

Students of the Future Working Group

OVERALL APPROACH: The senior executive strategic planning advisory committee (SE-SPAC) together with the faculty strategic planning advisory committee (F-SPAC) has launched a working group focusing on the nature and needs of Dartmouth's future students. Their goal is understand factors driving student recruitment, success and engagement and to anticipate trends and innovations necessary to educate the most talented leaders of every generation.

This working group will seek broad input from within and outside Dartmouth. They will examine the trends, future needs and opportunities vital to the successful recruitment, retention and support of outstanding students and future leaders.

GOALS

- To provide an aspirational vision for Dartmouth's students of the future.
- To delve deeply into issues likely to impact Dartmouth's future students from recruitment and admission through graduation and post-graduation success and continued engagement.
- To develop recommendations for Dartmouth's strategic plan, informed by data-driven assessment and broad interaction with the community.

INITIAL QUESTIONS

- What will enable Dartmouth to distinguish itself in the national and global higher education landscape so to continue to attract the best students of each generation?
- What academic credentials and cultural experiences will the Dartmouth students of the future be expected to have before entering college?
- What will the most high-achieving students look for in a college or university?
- How will national and international demographic trends impact the available pool of applicants? How must Dartmouth respond to changing demographics to attract a diverse and outstanding student body in the future?
- What trends (national and international) will impact pipelines and student preparedness?
- What does it mean to be a residential college, and what will it mean in the future?
- What future climate issues should we anticipate and how will we effectively address them?
- What role can graduate education play in the undergraduate experience (e.g. learning models, mentoring) and how might graduate and undergraduate students collaborate in meaningful, innovative ways, furthering "One Dartmouth" and enhancing the lives of both student populations?

I. Status Report: Where are we now?

- Who are our students and how are they selected?
- What will a diverse student population look like in the future?
- What do Dartmouth students value? Is there a common set of expectations/experiences across the institution that characterizes the Dartmouth experience?
- How successful are Dartmouth graduates at gaining admittance to top post-baccalaureate programs (e.g., medicine, law, graduate study, other advanced degrees)? Jobs? Leadership?
- What services/support is currently available for out-of-classroom experiences (e.g., internships, professional development, service, etc.)

- What are current campus climate issues? How are they addressed?
- What do current students view as the most critical forms of support for academic success? What are our current support services and how are they serving student need?

II. Looking Forward: What are the opportunities?

- What kind of vision and needs will guide the size and composition of the student body?
- How will we select and educate students with the greatest potential to learn, lead, grow, and make a difference? Are values/expectations for a full experience changing?
- In an increasingly high-demand and high-touch environment, what are the implications for student support? What will students of the future expect/need?
- What are our aspirations for out-of-classroom experience at Dartmouth? How do we create out-of-classroom experiences that complement classroom experiences (internships, service learning, artistic and creative expression, athletics, social activities, etc.)?
- Are criteria for success in post-baccalaureate programs (e.g., medicine, law, graduate study, other advanced degrees) and jobs changing and how should we adjust to support them?
- What is our definition of leadership? How do we foster leadership and create an institution-wide vision to prepare students for a life of purpose?
- What will residential life/residential education look like in the future?
- How should the Dartmouth experience evolve to foster students' academic success?
- How can we connect undergraduate and graduate students?
- What will students at all levels expect from Dartmouth after graduation?

III. Environmental Scan

- Examine demographic trends nationally and internationally.
- Examine trends in interests of students (disciplinary interests, kinds of experiences they want, specialists vs. generalists, etc.).
- What trends are impacting student pipelines (e.g. digitalization of secondary schools, rise of specialized secondary schools, online schools, sports academies, and other “nontraditional” secondary school models)? How well prepared will students be for Dartmouth? How will we measure preparation? How flexible will we be with different levels of preparation?
- Examine the impact of the cost of higher education.

IV. Resources: What do we need to be successful

- What kind of institutional resources will be required to achieve our vision for students?
- What institutional preparation is needed to address the changing needs and expectations of students and changing demographics?
- What will be the level of support needed for financial aid in the future?

V. Mechanisms and procedures for promoting success

- How does the institution respond to and plan for changing student needs and changing demographics?
- What are new ways, beyond traditional measures, of assessing potential for success at Dartmouth and beyond?
- What is our definition of a successful student (i.e. a “positive product of our investment”)?
- What are the criteria for success in student services and how do we measure them? How do we create a culture of assessment? How do we support all to ensure success?

WORKING GROUP COMPOSITION

- 9-15 members total, excluding *ex-officio*
- Administrators and faculty from SE-SPAC, F-SPAC and the Dartmouth community will be selected with particular focus on increasing diversity and experience
- Nominees (including self-nominees) will be selected in consultation with respective Vice Presidents and Deans
- *ex-officio*: Maria Laskaris (SE-SPAC Co-Chair; Dean of Admissions), Martin Wybourne (SE-SPAC Co-Chair, A&S, Vice-Provost), Denise Anthony (F-SPAC Chair (A&S))

APPENDIX: ADDITIONAL INFORMATION

GENERAL CHARGE TO WORKING GROUPS

- Address topics defined by SE-SPAC and F-SPAC, ensuring attention to Guiding Principles and Guiding Questions
- Coordinate with SE-SPAC and F-SPAC to refine definition of topics
- Identify, gather, and analyze data
- Explore external factors and trends
- Seek input broadly
 - After producing status reports, seek proposals on specific topics
 - Consult various groups as needed
 - Include students from across the institution that represent the diversity of Dartmouth students
- Establish routines for periodic communication with staff, faculty, and advisory committee(s)
- Prepare draft report and recommendations
- Prepare final report, incorporating advisory committee feedback

SUPPORT FOR WORKING GROUPS

Staffing support will be provided for scheduling meetings, taking notes, circulating information and documents, copying, etc. Small budgets will be provided for meetings, lunches, retreats, travel, etc.

WORKING GROUP REPORT

All working groups will deliver a final report including:

- Executive Summary
- Definition of topic and scope
- Description of working group process
- Presentation of key data/information and analysis
- Options considered, pros and cons
- Recommended actions and timetable
- Relation of the topic and recommendations to the Guiding Principles and Questions
- Description of how progress/success in reaching goals will be measured
- Appendices—data, analyses, or other supporting materials