DARTMOUTH ENGINEERING

Lori A. and Martin J. Weinstein 1981 Distinguished Professor

Leadership Profile

Spring 2025

WittKieffer

Executive Summary

Dartmouth's Thayer School of Engineering seeks a visionary and collaborative leader with a deep commitment to energy engineering to serve as the Lori A. and Martin Weinstein Distinguished Professor. This individual will be a distinguished, senior-level, tenure-track chaired professor in energy engineering.

The Weinstein Distinguished Professor (WDP) will join a large and thriving cluster of researchers in energy that collaborates across many disciplines at Dartmouth. The successful candidate will contribute to the mission of the Arthur L. Irving Institute for Energy and Society to accelerate an affordable, reliable, and equitable clean energy transition for the benefit of society. The successful candidate will be a leader in energy engineering with a strong interdisciplinary approach and will exhibit broad intellectual capacities and a wide range of interests. The endowed professor must articulate and actualize a compelling vision and plan for the future of energy research at Dartmouth College.

Located in Hanover, New Hampshire, Thayer School of Engineering at Dartmouth was founded in 1867 as one of the first schools of engineering in the United States. Dartmouth Engineering offers both undergraduate and graduate degree programs and prepares the next generation of engineers to better the world through education and research with human-centered impact.

Dartmouth is a member of the Ivy League and consistently ranks among the world's greatest academic institutions. Home to a celebrated undergraduate liberal arts curriculum and pioneering professional schools and centers, Dartmouth has shaped the education landscape and prepared leaders through its inspirational learning experience. Dartmouth has forged a singular identity, combining its deep commitment to outstanding undergraduate and graduate education with distinguished research and scholarship.

Dartmouth is committed to academic excellence and encourages the open exchange of ideas within a culture of mutual respect. People with different backgrounds, life experiences, and perspectives make the Dartmouth community diverse, which enhances academic excellence.

To submit a nomination or express personal interest in this position, please see Procedure for Candidacy at the end of this document.

Opportunities and Expectations for Leadership

Working at Dartmouth's Thayer School of Engineering means joining a tight-knit community of passionate, intellectually curious faculty and staff, dedicated to a human-centered approach to engineering research, innovation, and education. The Weinstein Distinguished Professor will have an exceptional platform from which to leverage the broad academic talent, resources, and expertise of Dartmouth and to help strengthen energy engineering at the Thayer School of Engineering. Key opportunities include:

- **Helping to shape the future direction of Energy Engineering at Dartmouth**
  Energy engineering at Dartmouth currently focuses on increasing the efficiency of energy conversion, storage, transmission, and utilization; developing novel energy materials; and advancing biofuels while accelerating the transition to sustainable energy sources and improving access to and management of energy systems. The Weinstein Distinguished Professor will have the opportunity to set a new vision for energy research capitalizing on current strengths while also expanding in new directions and developing new areas of expertise within the Thayer School and across Dartmouth. The next WDP will be a leader in energy engineering, recognizing that society's use of energy resources is entering a major transition period. The WDP will lead the effort to realize an expansive vision and catalyze novel areas of research and new approaches.

- **Further strengthen interdisciplinary collaboration and partnership with the Arthur L. Irving Institute For Energy and Society**
  The Arthur L. Irving Institute for Energy and Society, launched with a generous gift from Irving Oil, the Arthur L. Irving Family Foundation, and Arthur L., Sandra, and Sarah ('10, Tuck '14) Irving, was created to leverage Dartmouth's strengths in interdisciplinary teaching and learning, engineering, business, and sustainability by providing solutions to critical energy problems faced by communities and regions across the globe. The institute focuses on interdisciplinary research, education, and collaboration to address energy challenges and promote a just energy transition. The WDP will be deeply involved as a thought partner and leader in the Irving Institute. They will help to serve as the interface between the Thayer School and the Irving Institute. The WDP will embody and model a commitment to collaboration at all levels. The WDP will co-lead, or serve as a collaborator on, proposals involving innovative, interdisciplinary, and impactful team science.

- **Support student learning and the next generation of energy engineers**
  Dartmouth educates the most promising students and prepares them for a lifetime of learning and responsible leadership through a faculty dedicated to teaching and the creation of knowledge. As part of the Dartmouth faculty, the WDP will play a crucial role in advancing the field of energy engineering. The WDP will develop and teach courses related to energy engineering. Additionally, the WDP will mentor undergraduate and graduate students, postdoctoral scholars, and junior faculty providing guidance and support to help them achieve their academic and professional goals. The WDP will also contribute to curriculum development, incorporating innovative teaching methods and interdisciplinary approaches to enhance the educational experience.

- **Nurture and support a diverse and inclusive community**
  The Thayer School of Engineering at Dartmouth strives to build a school that embodies openness, accessibility, collaboration, and human-centered innovation, that elevates the voices of those from historically marginalized backgrounds and continually works towards a community that comes together across differences as we respond to the challenges in our world. The WDP will promote and model these values while enhancing the school's commitment to serve a diverse and inclusive community.

Professional Qualifications and Personal Qualities

Dartmouth College and the Thayer School of Engineering seek an endowed professor who possesses broad intellectual insights, top-tier scholarly credentials, and the leadership capacity to implement a compelling and innovative vision for the future of energy engineering at Dartmouth. The ideal candidate is dynamic, visionary, and collegial with a passion for influencing innovation in energy-related technologies and/or the transformation and improvement of energy systems. The successful candidate will also have an interest in translating research to meet societal needs.

- **Academic credentials:** A Ph.D. or equivalent terminal degree in an appropriate academic field and an established record of leadership, excellence in teaching, and externally funded research or practice commensurate with an endowed full professor appointment within the Thayer School of Engineering at Dartmouth is required.

- **Research credibility:** Competitive candidates will have a record of publishing high-quality impactful research and will be well connected in the research community nationally and internationally.
- **Commitment to teaching:** Competitive candidates will be a dedicated and effective teacher.
- **Vision:** Competitive candidates will show evidence of a bold vision for energy engineering; the ability to communicate a vision for energy at Dartmouth in a compelling way to internal and external constituents.
- **Diversity, equity, and inclusion:** Competitive candidates will have a proven record of advancing diversity, equity, and inclusion within an organization.
- **Interpersonal and communication skills**: Exceptional relationship building and interpersonal skills; vibrant communication skills; the ability to be a bridge builder and engage faculty, staff, students and to work effectively across campus.
- **Interdisciplinary focus:** A deep and genuine commitment to interdisciplinary work; wide-ranging intellectual interests and desire to promote and advance energy research across the broad range of Dartmouth's strengths and interests.
- **Team building:** The ability to build, lead, and motivate cross-functional teams including faculty, students, and staff.
- **Personal qualities:** Entrepreneurial spirit, emotional intelligence, courage, humor, and integrity.

Thayer School of Engineering at Dartmouth

Overview

Founded in 1769 and located in Hanover, New Hampshire, Dartmouth is committed to offering comprehensive liberal arts education combined with focused graduate programs in medicine, business, the sciences, and engineering. A founding member of the Ivy League with a rich scholarly tradition, Dartmouth is consistently counted among the country's finest research institutions. It educates approximately 4,400 undergraduates and 2,100 graduate students in the Arts & Sciences, the Guarini School of Graduate and Advanced Studies and its three outstanding professional schools: Geisel School of Medicine, Thayer School of Engineering, and Tuck School of Business.

Thayer School of Engineering, one of the oldest professional schools of engineering in the country, features a single unified department of engineering sciences that fosters cross-disciplinary innovation in research and teaching. At the undergraduate level, Thayer has long been committed to the idea of the liberal engineer, integrating a strong liberal arts foundation with professional and technical skills. Moreover, the School has been a trailblazer in its efforts to educate female engineers, granting more than 50 percent of its undergraduate degrees to women in the year 2016, a national first. Thayer is also home to the nation's first engineering PhD Innovation Program, designed to train and graduate engineers with both technical and entrepreneurial expertise. Engineering research at Dartmouth is cutting-edge, interdisciplinary in scope, and often leads to patentable results. On a per capita basis, with more than 50% of tenure-track faculty starting a company based on their scholarly work, Thayer is one of the most entrepreneurial research-based schools of engineering in the nation.

Values

Human-Centered Engineering

Thayer puts human well-being and global societal needs and opportunities at the heart of their engineering education, research, and practice.

World-Class Research and Innovation

Thayer makes groundbreaking discoveries that advance fundamental understanding and catalyze inventions that enable new applications.

Integration, Interdisciplinarity, and Collaboration

Thayer creatively and collaboratively fuses disciplines to have impact that extends beyond the academic enterprise.

Values in Practice

These values and aspirations are supported by practices and initiatives that are individually distinctive and collectively unique, including:

Engineering Without Boundaries

Solutions to complex real-world challenges require contributions from multiple disciplines and a fundamentally different approach to engineering education, research, and translation. Thayer's distinct organizational model invites cross-pollination of expertise and enables true integration across disciplines and beyond engineering. Thayer employs disciplinary areas to plan and implement curriculum, support student and faculty recruitment, and facilitate multi-investigator research, but unlike traditional departments, our boundaries are porous, encouraging individualized intellectual paths.

The **undergraduate programs** employ a systems-based, interdisciplinary engineering educational model within the context of a liberal arts degree. With the staggering challenges facing humanity, systems-trained engineers who can adapt quickly to address complex problems are needed. Hands-on, project-based, real-world problem-solving is integrated into our human-centered engineering curriculum from the start. In contrast to most other institutions, engineering majors fulfill the same distribution requirements as others on campus, including languages, humanities, and social sciences.

The **graduate programs** enable students to pursue creative, high impact educational and research paths. Individualized plans of study commonly combine elements from multiple engineering disciplines. Thayer's distinctive approach to research enables us to be and educate leaders who embody the true character of human-centered engineering with shared consideration for technology and society, resulting in "first, best, and only" discoveries and new innovations that improve lives and better our world.

Design-Driven Methodologies

Thayer prepares students to design innovative solutions that address complex challenges. Students are trained to be human-centered and anticipate potential impact on individuals, cultures, and communities.

An Entrepreneurial Culture

Approximately half of Thayer faculty have started companies. Additionally, many Thayer students have launched or participated in start-ups. Dartmouth provides streamlined intellectual property policies for faculty, and at Thayer, they explicitly consider entrepreneurial accomplishments in tenure and promotion decisions. Thayer offers graduate degree programs focused on the intersection of technology, management, and innovation. Dartmouth's PhD Innovation Program, the first-ever of its kind in the nation, provides instruction, projects, and financial support to PhD students to assist them in independently developing innovative, high impact ventures alongside their technical work.

An Inclusive Community

Thayer offers a personalized education within a collegial and human-centered culture on a campus that evokes a profound sense of place. Thayer is committed to continuing to foster a connected, welcoming and inclusive place to learn, live, and work that attracts a diverse faculty, staff, and student body.

Energy Engineering Program Area

Within their engineering sciences degree, students may choose a concentration in energy engineering. The Energy Engineering Program Area provides structure and guidance for this concentration involving not only application of the full spectrum of engineering disciplines but also recognition of the social, political, and economic contexts with particular emphasis on human-centered impact.

The Energy Engineering Program Area provides individualized mentoring of our students' professional development toward becoming enabled, independent professionals, and prioritizes the quality Dartmouth students' experience through scholarship, coursework, and community.

Thayer 2030 Strategic Plan

Dartmouth Engineering's "Thayer 2030" Strategic Plan lays out the vision and priorities for the future and articulates our school's core values, focus, points of distinction, as well as the major goals and 3-year and 10-year activities to support the school's long-term growth. Learn more about the Thayer 2030 Strategic Plan here.

Diversity, Equity, and Inclusion Strategic Plan

Through the leadership and vision of Thayer's Diversity, Equity, and Inclusion (DEI) Committee, several major goals to help us build a more equitable, diverse, inclusive and welcoming place to learn and work have been established. Learn more about the Diversity, Equity, and Inclusion Strategic Plan here.

The Arthur L. Irving Institute for Energy and Society

Overview

In September 2015, President Philip Hanlon '77 appointed a faculty task force to study the possibility of creating an institute focused on the challenges posed by energy. The task force visited eight college campuses, started planning for the academic and physical structure of the institute, and began engaging faculty and students in discussion.

Arthur L. Irving, along with his wife, Sandra Irving, and their daughter, Sarah Irving '10, Tuck '14, generously agreed to support Dartmouth's efforts to take on the broader energy and society challenge, resulting in the creation of the Arthur L. Irving Institute for Energy and Society.

In 2017, Dartmouth hired a faculty director, Dr. Elizabeth Wilson, to lead the new institute. Dr. Wilson, Professor of Environmental Studies at Dartmouth, served as the Institute's founding director from 2017 until 2022. April M. Salas served as executive director from May 2022 - June 2024. Faculty Director Geoff Parker was appointed in October 2023.

Construction on the new home for the Arthur L. Irving Institute for Energy and Society, a high-performance building located at the west end of campus between the Tuck School of Business and the Thayer School of Engineering, began in October 2019. The facility opened in March 2022.

Mission

The mission of the Arthur L. Irving Institute for Energy and Society at Dartmouth is to accelerate an affordable, reliable, and equitable clean energy transition that benefits society.

Vision

The Arthur L. Irving Institute for Energy and Society at Dartmouth envisions a multidisciplinary community of researchers, experts, and citizens who will lead the decarbonization of the global economy.

Governance

The Arthur L. Irving Institute for Energy and Society is run by a faculty director who reports to Dartmouth's provost. Like other Dartmouth centers and institutes, the Irving Institute's advisory board is approved by the Dartmouth Board of Trustees. The advisors provide advice on the institute's strategy and operations in service to its mission and serve as a connection to the outside world of energy in today's society. The advisory board has broad representation from many areas, including academia, industry, government, and nongovernmental organizations.

Core Principles

- **Commitment:** The institute recognizes the need for and is committed to a sustainable climate and the transition to a global clean energy economy. It will help to catalyze the rapid creation and deployment of affordable, reliable, and equitable energy systems that will protect the health and safety of all individuals while improving standards of living. This transition includes eliminating reliance on fossil fuels. Where they must be used during the transition, we work to decarbonize their processes and address their climate and societal impact.

- **Harnessing Multiple Viewpoints:** The institute brings together the knowledge and perspectives of parties and experts who collectively represent a diversity of backgrounds and who are committed to a clean energy transition. It engages communities, especially those bearing the greatest burdens of climate change, in formulating site- and culturally specific solutions to the complex challenges of our energy transitions. The institute engages communities who are affected by the climate crisis in formulating solutions to the complex challenges of our energy transition.

- **Intellectual Integrity**: In pursuing discovery and envisioning solutions, the institute adheres to Dartmouth's high standards of ethics, independence, and academic freedom. No benefactor can direct our research or interfere with the academic independence of any Dartmouth faculty member or researcher.

- **Comprehensive Analysis:** The world's energy and society challenges are far too complex to attempt to address through a single discipline. We leverage Dartmouth's diverse capabilities in liberal arts and science, engineering, business, and medicine to advance basic research, innovation, and applied solutions.

- **Student and Energy Leader Development:** The institute is committed to helping Dartmouth develop the next generation of energy leaders, experts, and citizens — on and off-campus — in the energy and society approach to preparing them to create and enact just and sustainable climate solutions. It trains students how to conduct ethical research in partnership with communities, locally and globally. The institute provides every Dartmouth student with unsurpassed opportunities to learn about and contribute to improving our energy and climate future. Student input and collaboration on the Institute's programming and direction is always welcome.

Teaching and Learning at the Irving Institute

A sustainable, affordable, and equitable clean energy future depends on educating and empowering the next generation of experts, leaders, and informed citizens. The Irving Institute's Teaching & Learning program advances Dartmouth's curriculum and co-curricular offerings, focusing on energy systems, the clean energy transition, and the societal impacts and opportunities they present. We seek to equip undergraduate and graduate students with the knowledge and skills needed to lead, innovate, and make informed decisions that shape a better energy and climate future.

Recognizing the multidisciplinary nature of energy challenges and opportunities, the Irving Institute Teaching and Learning team works to expand partnerships across Dartmouth's campus and beyond.

In classrooms and in the field, students gain a comprehensive understanding of how energy systems influence and are influenced by the societies they serve. For those aspiring to be leaders and changemakers in energy, the Irving Institute and our partners across campus support a range of learning experiences. Courses such as ENVS 12: Energy and the Environment and ENGS 19: The Future of Energy train students in energy and society, while non-credit programs like TuckLAB: Energy and immersive bootcamps cultivate energy-aware citizens. Our new Master of Energy Transition degree program trains early-career professionals to lead the transformation of our global energy systems.

Beyond the campus, the Institute connects students with experiential opportunities that ground their education in real-world contexts. On Energy Immersion Trips, students spend ten days exploring energy-producing regions, examining their historical, cultural, economic, and ecological dimensions. The Institute also supports students through research funding, unpaid internships, and professional development grants.

Every aspect of the Irving Institute's educational programming emphasizes multidisciplinary, civic-oriented, and critical-thinking approaches, aligning with Dartmouth's liberal arts core. The goal is to foster a generation of energy citizens, leaders, and changemakers ready to address society's most pressing energy challenges.

Research

The global clean energy transition is at a critical juncture, where addressing the most pressing challenges requires a multidisciplinary approach.

The Irving Institute's Research and Translation program bridges key disciplines— engineering, technology, business, economics, policy, environmental studies, earth sciences, healthcare, and deep cultural comprehension — to drive high-impact solutions to energy transition challenges.

The Irving Institute seeks to integrate and amplify efforts across Dartmouth, including Arts and Sciences, the Thayer School of Engineering, the Tuck School of Business, the Geisel School of Medicine, and other institutes and centers to accelerate the clean energy transition. By leveraging Dartmouth's expertise in areas such as clean technology, Arctic studies, AI, energy and environmental justice, finance, and more, the Institute aims to stimulate groundbreaking research and expedite the pipeline of solutions from lab to market to advance the global clean energy transition.

Key Research Areas in Addressing Energy Transition Challenges

- **Accelerating Clean Tech Deployment:** Emerging clean technologies—such as enhanced geothermal systems, advanced energy storage, and carbon dioxide removal—are key to a successful energy transition. However, these technologies often face significant market and policy barriers. With Dartmouth's world-class capabilities, the Irving Institute is focused on developing strategies to overcome these obstacles and accelerate the large-scale commercialization and deployment of clean tech solutions.

- **Harnessing Data, Machine Learning (ML), and Artificial Intelligence (AI) for Energy Optimization:** Data-driven technologies like ML and AI are revolutionizing the energy sector by optimizing energy systems, enhancing efficiency, aiding in the discovery of new energy materials, and integrating distributed energy resources. The Irving Institute leverages Dartmouth's expertise in these areas to lead innovations that drive the clean energy transition, from optimizing energy production and consumption to providing data-driven insights for policymaking and ensuring energy system stability.

- **Centering Health and Equity in the Clean Energy Transition:** The clean energy transition must prioritize health, equity, and social justice to ensure broad community benefits. This includes improving air and water quality, ensuring energy affordability, creating quality jobs, and promoting fair labor practices. The Irving

Institute is dedicated to elevating the voices of diverse and underrepresented stakeholders, ensuring that the energy transition delivers net benefits for community health, well-being, and prosperity.

Engagement and Collaboration

Transitioning global energy systems to avoid the worst impacts of climate change is one of the defining challenges of our time. And though Dartmouth has a significant role to play in this work, the problem is bigger than one college can take on alone. Sustained collaboration and focus, across disciplines, industries, governments, and societies will be necessary to meet this challenge.

The Irving Institute seeks to foster productive and respectful engagement, collaboration, and dialogue across different perspectives and areas of expertise at Dartmouth and among our wider networks. As we work to connect different parts of our on-campus community and build and sustain a global network, the Institute aims to support, generate, and amplify the real-world impact of Dartmouth's climate, energy and society research, teaching, and learning to help solve today's most urgent challenges. The difficult but crucial activity of bringing disparate — and at times conflicting — perspectives on climate and energy together to make progress toward high-impact, durable solutions.

About Dartmouth College

Mission

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

Core Values

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

Academics

A Dartmouth education is unlike any other. Through person-to-person teaching and opportunities to create and apply knowledge on campus and across the globe, Dartmouth instills a love of learning and a passion for success.

Dartmouth educates global citizens, gifted writers and artists, wise business leaders, thoughtful doctors, and compassionate engineers. The College's faculty are deeply invested in nurturing creativity as well as critical thinking. Students can explore the cultural underpinnings and economic impacts of great works while creating their own masterpiece, all with the guidance and support of world-class masters of their crafts.

Leadership

Sian Leah Beilock, President

Sian Leah Beilock is the 19th President of Dartmouth. She is the first woman to have been elected president of Dartmouth by the Board of Trustees and began her tenure on June 12, 2023. Beilock previously served as the eighth president of Barnard College at Columbia University.

During her tenure at Barnard, Beilock enhanced STEM research and teaching programs to parallel the college's renown in the arts and humanities; implemented Feel Well, Do Well, a campus-wide health and wellness initiative; and launched Beyond Barnard, a one-stop shop for career resources at Barnard and beyond.

Before joining Barnard, Beilock spent 12 years at the University of Chicago, where she was the executive vice provost, serving as an officer of the university, and the Stella M. Rowley Professor of Psychology. As executive vice provost, Beilock oversaw and had budgetary responsibility for major academic centers including the university's library system, the University of Chicago Press, the university's art museum, and its professional theater. Beilock was also responsible for campus-wide space allocation and oversaw several major building projects. Beilock earned her Bachelor of Science in cognitive science from the University of California, San Diego, and Doctorate Degrees in psychology and kinesiology from Michigan State University.

David Kotz, Provost

David Kotz is the Provost, and the Pat and John Rosenwald Professor in the Department of Computer Science, at Dartmouth College. He previously served as Associate Dean of the Faculty for the Sciences, as a Core Director at the Center for Technology and Behavioral Health, and as the Executive Director of the Institute for Security Technology Studies. His current research involves security and privacy in smart homes, and wireless networks. He has published over 250 refereed papers, obtained $89m in grant funding, and mentored over 100 research students and postdocs. He is an ACM Fellow, an IEEE Fellow, a 2008 Fulbright Fellow to India, a 2019 Visiting Professor at ETH Zürich, and an elected member of Phi Beta Kappa.

Kotz has served as Provost since 2021. He recently received a one-year extension to his term and will serve through June 2025.

Kotz is a proud Dartmouth alumnus receiving his AB in Computer Science and Physics in 1986. Kotz received his PhD in Computer Science from Duke University in 1991.

Douglas W. Van Citters, Interim Dean

Douglas Van Citters joined the Dartmouth faculty in 2007, and since 2019, served as Thayer's associate dean for undergraduate education until his 2024 appointment as interim dean. Over his time at Dartmouth, his dedication to student well-being is reflected in his service on numerous campus organizations, ranging from the Committee on Off-Campus Activities to working groups committed to student success in the Arts and Sciences transformation. He proudly served as Dartmouth's Faculty Athletics Representative and has long enjoyed working with the Men's Heavyweight Rowing team as their faculty advisor.

His lab, the Dartmouth Biomedical Engineering Center for Orthopaedics (DBEC), conducts research in musculoskeletal biomaterials, biomechanics, tribology, and device design, and includes one of the largest and oldest IRB-approved retrieval programs in the world with over 23,000 artificial knees, hips, shoulders, and ankles in the collection. Using the design and engineering problem-solving approach he learned at Dartmouth, Van Citters and his team are addressing current challenges in the areas of implant failure and analysis, polymer processing and properties, biomaterials for implants, and implantable and wearable devices in biomechanics. His team holds over a dozen US patents with several more pending.

Van Citters' teaching portfolio includes courses in biomaterials, design, and introductory mechanical engineering, and in 2019 he received the Woodhouse Excellence in Teaching Award. In 2020, he led Thayer's transition to remote learning during the COVID-19 pandemic and received the Outstanding Service Award for Faculty for his enthusiasm, dedication, and perseverance both in and out of the classroom. Van Citters is an advocate for interdisciplinary collaboration and holds adjunct faculty appointments in the departments of chemistry and orthopaedics. He serves as a biomaterials advisor for projects in those departments as well as in plastic surgery, pediatrics, radiology, physiology, and vascular surgery at Dartmouth’s Geisel School of Medicine.

Van Citters earned his Bachelor of Arts, Bachelor of Engineering, Master of Science, and PhD in engineering sciences from Dartmouth. Outside of Thayer, he is active in the community as the past president of the Friends of Hanover Norwich Schools and the current President of the Montshire Museum of Science Corporation.

Hanover, New Hampshire

The scenic Connecticut River divides New Hampshire and Vermont, and a historic bridge links the charming towns of Hanover and Norwich. With the Green Mountains to the west and the White Mountains to the east, you're surrounded by rugged beauty.

Outdoor Recreation

With the Appalachian Trail running through campus and the Connecticut River just steps away, outdoor activities are always accessible. The Dartmouth Outing Club (DOC) is the country's oldest and largest collegiate outing club, with membership open to all.

Arts & Culture

The Upper Valley is brimming with arts and culture, offering easy access to large-scale multifaceted theaters as well as smaller venues and spontaneous pop-ups catering to local talent and smaller audiences.

Farms & Museums

Local farm stands and markets stock lots of fresh produce and handmade gourmet items. Tucked into the scenic valley, museums display everything from old-time machinery to contemporary sculpture to native wildlife.

Antiques, Vintage, Consignments

Close to campus are a plethora of shops featuring one-of-a-kind antiques, vintage clothing, or architectural salvage.

Procedure for Candidacy

All applications, nominations and inquiries are invited. Applications should include, **as separate documents**, a CV or resume and a letter of interest addressing the themes in this profile. Applicants should also address in a separate document how their research, teaching, service, and/or life experiences prepare them to advance Dartmouth's commitment to diversity in service of academic excellence. Additional materials will be requested at later stages of the process.

WittKieffer is assisting Dartmouth College in this search. For fullest consideration, candidate materials should be received by **July 21, 2025**.

Applications, nominations and inquiries can be directed to:

Ashlee Winters Musser, Maya Holt-Brockenbrough, Ph.D., and Jessica Herrington

Dartmouth-Weinstein@wittkieffer.com

Dartmouth is an equal opportunity/affirmative action employer committed to increasing diversity and inclusion. We prohibit discrimination on the basis of race, color, religion, sex, age, national origin, sexual orientation, gender identity or expression, disability, veteran status, marital status, or any other legally protected status. We are actively seeking applicants from underrepresented groups as part of our mission to build the future of higher education.