Yale, Columbia, MIT, Stanford, Pennsylvania, Duke, and CalTech). Dartmouth ranked first of 200 in Forbes’ “Grateful Grad” index of Best-Loved Colleges. In addition, Dartmouth routinely ranks high on other various “best school for…” lists, including for veterans, LGBTQ students, hikers, study abroad, most beautiful campus, and most socially minded— to name a few.

Notable Achievements of high-profile alumni: Dartmouth has produced 79 Rhodes Scholars, 222 Fulbright recipients, three Nobel prize-winners, and six MacArthur Fellows. Alumni include Pulitzer and National Book Award winners, Tony and Emmy award recipients, professional athletes, a shuttle astronaut and numerous congressional representatives, Cabinet Secretaries, governors and state representatives.

Faculty-generated innovations: Our alumni have an outsized impact on the world in part because they are working with faculty who do the same. Just a few examples of major contributions by Dartmouth scholars include the creation by President Kemeny and Thomas Kurtz of BASIC, the computer language that started the digital revolution; the use of the first x-ray in a clinical setting; the redefinition of health care by the Dartmouth Institute; the creation of the synclavier by Jon Appleton, a key component in electronic music, and the compositions of Christian Wolff and Ashley Fure; the poetry of Robert Frost and Vievee Francis; and the work of Mary Flanagan, a computer game designer who uses technology to promote the teaching of values.

III. POSSIBLE OPPORTUNITIES AFFORDED BY EXPANSION

Expansion of undergraduate enrollment at Dartmouth may increase the institution's positive impact on the world by providing more students with access to high quality education and supporting more faculty-produced research and innovation. We asked academic departments, programs, and campus offices to identify opportunities that enrollment growth might provide for their work. Our survey indicated that possible opportunities afforded by expansion include increasing Dartmouth's global impact; increasing academic power and diversity in each admitted class; strengthening and deepening the role of House Communities on campus; and increasing the types and number of off-campus programs.

A. Increase Dartmouth's Impact

Dartmouth's alumni and faculty have made substantial national and global impact in a wide variety of fields. Expanding the undergraduate student body will provide a Dartmouth education to more of our many deserving applicants, putting more liberally-educated, responsible leaders into the world. It will give more faculty the opportunity to experience the Dartmouth teacher-scholar model, supporting their research and knowledge creation. It will enhance the institution's reputation through the successes of more members of the Dartmouth community.

In their justifications for expansion in recent years, a number of our peers have cited the increased impact that enrollment growth would allow them to have on the world. Princeton, Rice, Stanford and Yale all cited impact in their rationales for expansion, as well as a sense of moral obligation to provide the benefits of their educations to a larger number of highly qualified applicants. Lehigh and the University of Rochester also saw expansion of their undergraduate bodies as an opportunity to enhance their reputation. Similar arguments can be made in favor of expanding Dartmouth's undergraduate student body.

B. Improve Quality and Diversity Through Admissions

Dartmouth is the smallest of the Ivies by a significant margin. The College could increase its student population by up to 18% (200 seats per class over the size of the 1121-student class of 2020) and still retain the distinction of smallest of the Ivies. Currently about 360 places in every year's class are attributed to either athletes (218) or legacies (140). According to the Vice Provost for Enrollment, if those numbers are held constant while the total number of students is increased, Dartmouth's Admissions Office could target more layers of talent, interest, and diversity of background.

Other institutions have cited similar goals when justifying their expansions.ⁱ However, evidence from peer institutions, as well as the fluid nature of student academic interest, suggest that such shaping is less possible than might be claimed, even as those goals are often cited as reasons for expansion.ⁱⁱ It may be that crafting a diverse class is more easily achieved with a larger class size; however, enlargement is neither necessary nor sufficient for it.

Academic Quality, Demographic Diversity: The Office of Admissions is confident that they can increase the size of the incoming student body without lowering admissions metrics or student quality. Much of this confidence is predicated on the success of recent efforts to increase the size of the admissions pool through expansion of the admissions staff, expanded high school

outreach, and other marketing efforts. Yields have also risen in the last year, and the Office of Admissions predicts further improvement toward the Ivy mean in this dimension.

We note that changes in admission strategy are currently underway and were not predicated on an increase in the student body. Indeed, the recent and ongoing admissions overhaul has been seen as necessary to make Dartmouth more competitive relative to our peers, and the early success suggests that to the degree that yields and academic quality are goals, these can be achieved *without* enrollment expansion.

Diversity of Intellectual Interests

The other opportunity afforded by enrollment expansion identified by the Office of Admissions is the ability shape each class in terms of academic interest. An expansion of the student body could be used to shift enrollments to areas of study with declining student interest in order to more effectively utilize existing faculty and other assets.

Dartmouth's current major distributions show the greatest numbers of students opting for majors in the social sciences, followed by the sciences, humanities, and interdisciplinary programs in that order. Yet data tracing students' declared interests upon admission and their ultimate majors show a significant sorting from the humanities and sciences toward the social sciences. These trends suggest that any effort to target particular interests, for example in the humanities or sciences, in order to more evenly distribute students across majors is likely to bolster only slightly the targeted fields, while yielding losses for the other disciplines and adding to the already robust social sciences.ⁱⁱⁱ

These dynamics suggest that shaping a class according to academic interest may be difficult. We should, therefore, be very cautious about the effects of efforts to shape academic interest distribution solely on admissions criteria.

C. Strengthen the Role of House Communities

Expansion of the undergraduate student body would provide an opportunity to consolidate and strengthen the role of House Communities as central organizing features of student life at Dartmouth. Other institutions have used enrollment expansion as an opportunity to enhance residential life on campus, in many cases through strengthening the role of residential colleges.^{iv}

As a part of the 2015 Moving Dartmouth Forward initiative, Dartmouth reorganized its undergraduate residential life around House Communities, meant to become hubs of undergraduate life.

Houses promote intellectual engagement, community, and continuity. They increase student access to members of the faculty in residential spaces, build community by creating opportunities for enhanced social ties and shared experiences in the residential system, and respond to the long-standing call from students for more continuity in their residential experience. [About the House System, <https://students.dartmouth.edu/residential-life/house-communities/about-house-system>]

The House Communities are new to Dartmouth and still in formation. Dean Biron described their creation as: “a chance for the students who lead the way into the new system ‘to imagine how they want to define their college culture.’” [<https://news.dartmouth.edu/news/2015/11/college-unveils-six-house-communities-open-next-fall>]

Growth of 10-25% would require one or two new House Communities. Such expansion, and the attendant construction it would entail, would provide incentives for Dartmouth to design the entire residential portfolio more intentionally for its House system, add dining facilities in each House, and enhance the advising and student support functions within the communities.

D. Expand Off-Campus Programs

The Guarini Institute for International Education also reported measurable opportunities from enrollment expansion. A larger student body should increase the demand for off-campus learning experiences. The Institute could then expand and diversify programs at a lower marginal cost than that of on-campus learning opportunities.

Dartmouth traditionally maintains the strongest possible links with its off-campus programs by sending its own faculty to direct them; this has been a guarantee of quality and seriousness of purpose. Increasing the number of programs off-campus might offer some resource savings. Wake Forest, for example, was able to expand while keeping costs constant by making use of capacity vacated by larger numbers of students studying abroad. However, given the distinctive use of Dartmouth faculty on study abroad, any expansion of foreign study options would require more faculty, which necessarily would require more resources such as office space. Guarini views an enrollment increase as having the potential to add embedded programs to existing courses (often during the December interim), run additional iterations of programs that are currently oversubscribed, create entirely new programs that correspond to student demand and/or faculty expertise, and perhaps even establish one or more Stanford-style academic centers abroad that offer a variety of courses and academic programming with a Dartmouth faculty member in residence. Any and all of these initiatives would require funding, but of a more flexible type than the creation of student residence halls and classrooms on campus.

IV. STRATEGIC RENEWAL AND STRENGTHENING OF THE CURRENT DARTMOUTH EXPERIENCE: ZERO-GROWTH NEEDS

Expansion of the undergraduate student population must occur on a solid foundation. Examples from other institutions show the desirability of proactive investment to assure the quality of current offerings before expanding the student body (see Section VI). To maintain our competitive position and prepare for successful growth, we should invest now to strengthen specific aspects of the current undergraduate experience. The task force survey of academic and student services units that would be most directly affected by any level of enrollment growth generated this list of opportunities for strategic renewal and strengthening of the Dartmouth experience:

- A. Modernize and expand existing classrooms, faculty offices, and academic gathering spaces.^v
- B. Construct undergraduate residence halls to enable a regular schedule of deferred maintenance and renewal.^{vi}
- C. Increase and improve dining and parking infrastructure.^{vii}
- D. Increase direct service capacity in key student support areas (e.g. mental health and academic support, accessibility services).^{viii}
- E. Improve infrastructure and programmatic support in specific academic departments and interdisciplinary programs.

In sum, Dartmouth must strengthen both capital and human infrastructure in a number of critical areas prior to any expansion.

V. NEEDS PROJECTED BY EXPANSION AT 10% AND 25%

The Task Force was charged with identifying a hypothetical expansion plan that preserves or enhances the quality of a Dartmouth education. We take this to mean preserving the quality of interaction between Dartmouth faculty and students along the model currently used: small class sizes, low student-faculty ratios, sufficient course sections to meet demands, and the like. We further assume that, before any expansion, infrastructure and student support services would be assured to levels identified in Section IV of this report.

In the section that follows, we first lay out the simple quantitative implications of enrollment expansion if student-faculty ratios remained constant. Then we consider how enrollment growth is likely to affect courses and course sections, as well as the need for new faculty offices, classrooms and research spaces. Finally, we address the needs for expansion in other academic support areas (Libraries, Hop, Hood), residential facilities and program, and other essential services across campus.

A. Students and Faculty

Given the current size of the undergraduate student body and faculty, what are the simple quantitative implications for the numbers of students and faculty on campus if enrollment expanded at 10% and 25%? We report these numbers here only to establish a sense of scale if there were no efficiencies to be gained and no changes in distribution of students or faculty needed. As indicated later in this report, actual enrollment growth would necessarily entail adjustments to many of these ratios.

Students and Academic Majors

Current undergraduate enrollment (Fall 2017): **4,410** undergraduates

A 10% increase would mean **4,851** total undergraduates, or about **1,210** per class year.

A 25% increase would mean **5,513** total undergraduates, or about **1,377** per class year.

Table V.1: Undergraduate Fall Enrollment, by Class, Headcount, 2013-17

Class	2013	2014	2015	2016	2017
First Year	1,112	1,152	1,112	1,116	1,215
Second Year	1,084	1,090	1,114	1,082	1,068
Third Year	814	800	852	918	855
Fourth Year	1,067	1,045	1,036	1,047	1,084
Other (5+)	199	202	193	147	188
Total	4,276	4,289	4,307	4,310	4,410

Note: Many third-year students participate in exchange programs or use DPlan leave term, resulting in lower number of enrolled students. Source: OIR Fact Book

Table V.2: Undergraduate majors at graduation by division, Headcount, 2013-2017

Academic Division	2013	2014	2015	2016	2017
Arts & Humanities	340	298	277	256	291
Interdisciplinary Studies	156	134	127	140	187
Sciences	533	520	571	611	595
Social Sciences	1,173	1,157	1,142	1,083	999
Total	2,202	2,109	2,117	2,090	2,072

Dual/Triple major students are counted once for each major. Grand total will be greater than the total number of degree seeking students. Source: OIR Fact Book

Faculty and Academic Divisions

In determining the needs for increasing the faculty to support student increases, we provide two analyses, one which simply maintains the student-faculty ratio, and another that projects the increases in the number of courses needed.

Dartmouth currently employs 662 faculty in Arts and Sciences and Engineering whose primary teaching responsibility is the undergraduate student population. Of these faculty, 468 are tenure-track faculty and 194 non-tenure track instructional faculty. If these faculty are simply projected across academic divisions in their current ratios, the following distribution results (Table V.3):

Table V.3: Number of additional faculty required for 10% and 25% expansion.

Division	Current			10% Increase			25% Increase		
	Non Tenure Track	Tenure Track	Total	Non Tenure Track	Tenure Track	Total	Non Tenure Track	Tenure Track	Total
HUM	71	149	220	7	15	22	18	37	55
ENGR	14	36	50	1	4	5	4	9	13
INTD	61	38	99	6	4	10	15	10	25
SCI	19	110	129	2	11	13	5	28	32
SOC	29	135	164	3	14	16	7	34	41
Total	194	468	662	19	47	66	49	117	166

Source: Dean of the Faculty of Arts and Sciences Office

To maintain the current student-faculty ratio, simply scaling faculty with a 10% increase in undergraduates would imply the need for **47** new tenure track faculty and **19** additional non-tenure track faculty. A 25% increase suggests the need for **117** new tenure track faculty and **49** additional non-tenure track faculty.

The average student-faculty ratio in the Ivy League dropped 8% from 2006 to 2017 (from 7.2:1 to 6.6:1). Dartmouth experienced a larger 15% drop over this time period (from 8.5:1 to 7.4:1)

but still remains slightly above the Ivy League average. Assuming that this trend continues and student-faculty ratios move downward by an additional 5-10% over the next decade, we will need to account for these additional faculty required to keep Dartmouth competitive.

Skepticism about such a simplistic focus on student-faculty ratios is warranted. Student-faculty ratios are an imperfect measure of teaching quality and should be deployed with caution. Over time and across our peers, student-faculty ratios have dropped, presumably to decrease class sizes, since smaller classes promote better, more personalized learning. Some of the shift, however, is reflective of lower teaching loads for tenure-track faculty that result from several sources. Chief among these is competition from other institutions using lighter teaching loads as recruiting and retention tools (an issue Dartmouth must consider in order to remain a competitive employer). Pressure to reduce course loads is also attributed to responsibilities for graduate programs (where these exist at Dartmouth) and increased research activity over time.

Faculty Increase Projection Based on a Course-level Analysis

A better means of getting at the *instructional staffing* needed to address enrollment expansion is to look at how increasing the student body necessitates additional courses and course sections. This allows us to account for courses that could add students without creating a new section (i.e. under-enrolled courses or courses with flexible caps), and it permits us to remain sensitive to courses that for pedagogical reasons are and must remain small (first year seminars, language instruction classes and writing courses, for example).

Implicit in this analysis is the understanding that the current pedagogical model of course size across divisions delivers a quality education and should be maintained under enrollment expansion. There are reasons to doubt this assumption. Language instruction courses are a good example. They are currently capped at 18 students per class, although language faculty recommend lowering this even further to 16 for better learning. Similarly, physics is moving away from lecture-style instruction to ‘studio physics’ where small groups of students work collaboratively with the physics apparatus. Many instructors are moving to a ‘flipped’ classroom model with team-based learning activities. These developments have implications for classroom needs; even in fields where traditionally lecture-style teaching has prevailed (and which accommodates expansion more easily than other teaching styles), the pedagogical needs and thus assumptions about course size are mutable. We are unable to forecast the evolution of pedagogy across the curriculum, but we raise this here simply to challenge assumptions regarding the relationship between course size and a quality education.

For each course, we assigned a maximum class size derived from course caps that were either explicit (pedagogy, equipment limitations) or implied (room constraints) and calculated the additional sections needed for enrollment expansion of 10% and 25%.

In courses that already offer multiple sections, increased enrollment would require new sections of that particular course. For example, Math 3 and Econ 1 are already taught across many sections. Therefore, an increase of students translates into enough new sections of that particular course to satisfy the enrollment increase. Roughly 45% of Dartmouth courses meet this description.

There are two different ways to handle courses taught only once per year and it depends on how specific student demand is to particular courses. Suppose that there are 3 different courses each with one full section per year. For students to continue to be able to take these exact courses we would need a new section of each of these three courses. If students were indifferent between the three courses the excess enrollment could be accommodated by a single section of a generic course.

We therefore run the analysis in two ways. In the first model we assume student demand for classes is extremely specific to particular courses. In the second model we assume that student demand for classes is only specific to departments. All classes within a department are considered to be interchangeable and excess student demand for courses within a department can be satisfied by a generic new section within the department.

Neither of these models is perfect, but they provide upper and lower bounds on the need for new sections to accommodate enrollment expansion. For a 10% increase in the student body, we calculate that the number of sections would need to increase by 9-20%; a 25% increase would require 18-30% more course sections.

Table V. 4: Additional Course Sections Needed, Enrollment Expansion at 10% and 25%

Course Sections	Current Sections	Total Sections at 10%	Total Sections at 25%
Total	1769	1933-2147	2089-2300

B. Academic Spaces: Faculty Offices, Classrooms, Research and Meeting Rooms

Faculty Offices

Providing sufficient office space for either a 10% or 25% increase in the faculty will require careful long-term planning, significant economic resources, and sustained engagement with the faculty most affected. There is currently a severe shortage of office space for faculty across campus, so any expansion of the faculty raises the issue of how and where to provide new offices. In addition, a number of faculty, particularly in the sciences and engineering, require lab space, and we are currently at capacity.

Assuming that faculty and instructional staff would need to increase proportionally to enrollment expansion (10% or 25%), and recognizing that virtually no departments or programs indicated that they currently have office space available to accommodate such expansion, we estimate that a 10% increase would require office space for roughly **47** tenure-track and **19** non-tenure-track faculty, while a 25% increase would require office space for roughly **117** tenure-track and **49** non-tenure-track faculty.

Adequate work space for faculty is not only an issue of the number of offices, but of their geographical distribution. Expanding facilities to include faculty offices while maintaining programmatic proximities requires either entirely new buildings or reorientation of classroom space.

Classrooms

As with faculty offices, providing sufficient additional classroom space to accommodate either a 10% or a 25% enrollment expansion will require a comprehensive analysis of how the increase will impact the types and numbers of courses each department and program provides.

Given that quality classroom space is in very short supply, a 10% or 25% enrollment expansion would require more classrooms, as well as renovation of existing classrooms to bring them up to an acceptable standard for evolving modes of teaching. The challenge with classroom space lies in understanding precisely how enrollment expansion would impact particular departments and programs, and specific courses within them. Enrollment increases would require some courses to ‘bump up’ into a different type of classroom, and others to ‘break up’ into several smaller sections. The need in some departments—Music and Theater-- would be more than proportional, given their use of practice rooms and rehearsal space. Current teaching laboratories are at capacity throughout the week, given space and time constraints.^{ix} Based on the classroom usage data available, we predict that a 10 percent enrollment increase will require roughly 6 new classrooms sized for 0-50 students and 3 new classrooms for enrollments larger than 50 students. A 25 percent increase will require 12-15 new small and medium classrooms and 5-7 new large classrooms (61 to 100 and 101+). To put this in perspective, a 10 percent increase would require slightly more than duplicating the classroom inventory of Silsby Hall. A 25 percent increase would require duplicating the classroom inventories of Moore, Kemeny, and the Life Science Center combined.

Classroom scheduling

Dartmouth’s classrooms are currently managed in a very decentralized fashion. For example, 39% of the 124 available classroom spaces are departmentally assigned. Several of our peer institutions addressed similar challenges to enrollment growth by centralizing their scheduling. Yale, for example, offered incentives in the form of space renovation funded centrally, provided that the registrar was given the opportunity to schedule the space, with the “owning” department having priority. The University of Chicago more aggressively centralized space management. Multiple institutions report that they could not have found the capacity to expand undergraduate enrollment without these sorts of measures. Also, multiple campuses expanded the hours during which classes were held. We may need to adopt some of these measures to accommodate more courses with increased enrollment.

Other Academic Spaces

Enrollment growth of either 10% or 25% would require expansion of several other types of spaces that are intimately connected with the academic curriculum and faculty research at Dartmouth:

1. Laboratories and space for faculty research, which need to be geographically distributed by department.^x

2. The Hopkins Center would need significant renovation to accommodate enrollment expansion, and it estimates that a 25% enrollment expansion would require an additional 30,000 square feet of flexible space.^{xi}
3. The Library reports that it is operating at capacity, and enrollment expansion would require more library and learning space for the Library's users, librarians, and programs.
4. An expanded Testing Center serving all departments and programs for students with accessibility accommodations would become absolutely critical with any enrollment expansion.^{xii}

C. Academic Program Budgets

Expansion of the undergraduate population would require many departments and programs to scale their educational and research opportunities for students, which will imply significant increases in these units' budgets. In this section, we summarize the specific needs they articulated to support large enrollment classes, classes that rely on specialized equipment or facilities, equipment to support student research, programming for extracurricular scholastic activities (e.g., student research, colloquia, seminars), and off-campus programs. Few units could project specific dollar amounts for needs, but most identified some areas where current budget support would be inadequate with either a 10% or 25% increase.

Many departments expressed the need for increases in programmatic funds, including Economics, Geography, Sociology, and the Rockefeller and Dickey Centers. To prevent program offerings from becoming hyper-competitive, increases to their budgets would need to scale proportionally with the increases in student demand.

A number of departments and programs identified specific needs for budget increases to hire more course support staff and graduate assistants for high enrollment or high contact classes. These needs arise in all areas, but especially in STEM, Arts and Humanities, Interdisciplinary Programs, and the Institute for Writing and Rhetoric.^{xiii}

Arts programs like Film and Media Studies and Music would require a large increase in budget support and equipment to scale their very intensive, hands-on courses to reflect student increases.^{xiv}

Support for off-campus programming in Language Study Abroad (LSA) and Foreign Study Programs (FSP) will have a significant budget impact. Because of the intense nature of these offerings and the logistical challenges of large traveling student groups, many of these are capped to a specific target population per offering of ~15 students. Of the departments and programs that explicitly responded about this issue, eleven identified that their FSP or LSA programs were already at capacity; even a 10% increase in student population would require them either to turn more students away than they do now or add another offering. Four departments/programs stated that a 10% increase would have little impact, but a 25% increase would cause them to have to either turn students away or increase the number of offerings. Increasing an offering of an FSP/LSA would require increases in staff support both at Dartmouth and at the destination, additional faculty FTEs, additional teaching assistants in some programs,

and additional programming budgets. No department or program was able to assign a monetary amount to what would be needed.

D. Undergraduate Residential Facilities, Dining Facilities, and House Communities

Dartmouth currently houses 90% of enrolled undergraduates on campus. In the fall of 2017, a total of 3,861 students lived in residence halls, College and privately-owned Greek facilities, free-standing living learning communities, and undergraduate apartments.

A 10% enrollment increase (of approximately 440 undergraduates) would require around 400 new beds, bringing the total to 4,260. This increase would allow for 90% of enrolled undergraduates to continue to live on campus. 25% growth in undergraduate enrollment would imply the need for around 4,800 total beds, an increase of around 1000 additional beds.

Courtyard Café and Collis Café will require expansion to accommodate 10% enrollment growth. An enrollment increase of 25% will require expansion of '53 Commons (including additional equipment and food preparation space) and the construction of a new, approximately 600-seat dining venue to meet campus demand.

The largest current House Community has nearly 350 beds. Thus, a 10% increase in enrollment would suggest a need for one new House, while a 25% increase would require two new House Communities.

E. Student Support Needs

Almost all departments that provide student support beyond the classroom reported the need to increase staff and programming budgets proportionally to any enrollment increase: Financial Aid; Safety and Security; House Communities; Orientation, Traditions, Class Services, and Student Life Programming; Accessibility Services; Health Service; Undergraduate Deans Office; Wellness Center; Tucker Center; Dartmouth Center for Social Impact; Center for Professional Development; Office of Pluralism and Leadership; Case Management; Judicial Affairs; Title IX. In all cases, those staff increases would require additional office and program space.

SUMMARY OF RESOURCE NEEDS PROJECTED BY EXPANSION

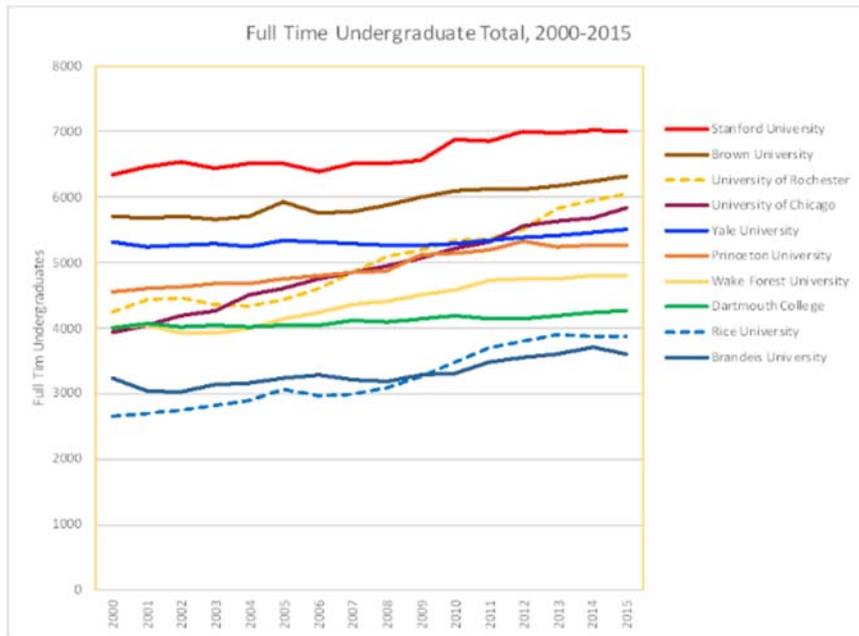
The task force could not identify any significant economies of scale to be gained in the above categories with undergraduate enrollment growth. At a minimum, faculty and staff levels will need to increase proportionally to enrollment growth, and in some cases, may need to increase beyond 10% or 25% to ensure that the quality of instruction and student support are not diminished as the student body increases.

VI. PEER COMPARISONS

Summary of External Research

In order to contextualize the work that Dartmouth would undertake if it were to expand undergraduate enrollment, we studied several peer institutions. These include the highly selective (and some selective) research universities with undergraduate enrollments in the 3000-5000 range; the smaller Ivy league institutions; and select additional peers.

Figure VI.1: Full Time Undergraduate Total by School, 2000-2015



Source: Integrated Postsecondary Education Data System

The cases of Princeton, Rice, and Yale Universities all represent successful expansions (Yale’s expansion is still pending) within somewhat similar institutional cultures (each celebrates its undergraduate-centric culture) and size (4600, 2900, and 5400 undergraduates pre-expansion, respectively). Each of these three institutions also organizes its undergraduate life around a residential college system. Stanford University, much larger and without a residential college system, has committed to a plan of gradual expansion that provides an instructive complement, while Harvard and Brown Universities provide interesting counterpoints, having both declined to expand at present. Our study also includes a few institutions whose expansions have been rather different from Dartmouth’s – the Universities of Chicago and Rochester, Lehigh and Wake Forest Universities – where additional contrast points may prove valuable.

A. Expansion within a Residential College System

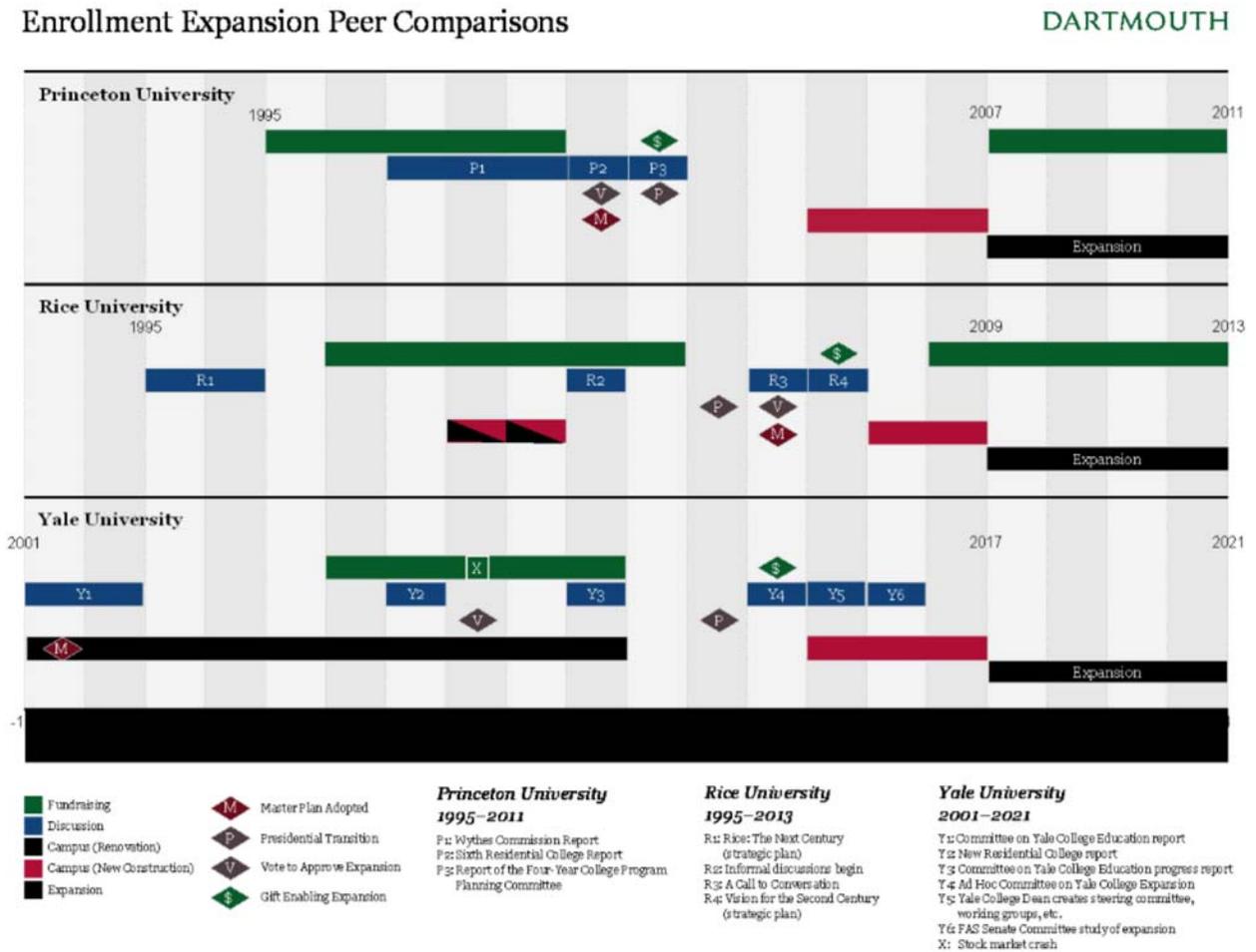
The most similar case studies for expansion were Princeton, Rice, and Yale. Each made similar decisions to expand enrollment to afford the benefits of their distinctive education to a greater number of students. Each had additional goals with respect to increasing the diversity of the student body. Rice in particular also cited programmatic flexibility and increased operational efficiency. In each case, enrollment expansion proceeded in stages:

1. Prior to enrollment expansion, each campus underwent a strategic renewal and strengthening of undergraduate education, including a capital campaign with this as a key focus (Princeton’s Anniversary Campaign, Rice’s Next Century Campaign, and the Yale Tomorrow Campaign). During this period, Yale completed the renovation of its existing

residential colleges (a 12-year process), while Rice renovated one college and built another without substantial expansion.

2. Expansion itself was a piece of a multi-year strategic planning process, preceded or accompanied by creation of a campus master plan. At Rice and in Princeton's second expansion (in progress, not shown in the figure), expansion was also made central to a capital campaign. (Yale may have intended the same; its timetable was disrupted by the financial crash of 2008.)
3. Expansion was planned in units of residential colleges (one at Princeton, two each at Rice and Yale). The construction of each residential college was supported by a naming gift.
4. After construction of residential space was completed, the size of the incoming class was increased. (Princeton also re-opened its transfer program, though the numbers were small). The total enrollment goal was thus completed four years after the opening of the new colleges. Continuing students were also resident in the newly constructed college(s) from the outset.
5. The time from the gift announcement to the arrival of the *first* larger class on campus varied from three to five years. At Princeton and Yale, the time from the convening of the first committee recommending expansion to the first students was a full decade. While the first published reports of a Rice expansion precede the larger class by only four years, the decision was effectively made under the prior president, some six or more years prior to student arrival.

Figure VI.2: Enrollment Expansion Peer Comparisons



In addition to strategic planning processes, Princeton and Yale (at least) established multiple planning committees specific to enrollment expansion. In the 2007 expansion at Princeton, building on the Wythes (board) Committee Report, these were the Sixth Residential College Committee and the Four-Year College Committee, as well as subsequent administrative task forces. At Yale, these were the New Residential College Committee and the Ad Hoc Committee on Expansion, as well as the work of the Committee on Yale College Education. While construction was underway, the Faculty Senate produced their own report, and several steering committees were in operation under the Dean of the College.

Interestingly, each of these three colleges implemented enrollment expansion under a new president. In two cases, the vote to expand preceded the presidential transition; in the case of Yale, this followed the 2008 crash by several years. In both of those cases, the residential college naming gift announcement came early in the new presidency. In the third case – Rice – the decision was apparently taken by the previous president, though there does not appear to be a public record and the board vote took place only after the transition. The first naming gift was announced shortly after the board voted to expand.

Princeton is currently in the early stages of a second expansion. This expansion is central to the strategic plan articulated by its new president, supported by a new campus master plan, and will be a key piece of a capital campaign now reported to be in its preparatory phases.

B. Slow, Steady Expansion

While Stanford University does not have a residential college system, it, too, is motivated by a desire for greater impact and a sense of moral obligation. Stanford also wished to increase its international enrollment without significantly reducing domestic admissions. Finally, Stanford had expanded its faculty and, consequently, its graduate population, threatening to upset its historical undergraduate-dominant population and risking consuming all available space.

Undergraduate expansion will be very slow and steady, with approximately 100 additional first-year students each year. This pace is consistent with fundraising for and construction of new residential facilities, both limiting factors on growth. It will also allow the university to assess the impact of growth and bring it to a halt before any problematic culture change.

Importantly – and echoing the cases at Princeton, Rice, and Yale – Stanford’s 2000-2006 Campaign for Undergraduate Education significantly enhanced quality, while comprehensive renewal of campus facilities was substantially complete in 2013. This left enrollment expansion as a current opportunity.

C. Expansion for Financial and Reputational Goals

Expansions at Wake Forest, University of Rochester, and Lehigh University were/are being undertaken for different reasons from those articulated by Dartmouth. Because their motivations – and contexts – differ, these institutions have taken approaches that may be less suitable for Dartmouth. Nonetheless, the net tuition increase, private partnership, and institutional strategy aspects of their expansions may help Dartmouth to clarify its own intentions.

Wake Forest’s expansion was financially motivated. Financial goals have been met by limiting additional enrollment to full-pay students (possible under Wake Forest’s need-aware admission policy). Initial expansion was used to support faculty salary increases; subsequent expansion has supported a variety of new initiatives. Expansion has been slow and steady, preceded in each case by residential construction, and accompanied by limited faculty expansion (significantly, more in the instructional rather than tenure-track ranks).

For the University of Rochester and for Lehigh University, enrollment expansion is about changing the nature and reputation of the institutions. The University of Rochester had grown precipitously in the late 90s, then retrenched, and then grew again (around the time of the recession) for financial and reputational reasons. Increases to faculty were disproportionately in the instructional ranks; student expansion was significantly international.

Lehigh University plans a new academic college in the area of health sciences and will expand faculty, facilities, and students accordingly.

D. Declining to Expand

Brown, Harvard, and Brandeis Universities have decided not to expand their undergraduate populations at present.

Brown and Harvard, in particular, are focused on the first phase – campus renewal – that might precede a future expansion. In both of these institutions, concern for residential space was significant. Brown recognized that it did not have the wherewithal to expand the faculty or residential space; the University is currently midway through renovation of existing residence halls.

Harvard contemplated expansion prior to the 2008 crash and continues to raise the possibility from time to time, but it has so far chosen to invest instead in an extensive and much-needed campaign of house renewal. (Notably, Yale undertook its expansion campaign only after completion of its own 12-year process of residential college renewal.)

Brandeis is also engaged in a significant residential renovation project. Undergraduate expansion may be a possibility in the future, but not at present.

Both Brandeis and Brown have explicitly chosen programmatic (and enrollment) expansion at the Masters level as a better fit for the moment.

E. Other Lessons Learned

A number of other themes emerged across institutions. These would be important to incorporate in any implementation plans that Dartmouth might produce.

Leadership from many of the institutions studied reiterated the importance of clarity: know why you are expanding and make this evident throughout the community. Expansion can be an opportunity to advance institutional agendas, such as investing more in the residential community experience. On each of the campuses that chose to expand, there was a clear articulation of the reasons for expansion: To what end(s)? In order to achieve what outcomes? Many campuses undertook expansion planning as a part of – or the central item in – strategic planning and institutional priorities. Expansion of residential communities, especially, could be tied to capital campaign agendas.

The centralized planning involved in strategic planning (often under a new president), campus master planning, and capital campaigns enables a campus-wide conversation. This in turn justifies the significant efforts required to successfully implement enrollment expansion. Multi-year planning involves significant assessment and input across student support, residential life, facilities (classroom etc. as well as gym, health services), registrar, academic program, *etc.*, even when the decision to expand has been undertaken as a part of a broadly inclusive strategic planning (and campus master planning) effort.

Multiple institutions note the importance of centralizing scheduling and classroom management. One way to teach more using the same spaces is to extend classes earlier and later in the day. Departmentally controlled spaces can be listed centrally and scheduled with priority to that department while still shifting attention to increased utilization. Central budget renovation of

departmentally controlled spaces may buy some good will in creating central oversight. Most institutions believe that expansion can be had with minimal capital expenditure for classrooms if efficiency can be increased in these ways.

Multiple institutions note the importance of non-tenure-track faculty members (typically longer term, full-time, but contractually distinct) to accommodate some of the increased teaching load. This includes those who provide writing instruction, lower levels of the mathematics curriculum, and foreign language instruction. For many institutions, these are “instructional faculty” with long-term contracts; not adjuncts, but not tenure-track either. Many of these areas scale linearly with enrollment. In others, such non-tenure-track faculty permit redistribution of resources to where they are most needed.

All institutions note the importance of mental health services and increasing demands. Other student affairs/student support services may also be stressed by expansion. Several institutions used restructuring during expansion, or associated needs assessment, to improve/increase these areas of program.

New residence halls are a substantial capital cost, even when there is ample space and opportunity. For institutionally owned residential facilities, funds are generally raised prior to building. Stanford in particular is limiting its growth to the rate at which facilities funding can be raised through advancement. Other institutions have built expensive residential colleges, fundraising and accounting for these costs outside of the financial model (revenue growth or neutrality) for enrollment expansion. Yet other institutions have relied on outsourced, third party operated residences that enable growth at lower capital expenditure but do not provide the same enhanced residential program. This last option is under exploration at Dartmouth for graduate housing, but is not appropriate for its integrated House Community model for undergraduates.

Expansion efforts benefitted from separating expansion-related resource needs from those that do not stem from expansion (such as the zero-growth needs described above in Section IV). Advice from those who have gone through expansion is to acknowledge the latter separately and, to the extent possible, address them prior to expansion (or indicate how they’ll be addressed within the expansion) rather than confounding them.

Faculty at all institutions studied worry about the quality of education at their institution and about preserving their close student-faculty relationship. After the fact, institutions reported that this was less of a concern than anticipated. Certainly, the comments contained in numerous documents from Princeton and Yale, and those reported by leaders at Rice, Wake Forest, and even Stanford echo the concerns this task force heard from the Dartmouth community.

VII. COMMUNITY VIEWS AND RECOMMENDED PROCESS FOR FURTHER ENGAGEMENT

A. Community Engagement: Process

The task force solicited input from the extended Dartmouth community regarding enrollment expansion. In a Dartmouth News story that ran on November 8, 2017 “[Task Force on Enrollment Expansion Seek Input](#),” directed at any interested parties—students, faculty, staff, alumni, and community members, and in a survey sent to the Moosilauke Forum (a group of 2000 alumni), we invited respondents to write to a designated email address to reflect on the key factors that constitute the quality of a Dartmouth education, and to identify opportunities and challenges posed if the undergraduate student body increased by 10% or 25%. In addition, Alumni Council President Jack Steinberg sent a message to all alumni sharing the Enrollment Task Force email address and encouraging them to share their perspectives.

The task force also sent questions directly to leaders of Dartmouth academic departments, programs, and centers, as well as student support departments. For this group we added to the general questions about opportunities and challenges; we asked about the specific resources they would anticipate needing in order to maintain or enhance the quality of their work if enrollment expansion were to occur.

We received responses from all of the departments we queried, from 798 alumni, and from 33 students/faculty/staff/community members who wrote independently of their affiliation to any department or administrative unit on campus.

B. Community Engagement: Outcomes

The responses to surveys sent directly to faculty and staff have been incorporated into the report. The community response to our email address was minimal (33 responses) and typically reflected skepticism about the value of enrollment expansion for Dartmouth. Most respondents voiced concerns about the potential loss of community and the sense that the current infrastructure was insufficient to meet the demands of enrollment expansion.

We received a significant number of responses from alumni. Results from the Moosilauke Forum Quick Poll taken in November 2017 showed just under half of respondents were aware of the discussions on enrollment expansion, with more alumni passion focused on the impact of an expanded student body (especially on class size and sense of place) than on opportunities.^{xv} From the nearly 800 comments shared with the committee via the dedicated email address, we were able to parse the general sentiment of individual responses into specific categories (Figure VII.1).

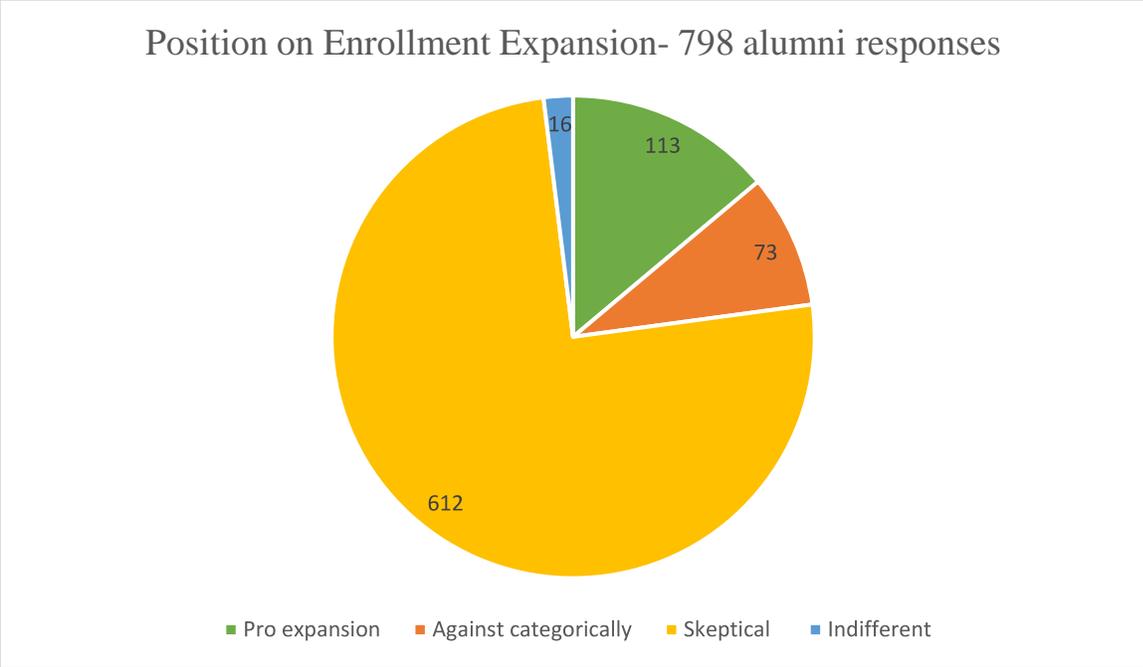


Figure VII.1. Alumni Responses

The skeptical category represented 75% of responses and included those who leaned against expansion as well as those who indicated specific concerns.^{xvi}

C. Recommended Process for Inviting Community Discussion of the Report

The Task Force recognizes that the “community” potentially affected by an increase in Dartmouth undergraduate enrollment expansion includes Dartmouth faculty, students, staff and alumni as well as the Upper Valley residents and business owners who are most affected by the activities of the College. Faculty and staff have overwhelmingly indicated that they would like the opportunity to review the report and provide feedback to the President and Trustees.

For community members to provide meaningful feedback, they will need access to the report. At the March 2, 2018 Board of Trustees meeting, the Board and President agreed to share the Task Force findings with the community. A decision should be made about whether certain members of the community would be given different levels of access to the report including whether particular items in the report should be redacted before release. Minimally, an executive summary should be made publicly available to all.

We recommend that upon release of the report (whether complete or redacted), the President and Trustees clarify for the community

1. How the report relates to current institutional strategic priorities and financial planning
2. How broad-based community input will be elicited and how it will affect future decision-making about institutional scale

The faculty of Dartmouth includes faculty in the Arts and Sciences as well as in the professional schools. While the faculty of Arts and Sciences and the Thayer School of Engineering would be

most affected by an expansion in undergraduate students, the faculties of the Geisel School of Medicine and Tuck School of Business should also have the opportunity to provide their perspective since a number of their members support curricular and co-curricular activities for undergraduates.

The faculty of Arts and Sciences voted in Winter term that all the standing committees of the faculty will review the task force report during Spring term. This group includes: Committee on Priorities, Committee on the Faculty, Committee on Organization and Policy, Committee on Instruction, and Committee on Student Life. Based on their individual charges, each committee will view the report through a unique and important lens. Their feedback will be presented as a written report to the Committee on Priorities.

After the release of the report, other groups of students, faculty, staff, alumni, and the community may request town hall meetings to discuss it. We understand that the President and Trustees will welcome and honor any such requests.

Finally, at the March 2, 2018 Board of Trustees meeting, the Board and President concluded that the undergraduate student body should remain at its current level for the immediate future. Should the President and Trustees decide to consider enrollment expansion in the future, we recommend starting with a structured, proactive fact-finding and strategic planning process that includes representatives from all major units and divisions of the College, as described in Section VI of this report (Peer Comparisons). As we have learned from other institutions that considered expanding the undergraduate student body, the decision was preceded by a multi-year strategic and master planning process that involved significant assessment and input across all units impacted by such an expansion.

This task force report should be viewed as the very first step in a more thorough and inclusive process that would precede any final decision to increase undergraduate enrollment at Dartmouth.

VIII. HYPOTHETICAL IMPLEMENTATION PLAN

In order to maintain or enhance the quality and impact of a Dartmouth education, any planned expansion of the undergraduate student body should be preceded by the following actions:

- Articulate a clear and convincing rationale for growth
- Consult broadly and deeply with academic departments and deans regarding the detailed effects of expansion on teaching and research
- Engage the community in developing a Campus Master Plan
- Invest in strategic renewal and strengthening of the current Dartmouth experience: spaces (primarily residence halls, classrooms, offices, parking) and human/programming resources (primarily mental health support, accessibility services, undergraduate deans)

Peer institutions that have grown in recent years have engaged in protracted and overlapping planning and building processes (5-10 years), usually spanning two capital campaigns, before phasing in larger incoming classes of undergraduate students. Therefore, a hypothetical enrollment expansion plan for Dartmouth must entail multiple concrete phases:

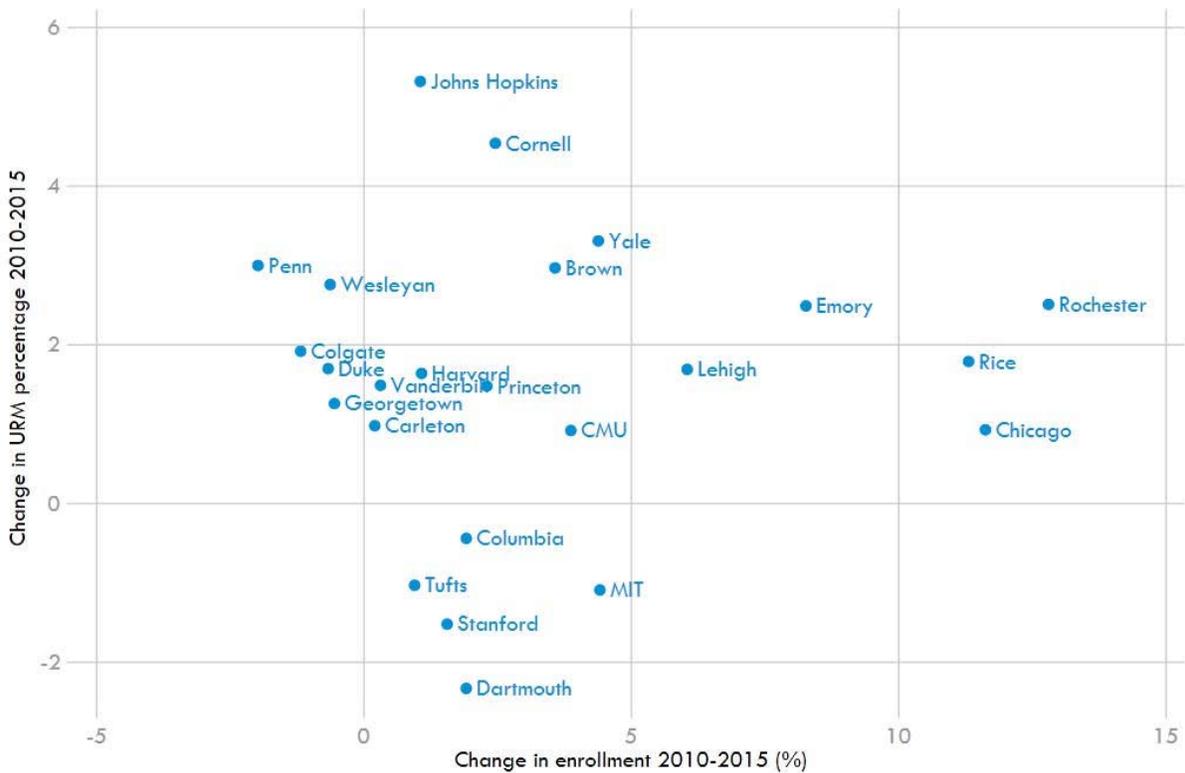
1. Devise an action plan for engaging all Dartmouth constituencies in considering the benefits and challenges of possible expansion.
2. Identify funding and timing for improving the quality of a Dartmouth education at current enrollment levels by renovating academic and residential facilities and strengthening current student support.
3. Implement building renovations and strengthen current student support.
4. (overlapping with Phase 3) Plan for the complexity of enrollment growth and its effects on academic departments/programs, student support services, and the Dartmouth experience.
5. Identify funding and timing for implementing further campus development (capital and programmatic expansion) to accommodate growth.
6. Implement new building and programmatic expansion plan.
7. (overlapping in time with Phase 6) Gradually increase the size of incoming classes of undergraduate students.

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These data show no statistically significant relationship between the size and diversity of the student body with respect to numbers of first generations students or underrepresented minorities.

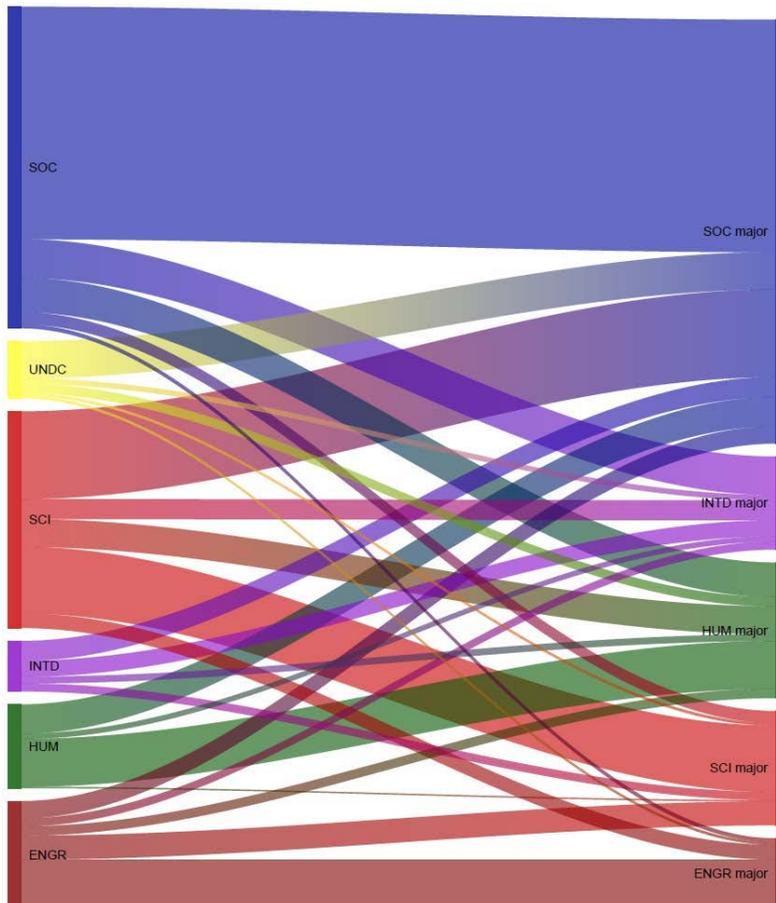
iii Dartmouth began tracking applicants’ proposed courses of study starting with the class of 2021. As with efforts to increase the academic caliber of our admitted class, the Office of Admissions has already made an effort to attract more students interested in the humanities and interdisciplinary programs. Admissions reports an increase in interest in the humanities from 9 to 12% and an increase in interest in interdisciplinary programs from 7.5 to 10%. We do not yet know if this increase in interest will result in an increase in majors in the humanities or interdisciplinary programs.

The Table and Figure below show the relationship between expressed interest on entry to Dartmouth and the eventual major of students in the classes of 2016 and 2017. The proportion of students interested in each division appears in the first column. The remaining columns show the distribution of eventual majors for each of the incoming interest groups. Interest at admission is strongly correlated with majors at graduation but it is far from perfect. About half of students interested in engineering and the humanities eventually major in those fields and the science division retains about 40% of interested students. The outlier is social sciences with a 74% retention rate. Of those students who do not major in the division they initially express, the greatest percentage shift is into the social sciences from all initial interest groups.

Table: Interest on admission vs. eventual major, by division (Classes of 2016, 2017)

Interest	Freq	Division of Major				
		ENGR	HUM	INTD	SCI	SOC
ENGR	10.7	52.0	5.5	4.7	22.4	15.4
HUM	8.1	1.0	51.0	8.9	2.6	36.5
INTD	7	2.4	10.9	24.9	19.4	42.4
SCI	27.6	6.7	9.0	6.7	39.9	37.7
SOC	39.1	1.4	9.0	6.5	9.5	73.7
UND	7.5	5.6	11.2	4.5	15.2	63.5
Total		8.6	12.3	7.7	19.8	51.6

Figure: Movement of students from area of declared interest to subsequent major, Class year 2016, 2017



^{iv} Princeton, in particular, used its first expansion [2007-2011] to reshape its residential college experience, to emphasize its effective centrality to student life. The [Final Report of Sixth Residential College Program Committee April 9, 2001] and [Report of the Four-Year College

Program Planning Committee, August 20, 2002] outline a plan to increase affiliation to four years, to embed advising in the residential colleges, to enhance dining and head-of-college residences, and otherwise to transform the nature of residential college life. Although only one College was constructed, the residential program across all of Princeton's colleges was dramatically transformed. In short, Princeton's first expansion focused on making its residential colleges into more central hubs of student experience.

IV. STRATEGIC RENEWAL AND STRENGTHENING OF THE CURRENT DARTMOUTH EXPERIENCE: ZERO GROWTH NEEDS

^v **A. Modernize and expand existing classrooms, faculty offices, and academic gathering spaces.** New and recent classroom improvements in the Life Sciences Center, Carson, Haldeman and Kemeny set the standard, but we still have a substantial shortage of functional and modern classroom space. Most of the remaining classroom and instructional spaces have not been renovated in decades. Funding for classroom support is limited to replacement of audio-visual equipment and is insufficient to meet current pedagogical needs. Opportunities for innovation in teaching methods are also limited by physical constraints in existing classrooms.

In particular, many departments in the Arts and Humanities and Interdisciplinary Programs described this as an urgent need in response to our survey. Most of these departments and programs report severe shortages of offices for faculty and staff, a dearth of adequate classroom space for all types of classes, and few spaces for students to interact with faculty in seminars or other types of small gatherings (e.g., for office hours). With the exception of very recently constructed facilities such as the Black Visual Arts Center and the Life Sciences Center, many buildings occupied by academic departments and programs need accessibility improvements. The College should undertake major renovations of Dartmouth, Thornton, Reed, Carpenter, and Bartlett Halls. The College should also be prepared for additional construction that will likely be required to address loss of instructional, office and other space that will result from modernization of existing space. The planned renovation of Fairchild is a necessary first step for solving immediate office, laboratory, and classroom space shortages in the Environmental Studies Program, the Earth Sciences and Geography departments. Improvements proposed in the West End planning process will address similar needs for the departments affected.

^{vi} **B. Construct undergraduate residence halls to enable deferred maintenance and renewal projects.** As has been reported publicly in the context of residential planning this year, we lack enough beds to meet current student demand. Large components of the current overall residential portfolio, including first-year facilities and House Communities, require renovation, and a few are candidates for demolition. Swing space needs to be built in order to allow for these renovations before or simultaneously with any construction for additional students. The College cannot begin to address possible enrollment growth without constructing swing space to enable a sequence of long-deferred renovations.

^{vii} **C. Increase and improve dining and parking infrastructure.** Dining: The three Dining Services facilities that serve students (Class of 1953 Commons, Courtyard Café and Collis Café)

operate at or above capacity at peak times of the day. This means long student wait times and insufficient seating at all three facilities. While Dining Services believes a modest expansion (10%) could be accommodated with minimal new construction, the current peak time capacity and service issues suggest a dining facilities master plan will be needed to address these issues prior to any expansion considerations.

Parking: A Committee on the Faculty parking study found a current deficit of at least 185 parking spaces across campus and has proposed a variety of strategies to address current parking needs. Current needs should be addressed before code requirements related to capital projects increase the number of spaces required, and before increases in faculty, staff and student constituencies place additional demands on the system. There are currently 3082 parking spaces. If we add the currently needed 185 spaces and then account for a 10% or 25% in parking spaces, we would need a total of 3593 and 4083 total parking spaces.

^{viii} **D. Increase direct service capacity in key student support areas.** Student Services are providing the highest possible level of support within current resources, but caseloads are high and wait times can be up to two weeks. Our student-staff ratios in counseling, advising and accessibility are among the highest compared to our peers.

On-campus counseling services have identified needs for five additional direct service providers to meet current demand for mental health services. In recent years, 20-25% of all enrolled students have sought support from our mental health providers.

Current caseloads are 66% higher than national best practice standards for academic advising. Case management resources, which address the most complex and time-intensive individual needs, have experienced an 18% increase in demand in the last year alone. To ensure that every student has access to academic support services when they need them, these issues must be addressed, and adequate levels of service must be maintained in the context of any enrollment growth.

The numbers of students with documented disabilities requiring accommodations under federal law has increased steadily in recent years. The institution is working to keep pace with the scope of need and must ensure that appropriate levels of service will be maintained at current and future enrollment levels.

V. NEEDS PROJECTED BY EXPANSION AT 10% AND 25%

^{ix} **B. Academic Spaces: Faculty Offices, Classrooms, Research and Meeting Room.** Below, we provide a few examples of the considerations that would come into play with any increase in classroom space.

(a) For Math, an enrollment increase would require many of their course sections to “bump up” into a different type of classroom. For example, with a 10% increase, they estimate that four sections would move from 15-20 seat rooms into 20-30 seat rooms, and six to nine sections would move from 30 seat rooms to 50+ seat rooms. With a 25% increase, they believe that Kemeny Hall would no longer have sufficient classroom space to accommodate Math courses. Likewise, several departments and programs indicated

that an enrollment increase would require several of their larger courses (held in larger rooms) to be split into two smaller sections requiring smaller rooms.

(b) Physics indicates that they are gradually shifting to a “studio physics” style of teaching for more of their introductory courses. Thus, even without any enrollment expansion, they are moving away from lecture halls and now require more rooms in which small groups of students can engage the material and laboratory apparatus simultaneously.

(c) Biology indicates that classroom space in the Life Sciences Center would be adequate for them even with a 25% enrollment increase. The problem here is that there currently exists tremendous demand for these classrooms by other units, which could no longer be accommodated and would have to move elsewhere.

(d) Computer Science has indicated that its introductory course, CS1, would no longer fit into LSC 100 or Filene Auditorium, which are currently the largest classroom spaces on campus.

(e) Some departments’ space needs would be significantly greater than others and more-than-proportional to the enrollment increase. For example, Music estimates that a 10% enrollment increase would require a 50% increase in classroom capacity for their high-enrollment courses, 8 additional practice room facilities, and a doubling from 2 to 4 of ensemble rehearsal facilities. Theater would likewise require a significant increase in rehearsal spaces.

(f) Teaching Labs. Laboratory courses provide a unique challenge to enrollment expansion. Lab sections are limited by available equipment and the need to have adequate supervision for small numbers of students. Increasing lab section enrollment without increasing support in the form of graduate assistants, undergraduate assistants and/or laboratory staff would present a safety issue for the students as well as for protecting expensive equipment.

Scheduling more lab sections is also a challenge. Teaching Labs are currently scheduled at all feasible hours of the day and evening, so additional students cannot be accommodated by changes in scheduling. Lab sections are typically for a solid four-hour block of time. The introductory laboratory courses with high enrollments in Biology, Chemistry and Physics require as many as six sections of lab to run each week. Current laboratories are thus at capacity, given space and time constraints. For large introductory lab courses, we estimate that a 10% increase in enrollment would require the addition of at least one lab section per course offering, and that a 25% increase in enrollment would require at least two additional lab sections per course offering.

^x Hiring new faculty will result in the need for additional laboratory spaces on campus for faculty research, and this presents a unique challenge. Like faculty offices, faculty lab spaces need to be geographically clustered by department. Currently, LSC, Burke, Wilder, and Fairchild are out of space for labs. Science labs are costly to build, require systemic infrastructure (lab-dedicated

buildings), and are most cost-effective to cluster. Moreover, in addition to the wet lab spaces required by the sciences, department surveys indicated that expansion would require research lab spaces for new faculty in, for example, Computer Science or Digital Humanities as well as many of the social sciences.

^{xi} The infrastructure of the Hopkins Center has remained materially unchanged since it opened in 1962. Sound bleeds between adjacent spaces which currently makes the full utilization of the existing space impossible. Moreover, the types of spaces currently available in the Hopkins Center have been outgrown and are increasingly ill-suited to today's more fluid, interdisciplinary art forms. Stages and backstage areas were designed for much smaller-sized ensembles than those that are currently using them today. The woodworking, jewelry, and ceramics studios are straining to meet demand. Spaulding Auditorium was designed to hold an entire undergraduate class (with 900 seats) and no longer does. Traffic congests around the Hop Garage, the Courtyard Café, and the Hinman Boxes. Rehearsal spaces for the arts are currently insufficient.

^{xii} Multiple departments and programs have indicated that finding alternative testing spaces to accommodate students with disabilities has become a nearly impossible task. The current Testing Center is working very well, but it does not have sufficient space to meet full need.

^{xiii} Mathematics projects that 5-10 graders and 2-3 more graduate assistants would be needed with a 10% increase just to support its introductory calculus course sequence. There would be need for 13-25 additional graders and 5-8 graduate assistants with a 25% increase. Biological Sciences also identified increased numbers of graduate students to support laboratories associated with its introductory courses. Also, although they did not specify numbers, increases would also be needed for introductory courses in Computer Sciences, Chemistry, and Physics, which all have very large laboratory and grading support from undergraduate and graduate student teaching assistants. A number of Arts and Humanities departments and Interdisciplinary programs (i.e., Classics, Theater, Women's, Gender & Sexuality Studies, and all language departments) also would require more support for their large introductory courses and language drill classes in the form of undergraduate assistants, teaching fellows, and teaching postdoctoral fellows. The Institute for Writing and Rhetoric gave specific numbers for their needs to support the First-Year Writing program in these areas: for a 10% increase they would require \$6210 per year for student teaching assistants and \$14,000 for additional support equipment, and for a 25% increase these increase to \$15,300 for student teaching assistants and \$34,000 for support equipment.

^{xiv} For example, several film production and computer gaming courses would necessitate a large investment in additional production equipment, licensing increases for needed software, and new production rooms to house this additional equipment. The Department of Music would require budget increases to hire additional instrument instructors, and additional recording equipment for production needs.

VII. COMMUNITY VIEWS AND RECOMMENDED PROCESS FOR FURTHER ENGAGEMENT

^{xv} **B. Community Engagement: Outcomes**

Highlights from the Moosilauke Poll on expansion:

- 46% had heard of the possibility of expanding enrollment and 52% had not heard before the poll (remaining 1% not sure).
- The quantity and quality of the verbatim responses indicates that alumni are more passionate about the potentially negative impact of an expanded student body than about the opportunities it might afford.
- **Opportunities:** About half of the comments were positive in tone – either related to some general benefits (e.g., more impact on the world, wider range of class offerings, better athletics) or increased diversity (among students, faculty). For Alumni Councilors, at least 7/10 had a comment that was positive. Some alumni had a very negative reaction to this question (e.g., “*Absolutely none it is a horrible idea. We cannot, nor should we, compete with Harvard, Columbia.*”), did not see any benefits or opportunities (e.g., “*While I understand how some people could argue for increasing the size of the student body, I see none*”) or saw the main benefit as financial, meaning more money for the College (“*More money in the form of tuitions; larger number of alumni who fund Alumni Fund. It is all about money, obviously*”). About 40% of the comments fell into one of these three themes that were more negative in nature and 16% of the Alumni Councilors provided a comment in one of these themes.
- **Impact:** Two of Dartmouth’s branding pillars were evident in many of the comments, Teacher/Scholar and Sense of Place.

Teacher/Scholar: The key word with the most mentions was “class size” which touches upon the teacher/scholar pillar. Many were concerned with class size (which typically meant how many students were in an academic class versus the number of students in the entire graduating class). Another second key word related to faculty/professors and many were concerned that student access to faculty would be diminished. The themes of class size and access to faculty appeared in more than half of the comments.

Sense of Place: About one-fourth of the respondents used the word “community” when discussing impact, and there were also several comments that used the words “experience” and “intimacy.” Some alumni were also worried about the logistical issue of having enough housing if enrollment were increased. In addition, alumni noted that they had selected Dartmouth over other schools because of the “small college” feel, which they feared could be lost with expansion. All of these comments relate to a sense of place.

^{xvi} 443 of alumni respondents associate Dartmouth’s size with its distinctive character. Sample comments: we are already at the sweet spot of size; it is the right size for faculty contact; it keeps the campus compact and human-scaled; it creates community, permits undergraduate focus.

55 felt we should address other concerns first before considering expansion
15 felt the investment should be in education innovation and not expansion
33 indicated that the college should cut costs and reduce bloat if it needed to save money, not expand.

Of the concerns voiced, the following were mentioned most frequently:

- Residential Housing (83)
- Fate of green spaces, distinctive features of campus (79)
- Class/lab size pressures (76)
- General resources already stretched (66)
- Student-teacher contact, ratio (53)
- Insufficient town/community infrastructure (44)
- Quality of liberal arts undergrad education (39)
- Need to invest in/increase faculty (32)
- Traffic/parking (24)
- Social life concerns (24)
- Declining selectivity, rankings, yield (23)
- Pressure on trips, clubs etc. (14)
- Dining facility pressure (13)
- Crowded library, gym (11)
- Fear reduced quality of students admitted (5)
- Faculty spaces, offices (4)