



One Geisel, Leading  
Forward!



Dartmouth  
GEISEL SCHOOL OF  
MEDICINE

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# Letter from the Dean

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I am pleased to present to the students, staff, and faculty of the Geisel School of Medicine this strategic plan: ***One Geisel, Leading Forward!*** This plan will serve as a guide for our school over the next five years. It embodies the sense of community that makes Geisel a unique and special place, and it provides a framework for the school to flourish. This plan has been crafted by and for our community, and I am deeply grateful to all members of the community who committed their time to contribute ideas and feedback.

The strategic planning process kicked off in September 2021, and our community engaged in a collective conversation throughout the academic year to define the values we hold dear and to articulate key initiatives that form the basis of this plan. We have endeavored to be inclusive in each step of the process and received feedback from faculty, staff, and students from across all our missions through strategic planning retreats, community and online forums, and focus groups. This plan links together our academic community to create a more unified environment for learners, educators, researchers, and staff.

Defining our goals and aspirations is just the beginning. Building on a firm financial foundation, this plan provides a deliberate and methodical approach to guide investment in support of our people and programs and to build from points of strength. In the coming months, we will develop and act on an implementation plan that includes defining criteria for assessment of the strategic plan and for monitoring its progress.



# Executive Summary

Throughout its 225-year history, the Geisel School of Medicine at Dartmouth (Geisel) has contributed major advances that have improved human health and systems of healthcare, trained generations of outstanding physicians, scientists, and public health professionals, provided outstanding clinical care to our community, and served as a bedrock of research and innovation at Dartmouth. Looking forward, Geisel is poised for major expansion to build on this extensive legacy of success. In framing a path forward, Geisel leadership asked our community to participate in formulating a comprehensive and inclusive strategic plan to serve as a guide into the next phase of working and learning together. Through a series of stakeholder interviews, retreats, meetings, community forums, and focus groups, this **One Geisel: Leading Forward!** strategic plan emerged. This plan will guide Geisel’s growth and innovation over the next five years.



Guided by the vision, values, and strategic goals that our community has articulated in this plan, and building on a strong financial foundation, Geisel will distinguish itself from its peers by creating a more diverse, supportive, and welcoming community among our students, staff, and faculty. Relying on the institutional core values of community, excellence, inclusion, innovation, and integrity to guide our growth and investment priorities in our people and programs, Geisel will attain the strategic goals presented in this plan through major advances in our **education** and **research** programs and enhanced support to our faculty in **professional practice** and will ultimately achieve our vision.

# Mission



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

# Vision and Values

**One Geisel, Leading Forward!** represents a shared vision for the future of our school that is rooted in our values as researchers, educators, public health experts, lifelong learners, and members of a vibrant educational community. Our vision statement, crafted collaboratively with input from across the institution, provides a sustainable and pragmatic pathway for the future of the organization. At the center of our plan is a fundamental recognition of the importance of our shared values in all that we do.

## Vision for Geisel’s Strategic Plan

***“Geisel aspires to be a values-driven leader in education, research, and professional practice.”***

### Defining Our Values: Engaged Collaboration

In the development of this strategic plan, the Geisel community engaged in crowdsourcing exercises to explore and define the values that are held most deeply within the Geisel community. The overarching values depicted below emerged from this collaborative approach and represent the foundational values on which the school will continue to build our programs, expand our impact, and define our innovative and supportive culture. We believe strongly in these core values and ultimately hold ourselves accountable to the principles and the vision represented therein.

## Values



### Community

Cultivate community through compassion, engagement, teamwork, and support.



### Excellence

Pursue excellence in teaching, scholarship, and practice in the service of our community.



### Inclusion

Celebrate diversity through inclusion, respect, and a commitment to equity.



### Innovation

Ignite innovation through collaboration, creativity, and curiosity.



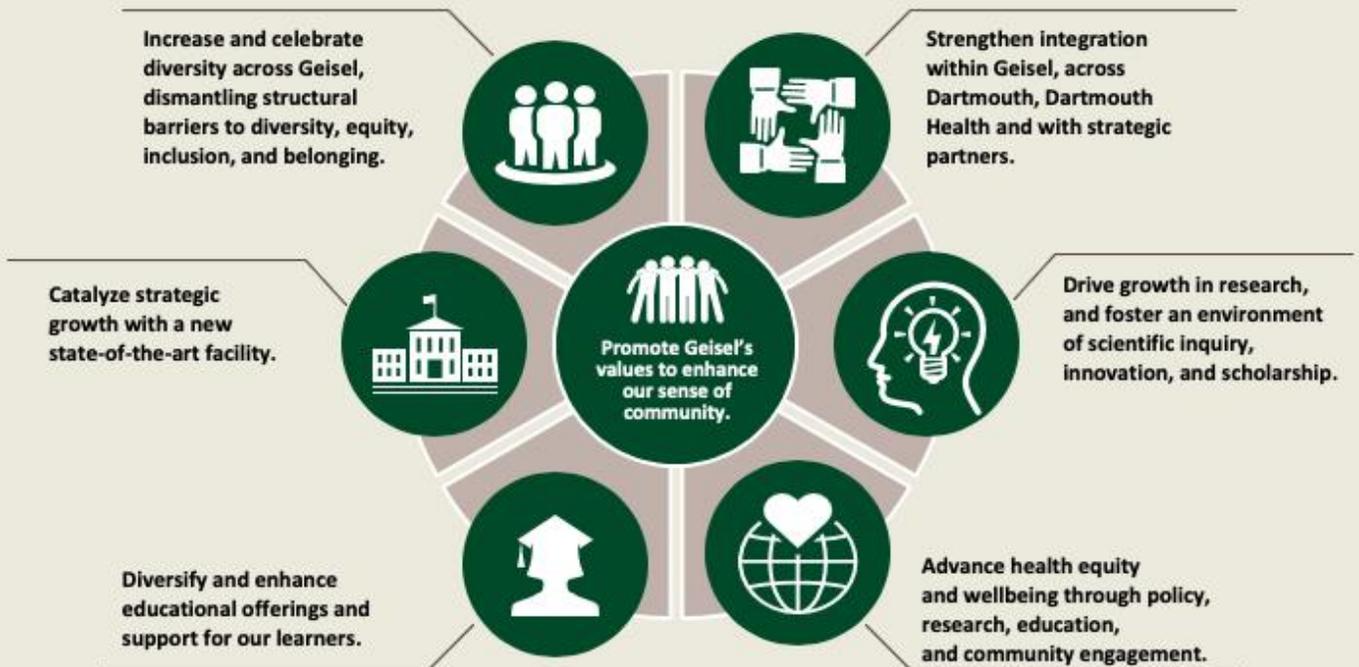
### Integrity

Demonstrate integrity, and build trust through transparency, accountability, and communication.

# Strategic Goals

Our seven aspirational strategic goals build on our strengths to advance Geisel toward values-driven leadership in education, research, and professional practice. Our community is our greatest source of strength and is fundamental to our ability to achieve our other six goals; therefore, our central goal for Geisel is to continue to promote and foster our values to enhance our sense of community.

These strategic goals provide a blueprint for our organizational growth and investments for our organization over the next five years and will direct our exploration of innovative initiatives and development of new research and programs. Our strategic goals emphasize collaboration, engagement, inclusion, celebration and expansion of diversity across the institution, and innovation.



## Strategic Goal 1



### Promote Geisel’s values to enhance our sense of community.

*“Our strength as a school and as a community is inexorably linked to the advancement of a shared set of values: community, excellence, inclusion, innovation, and integrity. Integral to these values (and our success as a school) are the people who share them. We will advance a campaign across our school and community to promote these values and to celebrate the people who embody them. Through the promotion of a shared set of values, we will foster a greater sense of purpose and connection throughout the broader Geisel community and improve our appeal as a training environment, employer, and partner to others.” – People and Community Work Group*

Behind these values are the people who make up the Geisel community. We are committed to supporting all members of our community in their endeavors—be they in the pursuit of a world-class education, teaching excellence, or scientific discovery—to achieve a fulfilling career. As we celebrate and promote the shared set of values across our academic community, Geisel will become known for its culture of interprofessional collaboration and inclusion. Students, residents, fellows, graduate trainees, staff, faculty, alumni, and donors will participate in collective experiences that foster meaningful connections. All community members, regardless of program or departmental affiliation, will see themselves as equals through this shared set of values that represent who we are, how we interact with each other within and outside of our school, and how we approach our work. Geisel will model these behaviors for the surrounding community.

### Initiatives

#### ***Intentionally cultivate a values-driven Geisel culture that permeates daily activities and communications.***

- Develop and implement programs that reinforce and foster awareness of our shared values across Geisel (each unit, department, and center), including activities that engage faculty, staff, students, affinity groups, remote/hybrid employees, alumni, and donors.
- Develop and implement internal and external communication strategies that connect our shared values to our brand and reputation, and that highlight and celebrate our individual and collective successes.
- Utilize our shared values to guide planning for facilities and physical spaces.
- Encourage sharing of our values through volunteerism and community engagement.
- Engage in deliberate succession planning to develop a pipeline of future leaders (e.g., mentorship, sponsorship, development, training).

## Strategic Goal 2



### Increase and celebrate diversity across Geisel, dismantling structural barriers to Diversity, Equity, Inclusion and Belonging (DEIB).

*“Geisel will intentionally foster a culture that empowers every member of our community to actively contribute to the school’s DEIB goals and create an environment at Geisel where all feel a sense of belonging within the Geisel community. We believe that an inclusive culture will enable Geisel community members to do their best work, achieve their individual and collective professional goals, and enable the school to achieve its vision.” – DEIB Work Group*

As we move forward, Geisel will partner with the communities of Dartmouth College, Dartmouth Health (DH), and the surrounding area in DEIB efforts and will be known for cultivating an environment in which all members of our community are empowered to serve as advocates across the community. Geisel will advance a culture that seeks to identify the mechanisms and barriers that contribute to or inhibit success in DEIB initiatives. We will aspire to achieve diversity among the faculty and staff so that our community of mentors and advisers more closely reflects the diversity of our student body and matches the diversity of our nation so that our learners can identify mentors and advisers in whom they see themselves. Students, staff, and faculty from across Geisel-related educational programs will jointly participate in classes and training on DEIB topics, preparing them to address structural barriers to DEIB in broader communities and to better address the impacts of racism and other intolerance(s) on health outcomes.

### Initiatives

#### ***Study and interrogate Geisel’s systems, structures, culture, and practices to deconstruct barriers to DEIB.***

- Empower faculty and staff across Geisel to lead and support DEIB initiatives, in collaboration with institutional leaders in DEIB at Geisel, DH, and Dartmouth College.
- Serve as a positive change agent in DEIB through active partnerships with Dartmouth College and Dartmouth Health leadership teams.
- Support faculty in their active pursuit of center/project grants to support research in DEIB, including identification of barriers to excellence in DEIB (e.g., FIRST, COBRE).
- Commit to transparent reporting on institutional systems and structures.
- To empower the community and effect positive change, ensure that adequate resources are provided to support individuals who experience bias and discrimination.
- Empower leaders across the organization to ensure that all Geisel policies and processes are consistent with and reflect DEIB principles and goals.

- Build into our culture ongoing training for faculty, staff, and students on how to create an inclusive and supportive culture, including training on bystander intervention, allyship, and mitigation of bias.
- Enhance educational experiences and curricula through an intentional commitment and adherence to principles of equity and inclusion.

***Launch a comprehensive, diversity-focused recruitment and retention framework for all roles and career stages.***

- Develop comprehensive processes to create a welcoming culture, including ongoing education and training programs to eliminate bias and to expand applicant pools for all positions; create competitive incentive structures and recruitment packages; offer individualized onboarding and time-limited subsidies to assist with moves to the Upper Valley; prioritize commitment to DEIB initiatives in search criteria for senior leaders; and develop an inclusive institutional identity and authentic communications to highlight opportunities for individuals from diverse backgrounds.
- For those who are already members of the Geisel community, acknowledge and incorporate individuals' DEIB efforts as a component of advancement and promotion processes, and reward mentors of underrepresented minority students, staff, and faculty.
- Develop mechanisms for enhanced support for student candidates from underrepresented backgrounds.
- Utilize alumni tracking, networking, and communication processes to maintain contact with graduates, create mentoring opportunities, and promote returning to Geisel throughout graduates' careers.
- Expand outreach to Historically Black Colleges and Universities and Minority-Serving Institutions to build relationships to foster joint opportunities for students and other trainees, faculty, and leaders.
- Encourage and support Geisel's engagement at affinity group recruitment fairs and national meetings to aid in the recruitment of diverse students and staff.
- Consider how hybrid/remote work options may increase candidate pools and improve access to diverse candidates for selected roles.

## Strategic Goal 3



### Strengthen integration within Geisel, across Dartmouth, Dartmouth Health, and with strategic partners.

*“The success of our strategic plan requires that Geisel bolster its efforts to build upon an organically strong and incredibly collaborative community. This will require not only investments in the underlying infrastructure and programs that span our organization(s) but also a commitment to improve our communication efforts across Geisel, Dartmouth, and all our clinical, research, and education partnerships.”*

Geisel will create targeted plans to invest in supporting our people. This will include creating opportunities for learners across programs to interact in meaningful ways; developing contemporary shared spaces to facilitate collaborative learning, engagement, and informal interactions; invigorating our alumni network’s connection to the Geisel community; and facilitating connections with the surrounding community to support health and wellness within Geisel and throughout the region. This will build upon a robust communications infrastructure developed through strategic goal 1. Through collaboration and encouraged innovation across programs, we will ultimately improve our ability to positively impact health and wellness within Geisel and throughout the region.

#### Initiatives

***Focus on how we can communicate and celebrate our community more effectively through a comprehensive and coordinated communications program. By celebrating our community and recognizing achievements and contributions, we seek to increase the engagement of our community in our research and education programs.***

- As we seek to highlight and celebrate members of our community and recognize the important integration of Geisel with our educational, research, and clinical partners, we will enhance coordination with Dartmouth College and Dartmouth Health in our communications strategy.
- Develop a plan for community-wide events throughout each academic year to increase connectivity and collaborations across Geisel and to enhance engagement with Dartmouth College, DH, the surrounding community, alumni, and donors.

***Identify barriers to collaboration across the broader Geisel and Dartmouth communities and invest in programs and infrastructure to support improved opportunities for collaboration across our research and education communities.***

- Deliberately engage our biomedical, translational, and clinical research communities to understand and evaluate barriers to collaboration across Geisel, Dartmouth Health, White River Junction VA, Dartmouth, and other partners.

- Utilizing information gained from our focus groups, make disciplined investments in new programs, and revisit existing models with a quality improvement approach. The goal is to enhance and create systems and ways of working that will make collaboration across the enterprise easier.
- Identify cross-program curricular and training opportunities for our learners that will help foster a shared sense of community and understanding.
- Work to integrate all Geisel constituencies and include their voices in fulfilling the goals of this strategic plan. This includes identifying an accountable education leader with responsibilities across programs, a unified and representative student governance model, a staff council, and research leadership.



## Strategic Goal 4



### Drive growth in research, and foster an environment of scientific inquiry, innovation, and scholarship.

*“Geisel will foster an environment where opportunities abound for foundational science and clinical departments to effectively partner in pursuit of scientific inquiry; innovation; and high-quality, impactful research. The school will further enhance its national reputation for research excellence and be known as an institution that offers an intellectually stimulating environment where foundational science and clinical faculty collaborate with one another and with other partners on discovery, clinical, and translational research and where outstanding, curiosity-driven science is embraced. Faculty will be incentivized and recognized for their research achievements and will have confidence in Geisel’s ability to provide resources necessary to support its aspirations and those of its faculty members to advance initiatives aimed at larger-scale extramural support through new and enhanced partnerships.*

*Geisel will become the premier research and grant-development training destination through a dedicated mentoring program for graduate students, postdoctoral fellows, and residents, effectively staffed core facilities, individualized learning opportunities, and world-class research faculty. Residency programs will include research-intensive tracks. The school will foster this strategic goal through the development of more contemporary research space guided by values to enhance cross-institutional assignment of space and streamlined administrative processes focused on high-value activities.” – Research Work Group*

### Initiatives

#### Articulate and adopt a disciplined approach to evaluating and prioritizing investment into research areas.

- Develop a clear and methodical strategy for investment in new research programs and program expansion.
- Appoint and empower a new senior associate dean for foundational research to partner with other institutional leaders (e.g., senior associate dean for clinical and translational research, vice provost for research) to lead the evaluation of and investment in new programs and expansion efforts.
- Adopt and promulgate selection criteria and processes that will guide critical investments, focusing on projects that address fundamental research questions or tackle critical emerging research needs. Priority areas may also be those that emphasize teamwork and collaboration across our community. Document and communicate the process and criteria by which proposals for new programs and/or program expansion requests will be evaluated.
- Design and implement appropriate support mechanisms for new and existing programs, including but not limited to providing effective training for mentors and faculty development.

- Assess the feasibility of a research sabbatical program to promote creativity, scholarship, and exploration of new projects and studies of interest.
- Ensure that faculty incentive structures and promotion guidelines fully validate team science and encourage meaningful collaboration across foundational and clinical departments.
- In collaboration with the Dartmouth provost, expand technology transfer office responsibilities to pursue business development and enhanced collaboration with industry and biotech companies.

### **Enable the work of the Geisel and Dartmouth Health communities by creating a unified research administration structure to serve all faculty and programs.**

- Develop a cross-institutional research superstructure that will serve all research programs and ensure equitable access to administrative, operations, career development, and innovation resources and enhance current levels of support. To develop this model, Geisel will include faculty, staff, and learners as stakeholders in a needs assessment inquiry that explores the feasibility of establishing a shared, cross-credentialed research unit with investigator-friendly research administrative functions to streamline support for these critical core items, including grant writing and administration, human subjects research (IRB) and research administration information systems.
  - Ensure the development and maintenance of consistent policies and procedures that clearly define roles and responsibilities, resource availability, and data sharing.
  - Improve current IRB processes to be more efficient and customer oriented.
  - Unify onboarding and training for research administration personnel.
  - Develop integrated dashboards and accessible reports on the comprehensive research enterprise, including a database of commonly required institutional data to support grant development.
- Adopt tools to foster connections to accelerate translation and clinical applicability (i.e., technology platforms for networking among researchers).

### **Be recognized nationally as a destination where early-career scientists acquire the skills, mentorship, and career guidance needed to accelerate their professional development.**

- Provide enhanced resources for postdoctoral fellows, graduate students, and trainees; for example:
  - Explore enhancements to our dual-degree programs, including developing the support mechanisms needed to be competitive for a medical scientist training program.
- Promote pathways for protected time and appropriate supports (e.g., space, funding) for early-career scientists to pursue individual and team research.
  - Develop customized training tracks that are tailored to best support individual trainees based on career goals, career stage, and targeted mentorship (e.g., grantsmanship, budgeting, starting a lab, and career path planning). This should include research-track residency positions.
  - Develop a career exploration series to support trainee transitions to independent scientist/faculty and connections with Geisel's/Dartmouth's alumni network for external mentorship.
  - Enhance recruitment activities for graduate student applicants, postdoctoral fellows, and residents.

- Develop comprehensive exit interview and alumni tracking tools.
- Support trainee-oriented research resources, such as protocol development, clinical informatics, bioinformatics, laboratory, and computational techniques, grant writing, community-based participatory research practices, and certificate programs on topics such as applied research methodologies.
- Provide enhanced resources for junior faculty members, for example:
  - Enhance professional development resources such as leadership and mentorship training, as well as technical skills acquisition (e.g., grant writing, expanded access to grant review, mock study section processes to enhance submission and success rates).
  - Explore additional shared resources to support early-career scientists (e.g., biostatistics).
  - Provide training and protected time for mentors to encourage the participation of more established faculty.

**Boldly pursue new funding streams, make traditional and team science easier, and promote curiosity-driven research.**

- Adopt tools to foster connections to accelerate translation and clinical applicability (technology platforms for networking among researchers).
- Develop ways by which to quickly evaluate high-potential projects and allocate resources to support these projects, either alone or in partnership with DH, co-investing in programs to advance foundational, clinical, and translational science.
- Explore the feasibility of a research sabbatical program to relieve faculty from salary support expectations for a defined period to promote creativity, scholarship, and exploration of new projects and studies of interest.
- Ensure that faculty incentive structures and promotion guidelines fully validate team science and encourage meaningful collaboration across foundational and clinical departments.
- Explore options for supporting protected time for clinician scientists in alignment with strong, baseline DH investments.
- In collaboration with the Dartmouth provost, expand technology transfer office responsibilities to pursue business development and enhanced collaboration with industry and biotech companies.
- Engage in deliberate succession planning to develop a pipeline of future research leaders (e.g., mentorship, sponsorship, development, training).

## Strategic Goal 5



### Advance health equity and wellbeing through policy, research, education, and community engagement.

*“Through our research, education, and community interactions, we aspire to deliver an outsized impact on health equity, health, and individual and community well-being. Through our collective efforts and with resources marshaled under this strategic plan, we envision a world where public health and medical care delivery systems collaborate to promote and protect the health and well-being of every human being so that every individual can reach their full potential, and where advances in human health are informed through rigorous scientific discovery and evidenced-based care.”— Education Work Group*

Improving human health and creating systems to achieve health equity are foundational tenets for our research and education programs, as is improving the health and wellbeing of the communities we serve and supporting the wellbeing of our students, faculty, and staff so that they can continue their good work. We will work to ensure that our curricular offerings, in both existing and new education programs, empower our students with the skills and training to identify and address gaps and deficiencies in access to care and care delivery across broad populations and to change policies and practices to ameliorate those inequities. We will prioritize our investment of new resources to help accelerate early-stage biomedical and delivery science research advances into translational and clinical research settings and to strengthen the translation and application of such advances across our established (and new) health system and community settings to those that have promise to reduce health inequities.

#### Initiatives

##### **Develop and implement programs and systems that will enhance the health and wellbeing of our students, faculty, and staff.**

- Continuously review Geisel and Dartmouth programs intended to support student wellbeing and, where needed, commit additional resources to increase the breadth and depth of services that we provide for mental health and wellness programs for all our learners.
- Promote and enhance existing and new resources for the support of faculty and staff wellbeing and mental health and continue to destigmatize mental health care across our community.
- Identify and evaluate structures and policies that impact the wellness of students, faculty, and staff. Promote structures that enhance wellness and address those structures that create barriers to wellness.
- Prioritize systems that support work/school and life balance, supporting students, staff, and faculty in creating space to meet personal needs, while contributing to efficiency and excellence in the work/learning environment

**Launch curricular enhancements to ensure that our learners will be positive change agents in their future professional roles to promote health, health equity and wellness in the communities that they serve.**

- Include health, health equity and wellness as components for review through continuous quality improvement of our existing curricula.
- Integrate curricular innovations to ensure that our graduates are prepared to serve as leaders in their professional practice in promoting health, health equity, and wellness.
- Pursue predoctoral and postdoctoral training grants focused on health equity research to support early-career professional development in the field.

**Continue to support and increase investment in Geisel faculty research in the domains of health equity and the social and political drivers of health.**

- Promote and support the development of health equity fellowship programs that provide protected time and research funding for early career investigators focused on health equity related research and which could serve to promote collaborative research opportunities between Dartmouth College and other institutions, including Minority Serving Institutions (i.e. HBCU's).
- Develop a competitive pilot funding mechanism to support research in the domain of health equity.
- Invest in cohort-based (or cluster) type faculty recruitments to attract faculty to foundational and clinical departments with a unifying focus on health equity.

**Enhance Dartmouth's influence on health equity through policy and community engagement.**

- Establish a coalition of campus organizations devoted to advancing health equity to develop shared investments and priorities for evidence-based policy and respectful community engagement (e.g., Dartmouth Center for Global Health Equity, DH Center for Advancing Rural Health Equity, The Dartmouth Institute).



## Strategic Goal 6



### **Diversify and enhance programs and initiatives that support interprofessional collaboration and professional development across our degree programs.**

*“Acknowledging the evolution in where and how our learners will work and who they will work with in improving health and advancing health equity, we will enhance and potentially expand our educational programs to create an integrated interprofessional learning environment across Geisel. We will commit to providing the resources necessary to ensure success for current and future students and to provide all learners with the tools and experiences required for success in the healthcare, public health, and biomedical fields. We believe that this integrated learning environment shall clearly define what it means to receive a Geisel education and will foster increased clarity about the Geisel identity and enhance Geisel’s reach both nationally and internationally.” – Education Work Group*

Geisel is home to a diverse community of learners who are engaged in the pursuit of excellence within unique educational programs. Each program fosters outstanding individual career development and supports excellence in academic contributions within the framework of the program, while encouraging collaboration and engagement across Geisel degree programs. Geisel is proud of this diverse community of learners and seeks to nurture and further enhance opportunities for learner professional growth and development.

Through this strategic plan, we will realize a vision of intentional integration across programs, together with the development of new educational opportunities. This thoughtful expansion will include community-based service, learning and research opportunities, and will focus on the development of partnerships both across and external to Dartmouth. Expansion of interprofessional learning opportunities and development of collaborative relationships will provide each learner with the opportunity to achieve and exceed their professional goals, through the support of excellence in scholarship, population-based health, and clinical care. This vision will ultimately lead to increased innovation and will support our ability to provide the highest level of clinical care and achieve health equity for our communities and patients.

As part of this broader collaborative and inclusive approach, Geisel will become a national leader in thoughtfully integrated interprofessional education. We will enhance our existing professional degree program offerings by developing and/or partnering with complementary programs in the health sciences and through subsequent integrated, interdisciplinary educational experiences. We will complement this approach with the incorporation of both scholarly and research experiences for all interested students. To meet the needs of our learners, we will invest in a robust academic support infrastructure, providing expansive and equitable support across all of Geisel’s educational programs. We will ensure student success through early intervention when challenges arise. We will modify our administrative and educational structures to improve collaboration and efficiency across the health professions programs. Existing silos between Geisel’s education programs will be dismantled, building a more unified school.

While improving the training opportunities through interprofessional education, we also commit to ensuring the affordability of our offerings for those who choose these educational pathways.

## Initiatives

### **Develop a leadership and administrative infrastructure that supports interdisciplinary learning and that fosters interprofessional collaboration across educational programs.**

- Create leadership positions and administrative structures across Geisel to support interprofessional collaboration and educational opportunities across our degree programs.
- Re-envision school offices and resources that foster future growth and expansion in ways that support student needs and that create frameworks for student academic and professional success.
- Expand faculty and staff to support new programs and to enhance development and career progression opportunities for everyone who contributes to Geisel's missions.

### **Create opportunities for intentional collaboration across existing educational programs and create new interprofessional programming opportunities and health sciences degrees through internal and external partnerships.**

- Understand the market to identify key areas of opportunity for external partnerships. Programs under consideration may include residential, remote, and hybrid programs that offer degrees and/or professional education in healthcare disciplines.
- Building upon the success of programs such as the Dartmouth Health Care Foundations program, develop structured, cross-program, educational, and research opportunities that bring diverse groups of learners together around specific topics, creating communities of interprofessional learners. Programs could focus on health equity, oppression, social determinants of health, climate change and its impact on global health, and the effects of racism and sexism on health outcomes.
- Develop an interprofessional education collaborative that will bring existing Geisel, Dartmouth, and clinical education programs together and connect with external partners.
- Explore the development of a Geisel center for healthcare learning and leadership that would support leadership development in healthcare across Geisel and our clinical partners.
- Create opportunities for Pathways of Distinction for learners, to permit individual exploration of core topics and domains in the health professions. Pathways would be tailored to the individual degree programs and would be aligned with student career development interests. Pathways of Distinction could focus on rural health, health equity, global health, data science, health systems science, leadership and management, climate health, or other areas of focus. Participation in pathways of distinction will include scholarly work, incorporate interdisciplinary collaboration, and include a presentation of individual scholarly work at the culmination of the educational program.
- Expand experiential and simulation-based learning for health professions students, bringing together trainees across disciplines for formative and summative simulated learning experiences, spanning the educational continuum for each degree-granting program.
- Break down barriers to the exploration of electives across degree programs, through partnerships across schools and in collaboration with enrollment management teams.

- Expand education programming partnerships with other institutions for priority programs and with other Dartmouth schools, including Thayer School of Engineering and Tuck School of Business.
- Promote interdisciplinary forums that engage diverse voices on education and research questions.

**Invest in and develop innovative and collaborative career development and advising opportunities for learners across our degree programs to position our graduates to achieve their highest potential in pursuit of their professional goals.**

- Incorporate externships and exploratory experiences outside of Geisel, in support of career development as a major component of the learning experience. Such experiences would be designed to connect students with future career opportunities and expand our geographic distribution. Effective implementation of this goal will capitalize on hybrid educational models and expand access to online resources to support this work.
- Create access to certificate programs that are targeted to postdoctoral candidates, junior faculty, and clinicians to help support and nurture early-career development. Examples could include topics in applied research methodologies, clinical trials, and data science. Programs will be accessible to learners in ways that complement the degree program requirements, such as with asynchronous online learning, weeklong intensives, or dedicated summer programs.

**In our health professions programs, enhance and expand programs and curricula that will address healthcare shortages and contribute to health equity for diverse patient populations.**

- Evaluate opportunities for a clinically focused regional campus for our health professions programs that can support existing and new programming, focusing on underserved areas locally and regionally.
- Expand partnerships in the local and regional communities to increase opportunities to provide care to diverse and underserved populations, partnering with Dartmouth Health and other clinical partners in surrounding areas.
- Build relationships with clinical partners to facilitate interprofessional learning alongside students from a variety of health professions schools.
- Expand, strengthen, and support relationships with community partners, such as federally qualified health centers and Area Health Education Centers (AHEC), to increase connections with community health providers and develop a deeper understanding of the needs of our communities and the ways in which we can work together to positively impact individual and population health.

**Improve the affordability of our educational programs, to recruit talented learners who will positively impact diversity, inclusion and belonging in the health professions workforce, ultimately for the benefit of our patients and communities.**

- Focus deeply on continued responsible fiscal management, with the goal of limiting inflation of tuition rates for all education programs.
- Continue to aggressively seek philanthropic opportunities to increase scholarship support for students in all education programs and to reduce disparities in graduation debt.
- Diversify our education programming to broadly distribute education, infrastructure, and support costs.

## Strategic Goal 7



### Catalyze strategic growth with a new state-of-the-art facility.

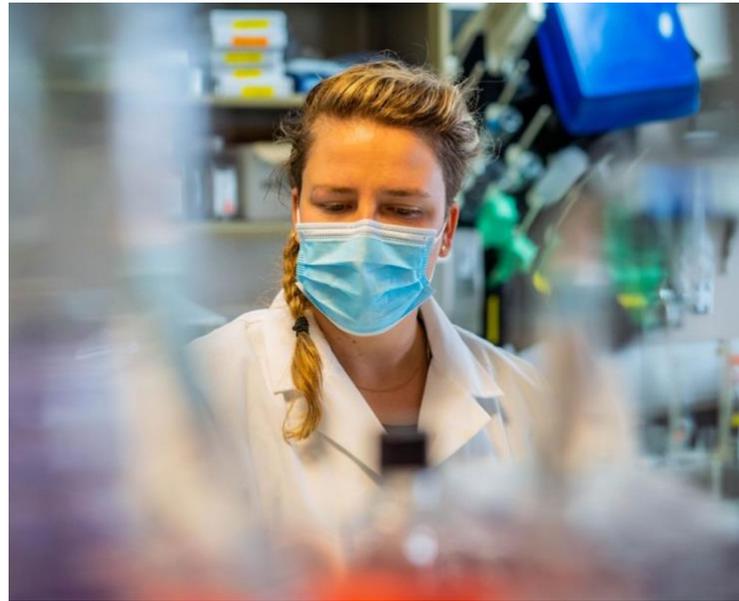
*“The current education facilities on our campus impose a physical limitation that caps enrollment at current levels, and they are ill-suited to broadly adopting interprofessional education and expanding our student support infrastructure. Moreover, the current buildings on the Hanover campus have reached the end of their useful life and cannot support modern biomedical research activities and programs. These are among the least energy-efficient buildings at Dartmouth, and the investment required to maintain their functionality in support of our education and research programs shows no signs of abating. Building from the Dartmouth Planning for Possibilities Master Plan, we will conduct an institution-wide needs assessment to design new facilities to grow our enrollment, support deliberate interprofessional health sciences education, and expand the capacity for our research missions in ensuring that Dartmouth retains Association of American Universities (AAU) and Carnegie R1 status.”*

**Design and build a new multipurpose building on our campus that will optimize support for and growth of educational programs, expand capacity for our core research missions, and enable increased collaboration through shared spaces and modern laboratories.**

- Partner with education leaders to understand programmatic support needs for existing programs and potential new programs.
- Conduct a school-wide needs assessment of the core amenities and the increased capacity needed to ensure the continued strength of our research programs.
- Assess opportunities provided in the Dartmouth Planning for Possibilities Master Plan for a new building. Partner with Dartmouth College leadership to determine space needs and building requirements and develop a timeline for groundbreaking.
- Emphasize in our plans the need for improved energy efficiency, integration of “green” technology, and creation of inclusive workspaces and conference facilities that facilitate collaboration across our research and education programs, helping us to reach our aspirational strategic planning goals.
- Launch a philanthropic campaign focused on fundraising for a new Geisel facility.
- Explore the possibility of developing a separate, adjacent multipurpose conference center facility that expands the education/learning space and enables short-term residential programming and the growth of new hybrid degree programs, certificate programs, and other types of training without exacerbating current housing shortages.

## 2028 and Beyond

Geisel is poised for tremendous growth and innovation in the next five years. Guided by the strategic goals and values that our community has articulated in this plan, and building on a strong financial foundation, our school will distinguish itself among peers as being the most cohesive, welcoming, and collegial of medical schools committed to nurturing the professional and aspirational successes of our students, staff, and faculty. Relying upon the institutional core values of community, excellence, inclusion, innovation, and integrity to guide our growth and investment priorities in our people and programs, the attainment of the strategic goals presented in this plan will manifest in the form of major advances in our **education** and **research** programs and enhanced support to our faculty in **professional practice**.



The **One Geisel, Leading Forward!** plan articulates strategic goals that will lead to a thoughtful and deliberate expansion of our **education** programs, with a major emphasis on enhancing interprofessional education and providing robust supports for all (learners, faculty, and staff) engaged in our education enterprise. Embedded in the Dartmouth ethos is a commitment to excellence in teaching, and the strategic goals of this plan will serve to expand the breadth of learners who will benefit from the excellence of Geisel faculty committed to training the next generation of scientists, public health, and medical professionals. The plan will create an underlying, equitable, and supportive infrastructure that will improve the services we provide to our learners to ensure their success and to the faculty who develop and provide the curricula. This platform will be designed to scale for the addition of new health sciences degrees offered at Geisel.

Growth in the breadth and depth of our **research** enterprise will enhance our success in the recruitment of trainees at all levels (undergraduate, graduate, and postgraduate) as they benefit from our innovative training programs, close faculty-student mentorship, and enhanced approaches toward their career development. The strategic goals enumerated herein will serve to improve our ability to recruit, support, and retain outstanding faculty. Improvements to the underlying research infrastructure planned here will create a seamless ecosystem to support researchers across the full spectrum of foundational, translational, and clinical biomedical sciences and will deepen the relationship among Geisel, DH, White River Junction VA, and other schools within Dartmouth College. The growth and strengthening of our collective biomedical research enterprise will expand our legacy of discoveries aimed at improving both human health and systems of care and will continue to provide the foundation for Dartmouth College's R1 status in the Carnegie Classification of Institutions of Higher Education, as well as AAU membership.

Strategic goals included in this plan will enhance our support to faculty engaged in the **professional practice**. These goals will enhance the ability of our health systems partners to recruit and retain an outstanding clinical workforce that provides exceptional clinical care to our community and that makes essential contributions to our academic medical center.

A natural consequence of enacting the initiatives to achieve these strategic goals will be the required physical and infrastructural expansion of our research and education resources. With respect to physical growth, our current physical plant is incapable of supporting a significant expansion of education or research programming, and our buildings in Hanover have outlived their natural life span to support modern, multidimensional education and research programs. Therefore, our success in fully achieving the strategic goals articulated in this plan will go hand in hand with the design and construction of new physical space on the Hanover campus.

Finally, and most importantly, the infrastructural expansion of our research and education resources, guided by our core values, will focus on enhancing systems and supports to ensure that we nurture the career development and advancement of all students, staff, and faculty so that each person can reach their career goals and aspirations. We will dismantle those systems-based structures that are understood to contribute to inequity, and we will invest in people and programs that will both increase the diversity of our students, staff, and faculty and cultivate a more welcoming environment that will bring a sense of belonging for all. Around all this, we will organize our communications efforts to enhance our overall sense of community and to celebrate the many accomplishments arising from this plan.

The goals articulated in our strategic plan culminate in creating a more diverse, supportive, and welcoming community among our students, staff, and faculty. The cornerstone of this plan is the vision to be **a values-driven leader in education, research, and professional practice**.



# About Geisel

Founded in 1797 by Nathan Smith to train physicians to serve rural populations in New Hampshire and Vermont, Geisel is the fourth-oldest medical school in the US. Throughout its 225-year history, Geisel has experienced significant challenges but has continually found ways to support the growth of its faculty and student body through its research efforts and collaborative clinical partnerships. Geisel has been indispensable to the blend of research and liberal arts that distinguishes Dartmouth. Through pioneering biomedical discoveries, a persistent willingness to challenge the status quo in healthcare, and our training of the best and brightest healthcare professionals and scientists, Geisel has amplified Dartmouth’s academic vitality and global impact.



**1 million+ life years** attributed to COVID-19 vaccine development



**400,000 life years** attributed to cancer immunotherapy



**13 faculty members from national academies** (three from the National Academy of Medicine)



**16 fellows** of the American Association for the Advancement of Science



**8 national Centers** of Research Excellence

Since its early beginnings as a small medical school, Geisel has continued to expand its influence on the national and international stages, becoming renowned not only for its leadership in medical education but also in healthcare policy and delivery science, biomedical research, and global health and in creating innovations that improve lives worldwide. Geisel is committed to training new generations of diverse health professionals and scientists who will help promote human health and well-being.

Geisel is distinctive among peers for its balance between biomedical discovery, clinical and translational research, and healthcare delivery science, and the integration of these across its research and education programs. Geisel is poised to lead in forging solutions that improve health locally and globally.

Geisel has consistently maintained an outstanding research enterprise over the last five years, with a portfolio of nearly \$100 million in externally sponsored research funding. Geisel faculty account for approximately 75% of all NIH funding at Dartmouth, and discoveries by Geisel faculty and trainees are responsible for over 80% of patent

royalties received by Dartmouth. These factors contribute substantially to Dartmouth's designation as a Carnegie R1 Institution and to Dartmouth inclusion in the AAU. Geisel currently ranks 58th in total NIH funding among medical schools in the US.

Geisel's educational programs have a total enrollment of just over 800 students. Each year, the MD program receives thousands of applicants for 92 spots in each class. PhD and master's programs each have approximately 230 students. Enrollment in the MD and PhD programs, which is closely linked to the availability of placements, has been consistent over the most recent five-year period, while the master's in public health (MPH) and quantitative biomedical sciences (QBS) programs have experienced significant growth since 2019, with parallel growth occurring in both the residential and online/hybrid domains. Notable joint degree programs include the MD/MPH, as well as the MD/PhD and MD/MBA, which are offered in conjunction with the Frank J. Guarini Institute for International Education and Tuck School of Business.



# Acknowledgments

Geisel leadership ***thanks all*** those who took the time to participate in this comprehensive process, whether through the steering committee, work groups, or interviews, as well as the more than 250 retreat and community forum participants and many others who contributed through online feedback or other avenues. Geisel's future will be bright ***because of you.***



Dartmouth  
GEISEL SCHOOL OF  
MEDICINE

# Appendix A: Strategic Planning Process

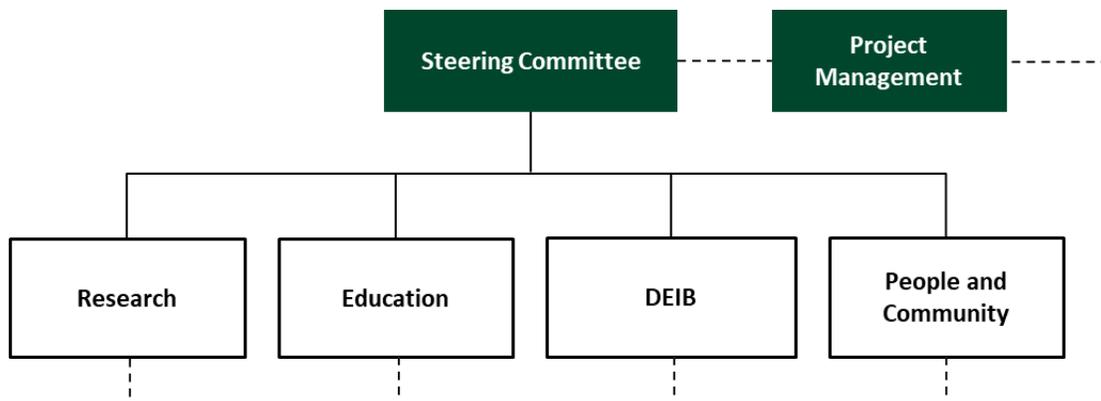
To provide a strong academic and financial footing for the school, in 2015 and 2016, Geisel took steps to address imbalances in Geisel’s financial and operating models. Current Geisel leadership recognized a need for a comprehensive and inclusive strategic planning process that would not only engage the community in planning but also serve to reconnect people as the school transitions into the next phase of working and learning together.

In September 2021, stakeholder interviews commenced, and the planning process progressed through a variety of retreats, meetings, community forums, and focus groups and culminated in May 2022 with a community-wide report-out. The activities that took place during this period are outlined below.



## Project Structure

To fully engage the Geisel community, school leadership requested that the strategic planning process be inclusive and largely driven by faculty, staff, and students through membership on the steering committee and various work groups. These groups guided the development of the strategic plan while members of the Dean’s Office provided project management oversight and support.



The charge and membership of each group are outlined below.

## Strategic Planning Steering Committee

The steering committee's ultimate charge was to lead and direct the course of the project and provide guidance on key strategic decisions. At the beginning of the strategic planning process, the project sponsor group sought nominations for members of the Geisel community to participate on the steering committee. The committee met monthly throughout the strategic planning process to review the outputs of each work group and develop strategic recommendations.

### Members of the Steering Committee

- **Amber Barnato**, MD, MPH, MS, Director of the Dartmouth Institute
- **Amanda Bassett**, Director of Alumni Engagement and Strategic Events
- **Steve Bernstein**, MD, Chief Research Officer, Dartmouth Health, and Senior Associate Dean of Clinical and Translational Science
- **Adrianna De Le Torre**, PhD student
- **Elena Haight**, MD student
- **Kelly Kieffer**, MD, MS, Associate Professor of Medicine
- **Matt Mackwood**, MD, MPH, Assistant Professor of Community and Family Medicine
- **Erika Moen**, MS, PhD, Assistant Professor of Biomedical Data Science
- **Nick Ryan**, Chief of Staff
- **Chris Shoemaker**, PhD, Assistant Professor of Biochemistry and Cell Biology
- **Adi Suresh**, MD, MPH student
- **Ed Usherwood**, PhD, Professor of Microbiology and Immunology
- **Sandra Wong**, MD, MS, Chair, Department of Surgery

## Work Groups

Work group topics were determined based on output from the strategic planning kickoff retreat. Each work group was organized to lead and inform detailed planning activities on its respective topic. Members of the community were nominated based on their expertise within each topic area; the steering committee appointed members of the work groups, ensuring representation from faculty, staff, and students.

### Members of the DEIB Work Group

- **Diane Gilbert-Diamond**, PhD, Director, QBS Graduate Programs
- **Yina Huang**, PhD, Associate Professor of Microbiology and Immunology and Pathology and Laboratory Medicine
- **Erick Lansigan**, MD, Interim Associate Dean for Diversity, Equity, and Inclusion
- **Aileen Panitz**, Admissions Director
- **Yoli Sanchez**, PhD, Professor of Molecular and Systems Biology
- **Charles Thomas, Jr.**, MD, Professor and Chief, Radiation Oncology
- **Jose Delgado**, PhD student
- **Monica Attia**, MPH student
- **Marilyn Ndukwe**, MD student
- **Shawn O’Leary**, Director, Office of Diversity, Inclusion, and Community Engagement
- **Seelai Karzai**, Program Coordinator, Office of Diversity, Inclusion, and Community Engagement

### Members of the Education Work Group

- **Sonia N. Chimienti**, MD, Senior Associate Dean for Medical Education
- **Susan Diesel**, Program Administrator, QBS Graduate Programs
- **Terri Eastman**, Preclinical Curriculum Director
- **Scott Gerber**, PhD, Co-Director, QBS Graduate Programs
- **Andrew Perron**, MD, Professor, Emergency Medicine
- **Alex Thorngren**, MS, EdD, Associate Director, MD-PhD Program and TDI PhD Program
- **Craig Westling**, DrPH, Executive Director of Education at TDI
- **Mike Zubkoff**, PhD, Director, MD/MBA Program
- **Lincoln Howarth**, PhD student
- **Chris Thomson**, MD student
- **Nicole Tanda**, MPH student

### Members of the People and Community Work Group

- **Lisa Adams**, MD, Associate Dean for Global Health
- **Amanda Bassett**, Director of Alumni Engagement and Strategic Events
- **Derik Hertel**, Director of Communications and Marketing
- **Stephanie Kerns**, Assistant Professor of Medical Education
- **Manish Mishra**, MD, MPH, Interim Director of Student Affairs
- **Nick Ryan**, Chief of Staff
- **Daisy Goodman**, DNP, MPH, Assistant Professor of Obstetrics and Gynecology and Community and Family Medicine
- **Lisa Francomacaro**, MD/PhD student
- **Elena Haight**, MD student
- **Meg Hanley**, MD student
- **Srinija Maganti**, MPH student
- **Eva Childers**, PhD student
- **Hiba Anwar**, MPH student

## Members of the Research Work Group

- **Steve Bernstein**, MD, Chief Research Officer, Dartmouth Health and Senior Associate Dean of Clinical and Translational Science
- **Nicole Borges**, PhD, Chair, Medical Education
- **Jen Friend**, Director of Institutional Reporting
- **Nick Jacobson**, PhD, Assistant Professor of Biomedical Data Science
- **Steve Leach**, MD, Director, Dartmouth Cancer Center
- **Dean Madden**, PhD, Vice Provost for Research
- **James Moseley**, PhD, Professor of Biochemistry and Cell Biology
- **Richard Rothstein**, MD, Senior Associate Dean for Clinical Affairs, Chair and Professor of Medicine
- **Mary Jo Turk**, PhD, Professor of Microbiology and Immunology
- **Rachel Berg**, PhD student
- **Abby Keim**, MD/PhD student
- **Kristina Malzbender**, MPH student

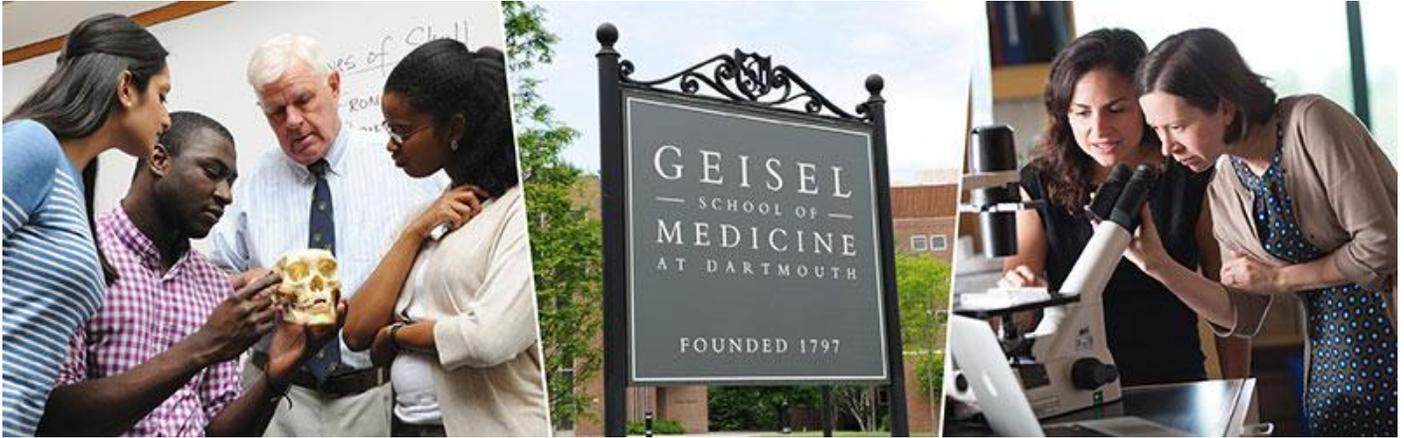
## Project Management

The project management team's primary role was to oversee the planning process. This group met on a weekly basis to discuss the overall progress of the plan.

## Members of the Project Management Team

- **Duane Compton**, PhD, Dean
- **Wesley Benbow**, Executive Dean for Administration and Finance
- **Andy Rose**, Senior Director of Finance and Administration
- **Derik Hertel**, Director of Communications and Marketing
- **Nick Ryan**, Chief of Staff
- **Erika Brown**, PhD, Dean of Faculty Affairs
- **Sonia N. Chimienti**, MD, Senior Associate Dean for Medical Education

## Community Engagement



Ensuring that all members of the Geisel community, regardless of status, tenure, or role, had opportunities to provide input into and feedback on the strategic plan was a guiding principle of the strategic planning process. As described below, faculty, staff, and students actively participated and provided input through a variety of means. These activities were conducted in person and virtually, utilizing recent advances in web-based conferencing, and were well attended.

### Strategic Planning Communications Site

Early in the community engagement process, a communications website was created to keep the community informed of key events and work group progress and to encourage remote feedback from Geisel community members. This secure site built on Microsoft SharePoint served as a central resource for our community, providing news and updates, event information, documents, and team resources for the work groups. In the months it was in service, it was used by nearly 600 individuals and had over 6,300 site visits.

### Interviews

In September and October 2021, 45 individual and small group interviews were conducted with nearly 100 stakeholders. Interview participants were selected to represent each area of the Geisel community and its partners to provide broad and diverse perspectives. The purpose of the interviews was to gain insight into Geisel's current state, including its strengths and weaknesses, as well as future opportunities and threats. Common themes and high-level takeaways are outlined below.

- Geisel's strength is its people, allowing the school to "punch above its weight" in terms of discoveries and innovations in education.
- Geisel is now on solid financial footing and in a place to start thinking ahead, rather than focusing on the past.
- Identifying what we need to do to make Geisel a "nourishing, healing, and encouraging" environment for our people is a foundational step in the strategic planning process.
- Burnout and attrition are significant risks to the school, particularly in understaffed areas.

- There is a great need for a more diverse pool of faculty, but the rural setting and lack of diversity in the local community significantly impact the school.
- The size of programs within Geisel allows faculty and students to develop strong relationships and enhance the student experience that is unmatched by competitors/peers.
- The educational programs under the Geisel umbrella are too siloed.
- Geisel and DHMC must be intimately linked through trust and cooperation.
- Geisel needs to define a central, rallying vision and identity.
- Geisel should shift its focus from “operating a medical school” to “transforming healthcare.”
- Geisel has not excelled at communicating major “wins.” The public does not hear often enough about the groundbreaking work coming out of Geisel.
- There is a fervent desire to have more centralized support services that all programs can access across the school.
- Support for junior faculty and learners is a noted need, particularly related to affordable housing and childcare.
- The physical infrastructure of the school on the Hanover campus is exceeding its natural life span to support the current programs and cannot accommodate any expansion. Realizing the aspirations of this plan will involve replacing parts of the physical plant.

## Kickoff Retreat

In October 2021, a half-day in-person retreat was held to solicit input from a broad range of members of the Geisel community and begin generating big new ideas about the future. The results of the retreat served to direct efforts and facilitate development of the work groups.

## Education Mini-Retreat

In March 2022, educational leaders from across Geisel gathered for a mini-retreat to discuss emerging themes from the ongoing strategic planning efforts and brainstorm ideas to help shape future educational programs at Geisel. The agenda included an overview of the strategic planning process; preliminary identification of values that will drive Geisel’s actions and decisions; an overview of programmatic imperatives across QBS, the MD program, and TDI; and small group breakout sessions on the school’s emerging initiatives. Approximately 80 faculty, staff, and students attended either in person or virtually. Ideas and feedback from the mini-retreat were then shared with the education work group and steering committee.



## Community Forums



In April 2022, the steering committee and work groups hosted community forums on both the Hanover and Lebanon campuses to solicit additional feedback on Geisel's values, culture, and workplace and to discuss the emerging initiatives. Approximately 100 faculty, staff, and students attended the forums and provided feedback through more than 250 written comments, questions, and suggestions. Each piece of feedback was reviewed by the steering committee and work groups and incorporated into the strategic plan as appropriate.

Community Forums

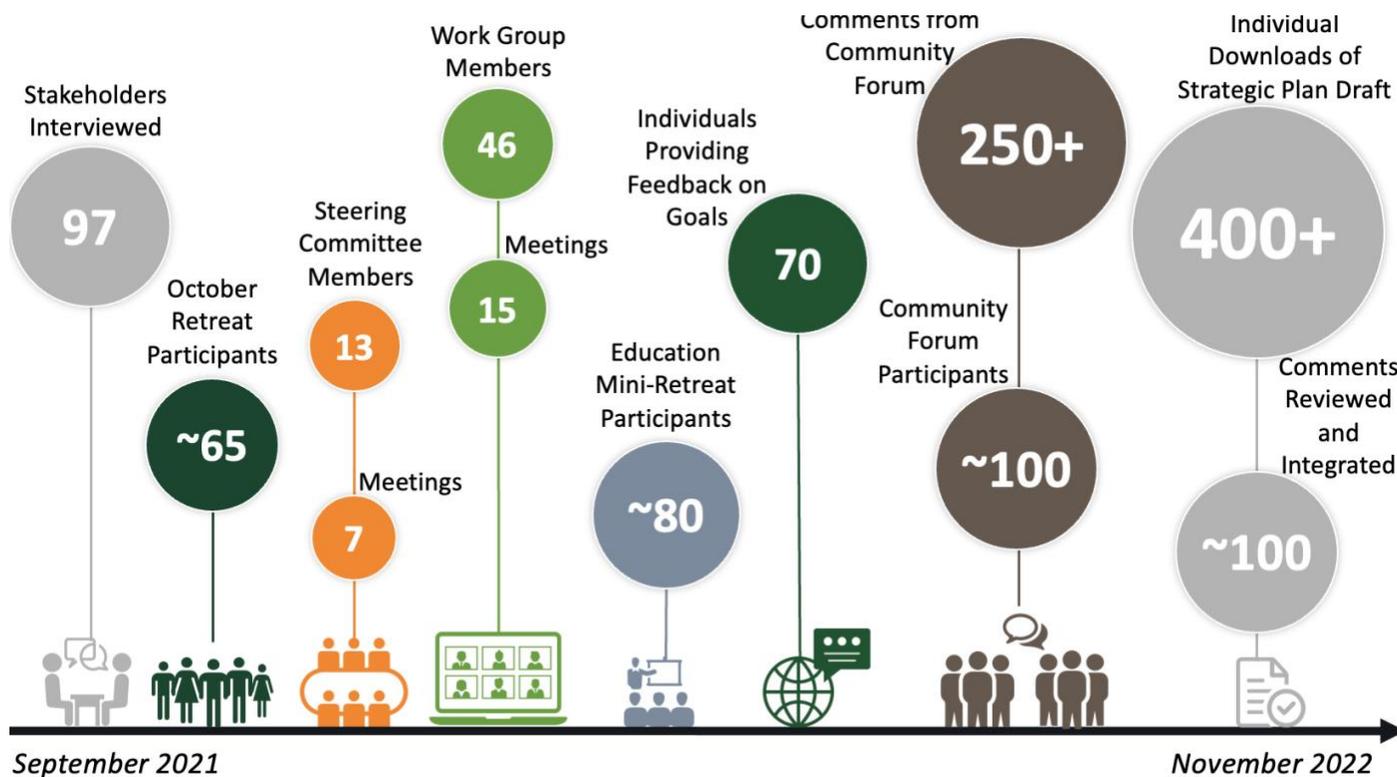
## Community Report-Out



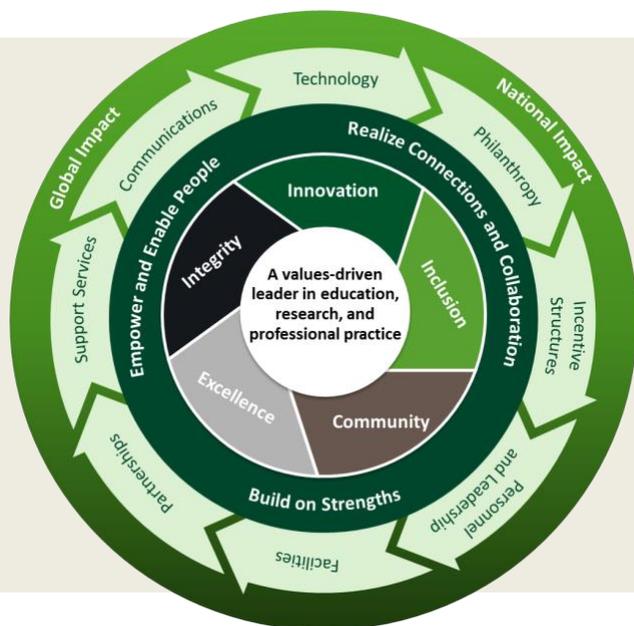
From all these interviews, retreats, forums, and feedback emerged a vision, clear goals, and preliminary initiatives to achieve those goals. These were communicated to the Geisel community in May 2022 at a final report-out. Dean Compton welcomed the approximately 90 in-person and virtual attendees, provided an overview of the process, and acknowledged the hard work of all those who participated. Representatives from the work groups and steering committee then led the presentation of each strategic initiative and answered questions from the community.

Community Report-Out

The graphic below illustrates the remarkable amount of participation from the community throughout the strategic planning process across these forums.



## 2023–2028 Strategic Plan



The culmination of these activities resulted a strategic plan that is rooted in a collective vision with core institutional values at its base. Having these elements as our base will allow faculty, staff, and students to focus on people, connections, and building on strengths. Importantly, the school must have the necessary structure in place to support this significant work over the next five years. These enablers will allow Geisel to execute on its major initiatives and achieve its goals to make the outsized impact that Geisel desires.