

FALL 2020

PEAK

FROM DARTMOUTH PEAK PERFORMANCE AND DARTMOUTH ATHLETIC SPONSORS

DARTMOUTH IN THE TIME OF

COVID-19

Memorial Field wasn't filled this season as all sports across the Ivy League were not played this fall.

2015

PEAK

FALL 2020

Dartmouth Peak Performance
6083 Alumni Gym
Hanover, NH 03755
dp2@dartmouth.edu

CONTRIBUTORS

Pat McBride, Ian Connole,
Jessica Flink, Andrea Williams,
Bob Coppola, Sam Hopkins

LAYOUT/DESIGN

Pat Salvas

EDITORS

Salvas, McBride, Connole, Flink,
Cindi Mansell, Rick Bender,
Bob Ceplikas

PHOTOGRAPHY

Mark Washburn, Gil Talbot,
Doug Austin, Dartmouth
Coaches, Salvas, McBride

COVER

Memorial Field was closed
to the public during summer
months.

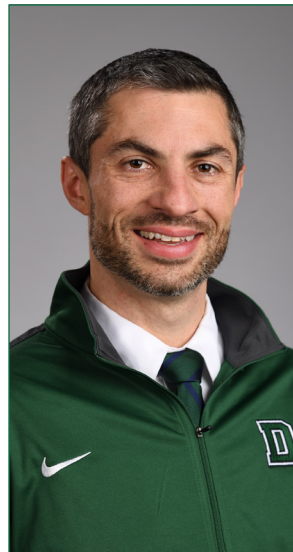
www.DartmouthSports.com

CONTENTS

From the Desk of...	2	Coaching Think Tanks	14
The DBSAA	4	Leader Lab	16
4 Leaders. 4 Paths.	6	ChoppedD Challenge	18
Connection and Growth	8	Fall Photos	20
Adulting 101	13	Sponsors	21



**DARTMOUTH ATHLETIC
SPONSORS**



FROM the DESK of IAN CONNOLE

Senior Associate Athletics Director for Peak Performance

Ph.D., CMPC



Since sports stopped in March, I've had numerous discussions with friends, family and alumni asking what we've been doing in our athletics department. It's a valid question. Most see athletics as what happens when our student-athletes put on their uniforms and face off against our opponents. While COVID-19 has certainly put a damper on competition and the in-person experiences we're used to, Dartmouth Peak Performance (DP2) has always focused on the development that occurs between the final whistle of one competition and the start of the next. This work has not slowed down one bit.

The mission of DP2 is to support the holistic development for all varsity student-athletes and teams in their pursuit of comprehensive excellence. With the removal of the immediate wins and losses as markers of progress, the focus has been split between long-term development (physical, intellectual, personal or career) or addressing immediate challenges, like COVID safety, emotional distress, food insecurity, or remote course selection.

Like our student-athletes and teams, we had big plans for 2020. However, along with millions across our nation, we

had to compensate and adjust to the world that is and not the plans that were. As Dwight D. Eisenhower said, "In preparing for battle, I have always found that plans are useless, but planning is indispensable." While DP2 is committed to helping prepare our student-athletes to take on challenges, little did we know that the battle we were preparing for was to remain connected, healthy, and active while fighting an invisible foe.

So, what have we done? This return edition of PEAK Magazine is designed to answer that question, but let me provide a little context to begin. Eisenhower's planning axiom has stuck with me for years, yet it has never felt so applicable. For two years, our DP2 core team has met weekly to develop collaborative approaches to serving our student-athletes. This interdisciplinary group represents DP2's nine service areas: academic support, career development, sport & counseling psychology, sport nutrition, leadership & mental performance, strength & conditioning, sports medicine, integrative health & wellness, and sport science & innovative technology. While each of us has an area of expertise, our true advantage is that we work collaboratively rather than in separate and siloed units. It was in these weekly huddles where the initial plans were laid.



oratively rather than in separate and siloed units. It was in these weekly huddles where the initial plans were laid.

Then the pandemic hit, postseasons were canceled—pulling our skiers off Bridger Bowl in Bozeman, Montana, between runs at the NCAA Championship — and all Ivy League spring sports were halted. The spring and summer were difficult, and the effects were felt acutely by student-athletes as evidenced by NCAA mental health surveys showing dramatic increases in anxiety and depression during the pandemic. We know that sport can unite, social support is a protective factor against mental health issues, and there are ever-increasing opportunities for virtual connection even amidst polarization. This is the landscape that our student-athletes, coaches and DP2 staff entered with the hopes of coming together even as circumstances tried to pull us apart. Throughout this year, I am incredibly proud of the way our Dartmouth community demonstrated the core values of our department: development, resiliency, ingenuity, valor and excellence (DRIVE).

From remote team-building exercises, sport psychology workshops and career development programming to sport-specific bodyweight training video programs, sport nutrition sessions and endless academic counseling to optimize the D-Plan, the services our student-athletes normally expect on campus all transitioned online during the spring

term. Our staff produced timely programming including "A Season Cut Short – a Discussion with Dartmouth's 1980 Olympians," tying parallels to the lost spring season and the 1980 USA Olympic Boycott, and "Overcoming Adversity & Body Positivity" with 17-time Paralympic medalist Tatyana McFadden.

Over sophomore summer, the staple of our leadership curriculum, the six-week DRIVE Program, transitioned remotely to support the development of personal leadership competencies for 80 members of the Class of 2022 across six different time zones. Two innovative new programs, "Leader Lab" and "Adulting 101," were launched during the spring term with great success. Even our celebrated "ChoppeD" cooking competition was moved onto social media. You will have the opportunity to read about these programs and more in the following pages to see how we adapted to a virtual spring and summer, and eventually to welcoming limited numbers of students back to campus for a hybrid fall.

Our teams were also empowered to think about sport differently, broadly, as they reflected on the impact they can make at this moment in time.

A sentiment shared by many, was that the dual pandemic and protests of racial injustice delivered the message that this is bigger than us, bigger than sports. This led to hundreds of team and individual conversations and coordinated actions around diversity, equity, inclusion, racial injustice, community engagement, mentorship and social justice fundraisers.

At Dartmouth, we pride ourselves in community. There is truly no place like our dear ol' College on the Hill. Even without students in our halls or facilities, they came together. That's the story I hope you see through the following pages. We will always strive to be better every day, that's what sport teaches us. However, in the midst of adversity, health crises, and social unrest, this community is what we continue to take pride in, invest in, and lean on. As we search for good news in a sea of catastrophe, I am thankful for the stories of this community that we will share with you.

Yours in Green,

Ian Connole, Ph.D., CMPC
Senior Associate Athletics Director for Peak Performance



The new Dartmouth Indoor Practice Facility features one of the DP2 hallmarks on the south wall.



Anyoko Sewavi '23 (left) and Tola Akinwumi '21 (right)

DARTMOUTH BLACK STUDENT-ATHLETE ALLIANCE EST. 2020

by Pat McBride

As issues of racial and social injustice in our country were populating our public conscience in profound ways, conversations regarding these issues and their impact on Black student-athletes at Dartmouth were happening in small groups such as team Zoom calls but a clear opportunity for a larger discussion was mounting as well.

Things like the *Ivy Promise* and the *Listen.Learn.Act.* initiative represented steps in the right direction, but Dartmouth needed its own community and its own way to address this important issue.

It was at that moment that Tola Akinwumi '21 and Garrison Wade '22 joined forces to form the Dartmouth Black Student-Athlete Alliance (DBSAA) and since its inception this summer, it has created a powerful voice and community for its members.

"The alliance is important to our Black student-athletes because it will provide an opportunity for collaboration, support, and a safe space to share with people from similar backgrounds and similar cultural experiences," said Jen Chuks, Associate AD for Varsity Sports and DP2 and an advisor to the group. "I am impressed by how committed our presidents (Tola Akinwumi and Garrison Wade) are to the organization. They started DBSAA while looking for a place

to share a common identity in the wake of the many social injustices in the world and it has quickly grown to be a place of connection where our athletes are able to connect with athletes on different teams, be mentored by Black alumni, and receive professional development."

The initial goals of the DBSAA were simple: to formalize a network of people who are having a similar experience on campus, to create ways for this network to connect with each other and alumni and to, eventually but in short order, build a professional development program.

"Dartmouth is not necessarily a place designed or catered to Black students," explained Akinwumi. "We find ourselves going into classroom spaces, for example, as the only Black students and we are forced to overly exert ourselves to fit in on campus."

In the early stages, members of the DBSAA began by connecting in group chats to learn more about each other and then held a meet and greet with members of the Class of 2024 to begin the process of putting faces with names. Additional plans for the fall term include holding a Zoom call with alumni, already in the planning stages, to get to hear their perspective and gain their advice on navigating Dartmouth.

Akinwumi was quick to point out the early success of the group and the positive impact it is having on Black student-athletes at Dartmouth.

"There is great importance in having spaces that belong to you and when we first started having conversations about race with the administration, they were conversations that didn't always feel good," she said. "An additional goal of this effort is to work with and help the administration and DP2 find resources that can help everyone."

The first year at Dartmouth for Anyoko Sewavi '23 was certainly unique. As a member of the women's rugby team, she wasted little time bringing the issue of race into team discussions. Last fall, she quickly recognized the need to push back against the status quo.

"Initially, I felt it wasn't necessary to bring it up," admitted Sewavi. "I felt that I was here to get an education and play a sport and while I knew there were issues, I found myself sitting on the sidelines."

Well before the formation of the DBSAA, Sewavi became more active within her team and as issues in our country became more serious so, too, did her interest in broadening her impact.

"While we are perceived as one of the most diverse teams on campus, a lot of the Black student-athletes on other teams don't have the built-in support system that I do," said Sewavi. "I found myself reaching out to people on different teams to make sure they were doing well and that things were good on their teams. Sometimes, it feels like we are going through it alone and we realized the importance of creating a community where we can support one another."

As a self-described activist, Sewavi sees the DBSAA as a forum to help other Black student-athletes do the same in their respective programs. She believes that race and diversity should be a staple conversation within each program and that student-athletes should feel free to voice concerns without feeling like it will affect one's standing on the team or with their teammates.

The DBSAA will work to reinforce and normalize that expectation on behalf of all student-athletes.



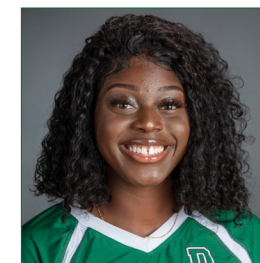
The recruiting visit of Tola Akinwumi '21 was made possible by the generosity of Richard Chase Jr. '60 and the Dartmouth Class of 1967 through the Dartmouth Athletic Sponsors program.

While the alliance is in its relative infancy, Akinwumi and Sewavi share very similar goals for the group. In the short term, building and strengthening a Black student-athlete community where everyone feels comfortable enough to voice their concerns is already well on its way. Down the road, a larger goal exists, but one that would certainly not be possible without their spark.

"Ten years from now, my vision is that there are very few issues related to race in Dartmouth Athletics," Sewavi said. "If there is a continuous effort to improve and it is carried forward, then I think we'll have made a real difference."



Garrison Wade '22, Basketball: Co-founder/Co-president



Tola Akinwumi '21, Volleyball: Co-founder/Co-president



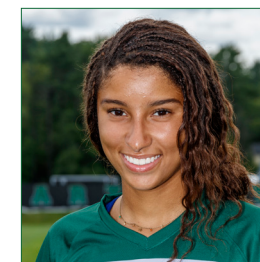
Naem Morgan '21, Football: Graphic Designer



Taurus Samuels '22, Basketball: Exec Member



Tobi Adedara '22, Football: Exec Member



Juliet Moncho '23, Soccer: Exec Member



Anyoko Sewavi '23, Rugby: Exec Member



FEATURE



Morgan Illikainen '15



Reid Cashman

**4 LEADERS.
4 PATHS.**



Porscha Dobson



Nancy LaRocque

by Pat McBride

A quartet of new coaches arrived in Hanover in the past four months, all following distinctly different paths. There has likely never been a more unique time to assume a head coaching role and as each continues to settle in and begin building their programs, the similarity of their experiences and goals is striking.

For Reid Cashman, Koenig Family Head Coach of Men's Hockey, his journey to Dartmouth included a restart of his previous role in the NHL, serving as an assistant coach with the Washington Capitals over the summer, while women's rowing coach Nancy LaRocque, the next hire, found a return to New England via Wisconsin. In August, Dartmouth announced that Morgan Illikainen '15, who previously served as an assistant coach, would return as interim head coach, while the most recent hire, Marjorie & Herbert Chase '30 Director of Dartmouth Track & Field and Cross Country Porscha Dobson, traded Ivy affiliations for her first head coaching job.

What motivated you to look into this opportunity at Dartmouth?

LaRocque: Dartmouth, as a Division I rowing program, has immense and untapped potential, especially given the resources and facilities we have in place. I felt pretty confident that we can get the program back on the national stage. Personally, the location was appealing and provided an opportunity to come back home to New England and do what I love.

Dobson: Being in the Ivy League already at Penn, I had the opportunity to observe each school and identify the uniqueness of Dartmouth up close. Dartmouth has had success through the years and much like when I arrived at Penn, I saw an opportunity to build a championship-caliber program in the conference and region and feel like I have an advantage knowing who we need to recruit, having been through that

trial and error process already in the Ivy League.

Cashman: On a personal level, my wife is from New Hampshire and we have made our (off-season) home here for the last few years. We saw this as a chance to get back home fulltime and raise our kids in a great community like Hanover. On the hockey side, Dartmouth has the ability to win championships and when you consider the entire history of the program, it is unrivaled in college hockey. There is great administrative support, and we know that we will build something special here.

Illikainen: As a graduate of Dartmouth and a student-athlete of the program, as well as an assistant coach for two seasons, I love the spirit and people of Dartmouth and want to provide a positive, inspiring, rewarding experience for our student-athletes. Our program has a long tradition of excellence, and I strive to build upon that. I feel a great responsibility of care for the direction of this team stepping into this role.



Koenig Family Head Coach of Men's Hockey Reid Cashman

As you went through the interview process, what was the most surprising thing you learned?

LaRocque: It was definitely the support of the alumni. That was incredible to understand. The year-to-year support we receive and what it will allow us to do is a difference maker.

Cashman: I agree; the alumni are fiercely loyal and passionate, and the resources they provide are incredible. Our alumni are leaders in virtually every industry but as busy as they are, they are engaged with the program in a meaningful way and really want the current and future players to have the same or better experience than they did.

Dobson: During the interviews, one of the things I realized that made Dartmouth unique is the size of the school. While it is smaller than the other Ivies, there is a powerful correla-

tion between that and the close-knit relationship and culture that the student-athletes have with each other. That is one of the things that distinguishes Dartmouth, especially coming from a larger, urban institution.

Illikainen: Level of support for our program and commitment to our development and success. Level of care for the safety of our students and community - trying to make the best SA experience that is possible right now amidst this pandemic - level of support as students and athletes.

What are your main goals in your first year as head coach?

LaRocque: For some of the rowers, I am the fourth coach they have interacted with during their time at Dartmouth, so I think it's important to establish some consistency and find ways to improve in this challenging year. We want to focus on some low-hanging fruit, like defining what it means to be a Dartmouth rower, from how you carry a boat to how you present yourself on campus. Trying to establish a culture in a virtual setting isn't the best way for a new coach, but everyone is staying positive and, for those who are here, we are working hard to have fun and spread that positivity through the entire team.

Dobson: For me, it is about capitalizing on the passion and building a better team culture. We want to do things better than they've ever been done before, starting with the little things. For our student-athletes, I want them to build an identity where they all feel like contributors to the program and are elevating themselves. It's really about hitting "refresh" and moving forward, feeding off the energy and newness that comes with a new coach.

Cashman: This fall, we've had the ability to break things down to the basics and implement habits that are important to our staff. We ask our players to maximize who they are on that particular day through self-evaluation and have a "next-play/next-day" mentality. Because of the world we are in right now, everyone is dealing with a lot of adversity and it's been a great theme for the program. We want our guys to attack adversity and have that mentality become part of our program so that, down the road, we won't break stride when we face tough situations. That sets us up for long-term success.

Illikainen: As a first-year head coach, my top priority during this unprecedented time is to maintain the health and well-being of our student-athletes, staff, and community. From there, I have really been focused on building a positive team culture, focusing on supporting all of our student-athletes around COVID uncertainty. One of the biggest and most important pieces is focusing on new ways to engage around recruiting in this virtual landscape so we can continue to bring impactful players to Hanover. There's no shortage of work, but the main focus is on our student-athletes.

What are some of the challenges in trying to build relationships and move forward with your student-athletes during the pandemic?

Dobson: There are always going to be some challenges. A lot of my interactions have obviously been over Zoom, but I think there are perks to that. With a team of over 100 student-athletes, being able to break into groups

and have more intimate conversations has been a real positive. The student-athletes have been appreciative of that because it allows us to communicate on a more personal level. Track and field was the first program to have access to the facilities, so the face-to-face interaction with the other coaches adds hope and excitement moving forward. It is very tough for our athletes to train on their own; people understand track and field to be an individual sport but collegiate track and field is very much a team sport and without that camaraderie, we are doing our best to meet and communicate to increase engagement. Even simple things like being more active on social media helps because we want to encourage the team to be their own biggest fans.

LaRocque: Under normal circumstances, we would be out in bigger boats, but we can't do that right now. We have been fortunate to secure singles to row, so our kids can be out on the water. Being in singles really does fine tune your technique. While I'd love to have our entire team on campus and training together, we wouldn't be able to row in singles with our full roster of 45-50 student-athletes on campus. The uncertainty is the hardest part for everyone, but we are doing our best to take things one term at a time.

Cashman: The biggest challenge is the unknown. Every day things are changing and out of our control in terms of what we are doing as a program and as a college. Coaches can't be on the road recruiting, which is a big part of our plan, but we've tried to take advantage of the situation and spend more time with the current team and get to know them as well as we possibly can.

Illikainen: I am fortunate to have worked with most of the student-athletes in my previous capacity as an assistant coach. The biggest challenge is obviously building those relationships in a virtual world and transitioning into the head coaching role. Zoom isn't the same as human interaction and it makes it harder for us to feed off each other's energy, read the room and build trust as effectively as we would under normal circumstances. Each of our players have different resources at their disposal so we are really trying to fill in the gaps and provide the same level of support to everyone.



Marjorie & Herbert Chase '30 Director of Dartmouth Track & Field and Cross Country Porscha Dobson



1.2.20



CONNECTION AND GROWTH HOW BASKETBALL EVOLVED THROUGH A HEALTH CRISIS AND RACIAL RECKONING

by Andrea Williams

Katie Douglas '22 was in high school at New Jersey's prestigious Blair Academy when she decided to pursue an Ivy League education. She was intrigued by the opportunity to earn a world-class education while also making valuable connections that she would cherish for the rest of her life, and because of basketball, the 5-foot 8-inch junior guard was able to do just that. But it wasn't just the women's hoops team and the coaching staff that brought Douglas to Dartmouth. On her recruitment visit, Douglas met administrators from Dartmouth's Peak Performance program (known colloquially as DP2) and was introduced to the full spectrum of student-athlete support offered by the school. "I was really impressed," Douglas says. "There are so many categories of help that you can get, and I think it is one-of-a-kind to Dartmouth."

Indeed, while other schools may limit their offerings to academic assistance, physical training, and nutritional guidance, Dartmouth's DP2 takes a fully holistic approach to student-athlete care. In addition to the aforementioned areas of support, DP2 also offers sport

counseling and psychology; leadership and mental performance training; and unparalleled, Ivy League-driven career development services.

The goal of DP2 is, of course, to help Douglas and others adjust to campus life as both students and athletes, to enable them to exceed both in and out of sports, now and in the future. This a lofty endeavor even in the best of circumstances, as student-athletes couple the concerns common to all college students with the pressures and time commitments of Division-I competition.

But when you add in a globe-sweeping pandemic that triggered worldwide shutdowns and completely upended life as we know it, the work of DP2 and Dartmouth Athletics' coaches takes on a whole new level of importance and urgency.

"When the pandemic hit and our country started shutting down, the first question we had for our coaching staff was, 'How are we going to create a normal and find a certainty

The recruiting visit of Katie Douglas '22 was made possible by the generosity of Joyce & Paul Killebrew '67 DP and J Ted Frankenbach '52 through the Dartmouth Athletic Sponsors program.

for our team?" says Belle Koclanes, Gail Koziara Boudreaux '82 and Family Head Coach of Women's Basketball.

With the last game of the season and the annual banquet behind them, normal would have actually been relatively similar to life in the era of COVID. Coach Belle's staff typically only meets with the players as a group during the fall and winter terms; by spring term and the end of the season, the players head off for internships, studies abroad, and other opportunities, forcing the coaches to turn to technology to keep everyone connected.

"In past we would use Facebook in spring and summer," Coach Belle says, "but this year, with everything going on, we wanted to do more. We've been meeting on Zoom twice a week, but we needed a place to connect, share and organize ideas between team talks."

The solution was Milanote, a virtual platform designed to help creatives organize and collaborate on new projects. The app's "infinite virtual canvas" allows writers, artists, and designers to easily drop in images, video, text, and other materials for each stage of the creative process, but Belle saw the boards as the ideal vehicle for gathering all of the resources needed to keep her team in synch. Coaches populated pages with drills, film clips, inspira-

tional quotes, and more, and players were given edit access, too, thus allowing for free-flowing communication and collaboration between players and coaches.

"[Milanote] was just a nice platform that you could go to at any time and post whatever you want," says Douglas. "It was something to look forward to as we were all away from each other and just a good way to stay connected."

Meanwhile, as the women's team gathered for the team huddles on Milanote, the men's team began hosting their own meetings on Zoom. Like Coach Belle, men's head coach David McLaughlin, saw the meetings as more than just an opportunity to discuss skills training or other basketball topics. For Coach McLaughlin, it was also a way to bring some sense of ordinary to a world that had turned bizarre overnight.

"With Zoom, we always knew there was a home base and a time where we could get together as a team," he says. "Doing that helped us get back into a little bit of a routine."

There may have been routine, but there was no formal agenda ascribed to these meetings, at least not in the earliest days of the pandemic. Instead, they followed a fluid format that left space for much needed updates relat-

ed to COVID-19 and the reopening of campus, as well as team-specific messaging. Student-athletes were looking to their coaches for answers, and when the coaches lacked the necessary information, they were turning to DP2 for guidance.

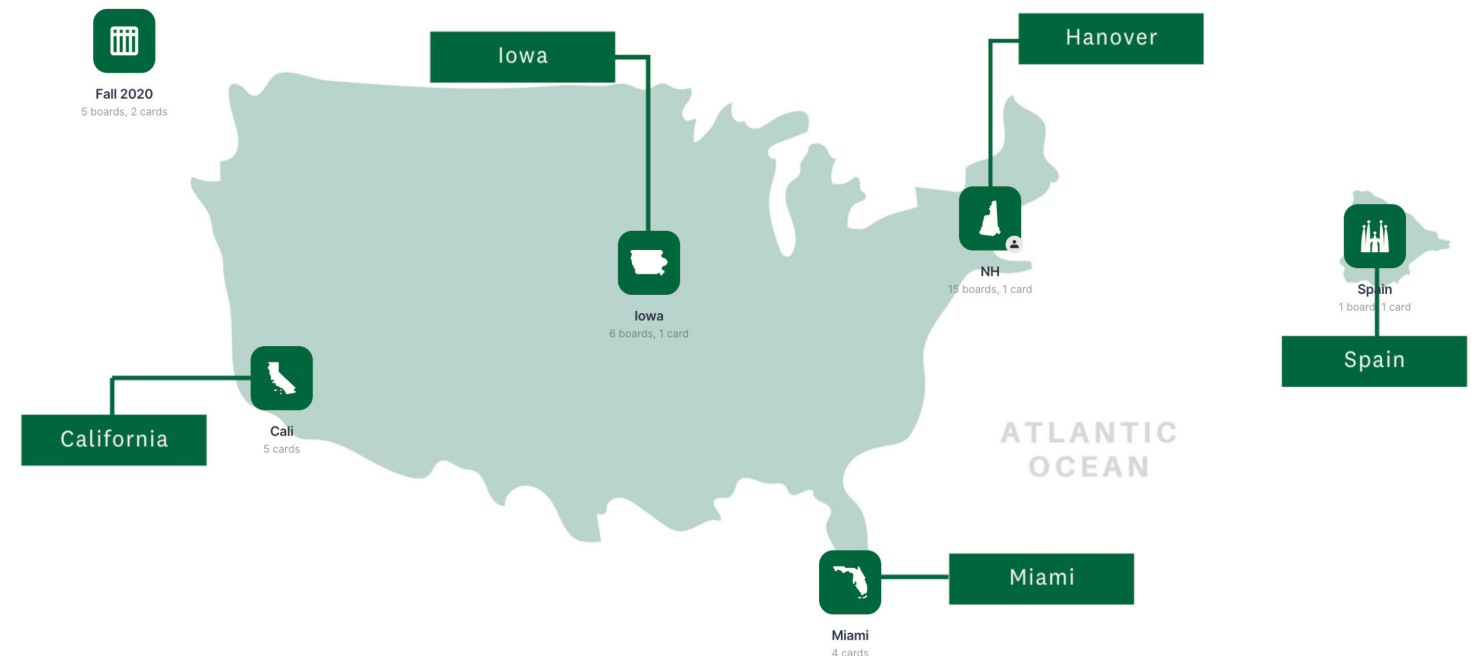
"DP2 wanted to be sure to provide quality information without adding to the infodemic," says Lyndsay Ostler, Assistant Athletics Director for DP2/Academics. "With all of their classes online, it was easy for student-athlete inboxes to be flooded; therefore, we committed to streamlining information into a weekly digest of DP2 Updates. Every Sunday, all student-athletes and coaches got a list of activities, resources, and timely information from all of the DP2 services areas in their inbox so they have a one-stop shop for all things Peak Performance."

Coach McLaughlin believes that these efforts of the DP2 staff helped to minimize the anxiety and uncertainty that could have overtaken his players at the beginning of the shutdown, noting, "Ian and his team did a phenomenal job of making sure the resources were there so our athletes were still developing in all areas. Strength and conditioning, mental training, internships—they provided the support that allowed us to continue to grow across the board."

Months later, Douglas admits that she did feel quite overwhelmed in March and April, that, really, "it was kind of hard for people to not be over-

DARTMOUTH WOMEN'S BASKETBALL

MIND ON 18



1.2.20

The recruiting visit of Chris Knight '21 was made possible by the generosity of Marlene & Eric Donnerfeld '77 DP and Julie & John Mathias Jr. '69 DP through the Dartmouth Athletic Sponsors program.



whelmed, honestly.” But with the benefit of hindsight as well as conversations with student-athlete friends from other universities, she’s also gained a greater appreciation for DP2’s pandemic support.

“They did a great job,” Douglas says. “They supported us in every way they could and asked us to send questions to see if they could find the answers. I think they were really responsive and were definitely on our side. We knew someone cared about us in that department, so that was great.”

Chris Knight '21, a 6-foot, 7-inch forward for the men’s team, agrees. Not only did DP2 help ease the burden that bore down on him once his mother lost her job because of the shutdowns, but he was also able to participate in a leadership training lab. “They were really supportive,” Knight says of DP2 staff, “and they definitely tried to create opportunities so that people could continue to learn and get better while they were still at home.”

If the physical separation trig-

gered by a global health crisis had been the extent of the concerns—both for Dartmouth’s student-athletes and our country at large—Zoom and Milanote could have likely provided all the solution necessary. Dartmouth’s teams would have continued to meet and talk and train virtually, all the while washing their hands and wearing their masks. And eventually—hopefully—life as we once knew it would resume.

But as it turned out, an airborne virus wasn’t our nation’s only sickness. On May 5—long after grocery store shelves had been stripped clean of essential items and essential workers found themselves stripped of their ability to keep themselves healthy—a video depicting the vicious shooting of a Black jogger by a white man in a pickup truck began slashing through the internet.

In the most tragic of circumstances, Ahmaud Arbery’s death would be but the first in a string of killings that would shine a harsh light on this country’s deepest divisions. And with national coverage of the deaths of George Floyd and Breonna Taylor, courtesy of the Minneapolis and Louisville Police Departments, respectively, the threat

of the coronavirus seemed almost secondary to the assurance of racial injustice.

As it had been for Douglas, Knight’s decision to attend Dartmouth College was an easy one. He says that Coach McLaughlin made him feel like a priority during the recruiting process, coming to many of his AAU games, calling him regularly, and going out of his way to make him feel that he “would always be cared for.”

Ultimately, though, it was the prodding of Knight’s father, a Jamaican immigrant who understood the value of an Ivy League education, as well as Knight’s own desire to take advantage of the accompanying social networking opportunities that crystalized Knight’s choice. Basketball had opened the door to many other schools as well, but Knight knew that he couldn’t pass up Dartmouth—even if the shift in culture from the streets of New York to the forests of New Hampshire threatened to traumatize as much as it shocked.

Regarding the adjustment to life on a predominately white campus during his first three years at Dartmouth, Knight says that he learned how to navigate on his own. “You kind of have to avoid certain topics,” he explains. “You just kinda reaffirm [white people’s] beliefs and stay away from your heavy, controversial beliefs, and you’ll be fine.”

It was a necessary approach for

Knight, as he admits to being subjected to countless microaggressions and walking into rooms where he could “feel the racism.” Without anyone to talk to about these issues—even Coach McLaughlin—Knight’s approach was also a calculated act of self-preservation. “What some Black students do when they can’t talk about these things is just internalize it and talk about it amongst themselves,” Knight says. “They’re scared to talk about it with their coach or anyone of authority.”

All of that changed, however, as every corner of American society began to face its own racial reckoning. Marchers took to the streets in cities from Seattle, Washington, to Washington, D.C., and, all at once, Dartmouth coaches and DP2 staffers were forced to address the inequities and insensitivities in their own backyard.

“I needed to be able to support everyone [on the team],” says Coach McLaughlin, “and this wasn’t something that we’d spent enough time on. I thought about some of the older guys on the team, and I thought that I should have had these conversations with them when they were first-year students. I didn’t, and in some ways I failed them, but we’re not going to do that anymore.”

Knight notes that the early discussions were awkward, that

no one really knew how best to broach the conversations that had been ignored for so long. Then, when the talking did start, it was often interrupted by silences that were louder than any individual’s voice.

“As a coach we’re always giving answers and explaining how to do things, but this needed to be more organic,” Coach McLaughlin says. “Sometimes the silence was only 10 seconds, but it felt like 10 minutes, and we had to understand that if no one says anything it’s okay. There doesn’t have to be an answer right now, and as long as we stay consistent with it, maybe there’s more discussion down the road.”

To help guide those discussions in a way that would effectively address the newest normal of both pandemic and protest, the men’s basketball team was given assigned reading: *White Fragility* by Robin DiAngelo. The book topped bestsellers lists in late spring and early summer as people clamored for insight into America’s long-festering racial wounds, and while Knight agrees that the book was clearly written for white people who been relatively blind to the pervasiveness of white supremacy, he found it helpful nonetheless.

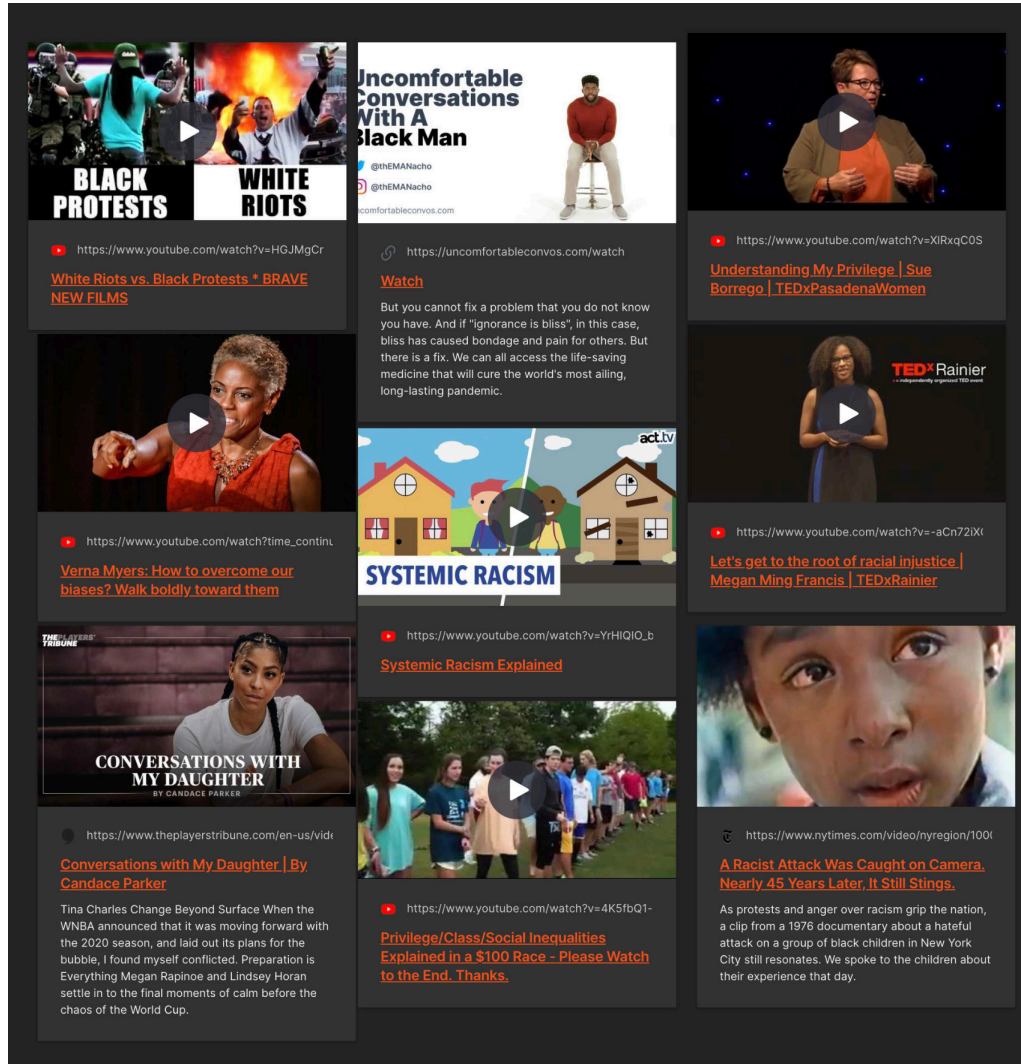
“We started talking about the book, but we always diverged from that,” he says. “I think the book was just there for a foundation because white people don’t necessarily know how to start these conversations. So I didn’t mind reading the book because I feel like it gave us a starting point and a place to start to talk about our families.”

During the ensuing weeks and months, as conversations and demonstrations alike continued, Knight says he received periodic texts from his teammates asking how he was holding up. He believes this occurrence is likely because the other men’s basketball players are also young and used to playing a sport that, at its highest levels, is dominated by Black athletes. But the older members of the coaching staff were less likely to have spent significant time around Black people and, thus, needed a bit more time to reach a point of comfortability in talking about race. Still, Knight is grateful for the progress, despite the ongoing process.



Men’s Basketball Head Coach David McLaughlin and Gail Koziara Boudreaux '82 and Family Head Coach of Women’s Basketball Belle Koclanes

2019



Women's Basketball's Community Conversations Video Board for student-athlete led discussions of racial justice

"I definitely think that if I have a problem right now about race, I will message my coach and talk to him about it, which I didn't feel I could do my freshman year," Knight says. "I think that's very important. You need to have a support network, especially in spaces where you don't feel like the space was made for you."

At the same time, while the men's team was solidifying its newly built support system, the women's team was adapting their twice-weekly conversations to go much deeper than sport. Each player engaged in their own research on issues like police brutality before unpacking it all during team meetings. And through it all, as eyes were opened and uncomfortable topics raised, the women challenged each other to grow together. "Having community conversations to keep

us informed on the present state of the world and our country was one of the most important aspects we had through this website [Milanote]," explained Douglas, who is confident that she is now a better friend and ally for her Black teammates as a result of their collective efforts.

If it is true that we are tested not to show our weaknesses, but to discover our strengths, 2020 has been poised to unearth the courage and resilience lying dormant within us in a way we haven't seen in an entire generation. For Dartmouth's student-athletes, this year has presented an opportunity to find their voices and make them heard, to lay down their own bodies to bridge the widening gulfs between us. And for DP2 and Dartmouth's coaching staffs, 2020 has been a year of refin-

ing and defining, of executing on the program's mission to demonstrate inclusive excellence and provide collaborative support like never before.

"At the beginning of this," says Harry Sheehy, Dartmouth's Director of Athletics and Recreation, "I turned to Ian and our DP2 Staff and said, 'We have to find a way to stay connected to these young men and women.' And they have exceeded my expectations every step of the way. They were able to transition all the amazing in-person services our student-athletes have become accustomed to into virtual programming, Zoom sessions, and use of technology I had never heard of a year ago. Across DP2 and our coaching staffs, one of the things that has impressed me most has been their intentionality. Whether it's discussions of social justice or decisions to use one kind of technology over another, it is clear that there has been such thought put into the decisions that will best serve our student-athletes."

Indeed, as 2020 comes to a close, this intentionality has brought a level of growth and maturation to all members of Dartmouth's athletic program. This year has had its challenges, to be sure, but players, coaches, and DP2 staffers all believe that those challenges have been productive.

"The role that all of us play in supporting student-athlete mental health, creating inclusive cultures, and fighting hate and oppression has never been more salient," says Ian Connole, Senior Associate Athletics Director for Peak Performance. "We've used this moment to build long-term practices, learning opportunities, and service offerings that will continue well after sports return to a greater sense of normality. Listening to our student-athletes and partnering with them to make a positive impact in our communities has really pushed us all to grow and evolve to meet their needs."

Andrea Williams is the author of the forthcoming *Baseball's Leading Lady: Effa Manley and The Rise and Fall of the Negro Leagues*.

ADULTING 101

by Pat McBride

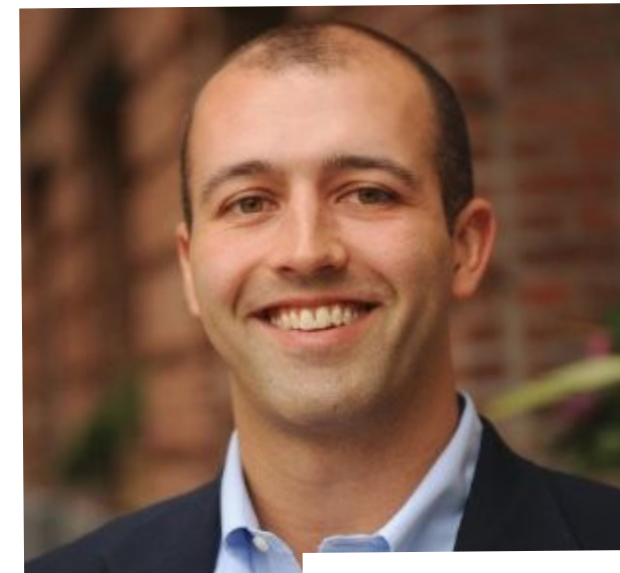
So much time and energy are spent supporting student-athletes during their time at Dartmouth – academically, athletically and personally – with conviction and purpose. There is a strong sense that those individuals will be well prepared for life beyond Hanover. However, Associate Athletics Director Jen Chuks decided to offer an additional level of assurance and developed a new program called **Adulting 101**. The program title leaves little to the imagination and delivers practical, real-life lessons on a variety of important topics that are often left to chance.

"I thought this was a great opportunity to give our student-athletes exposure to skills that aren't necessarily taught in the classroom and help them understand how to prepare for life after Dartmouth," said Chuks. "In some ways, executing this program virtually gave us better access to alumni to deliver the content and it allowed us to dramatically expand the scope."

The initial idea was to produce 7-8 sessions across a variety of topics and cater it to seniors but the move to remote programming allowed access for all student-athletes.

Adulting 101 kicked off with a presentation from former lacrosse student-athlete Brad Heritage '06, one of several alumni who stepped forward to lend their knowledge and experience. His session – 'Making a Budget' – was one of the most popular and provided a great launch to the series.

"I'm always excited about any opportunity to engage with Dartmouth student-athletes, particularly when it involves helping them avoid some of the things that I 'stubbed my toe' on throughout my college career and life-to-date," said Heritage, whose wife, Eliza '10, played women's lacrosse for the Big



Brad Heritage '06

Green. "Reflecting on my time at Dartmouth, I wish that I could've heard more from those that came before me about what they might have done differently."

Heritage's presentation offered a sweeping series of best practices addressing short-term and long-term strategies on topics such as tax brackets, the importance of building credit, selecting workplace benefits, managing debt and dealing with student loans.

"I wanted to convey that they shouldn't feel overwhelmed or intimidated by the topic or concepts being discussed, but that it's thoughtful to have a plan," added Heritage. "I've found that athletes often want to have a roadmap – or 'scouting report' if you will – of what lies ahead. But from there, they want the space, time, and freedom to prepare in a way that's authentic to them."

"That was the mindset that I tried to support with my presentation – giving the student-athletes a framework, along with some concepts to consider, but then letting them decide what would be most comfortable once empowered with that information. Everyone's relationship with money is uniquely personal, and I certainly don't have all the answers."

Additional programming included discussions around salary negotiation, retirement planning, investing, health insurance and preparing taxes – important lessons that are not always learned in college depending on an individual's course of study.

"I thought the program was effective and the student-athletes took away some really valuable information," said Chuks. "They were able to ask questions and hear from an expert in a particular field, someone who understands their environment and can relay important information that sets our student-athletes up for success after Dartmouth."

Chuks even admitted that she and her DP2 colleagues benefitted from the experience.

"I had some of my own questions answered and learned things I didn't know," she added. "So it's clear we can all benefit from opportunities like these."

2019



COACHING THINK TANKS

by Pat McBride

During the pandemic, the ritualistic life of a Dartmouth coach was turned upside down. So much of the work and day-to-day activity came to a screeching halt in mid-March and left a group searching for ways to remain connected with its student-athletes and provide leadership in a chaotic and uncertain time. For a group so reliant on game plans, there were none to address the new challenges it faced.

Enter Ian Connole and the virtual Coaching Think Tanks to fill the void.

These sessions technically began two years ago, shortly after Connole's arrival in Hanover, out of feedback from focus groups he held with head and assistant coaches, but soon morphed into a branded series and a signature offering within Peak Performance.

It is simple enough to explain these sessions as "coaching the coaches" but doing so would severely undersell the true value.

For the first six months of last year, the Coaching Think Tanks involved a lot of shared learning, coupled with a sense of uniqueness among coaches

within their sports. When the pandemic hit in March, they were all attempting to navigate an unknown playing field of sorts and it was in this moment that the Think Tanks reached a new level.

"We quickly moved from a focus on unique experiences to the collective experience," explained Connole. "The coaches found themselves talking about how they are supporting the student-athletes remotely, how they are recruiting virtually and handling critical conversations within their teams on important issues like racial and social injustice around the country."

Over the course of the spring, Connole noticed the coaches relying more and more on each other and the hierarchy within the coaching ranks melting away. Part of that was intentional, such as structuring meetings with topics such as technology in recruiting and communicating with this generation of student-athletes to empower younger coaches to be leaders and highlight their expertise and experiences. Part of that was also a sign of the times and the importance

of the community.

"(Justin Assad), in the second or third Think Tank, expressed gratitude to the coaches who had been here the longest for being a part of the process and learning and sharing their experiences," said Connole. "Initially, when we had 3-5 of the most veteran coaches and 3-5 of the newest assistant coaches in the meetings, the default activity was to pick the brain of the most veteran coach. That changed quickly as coaches began to acknowledge how much they can learn from each other, not just a select few."

The Think Tanks focused on sharing content and best practices, with a common theme of a growth mindset. Coaches quickly began to realize that the real value of these sessions was to spend time learning and developing and if there was not an open mindedness, then it would not be productive.

"I also think our coaches, like all people, have a desire to connect and be a part of a community," added Connole. "These are opportunities to have a meaningful discussion with someone you may only otherwise see in passing or interact with on a pretty irregular basis. It was powerful to see the more veteran coaches be vulnerable and share things that others can learn from and relate to."

New to her role as a head coach at Dartmouth and relatively new to coaching, compared to most of her head coaching peers, women's lacrosse coach Alex Frank found significant value in the Think Tanks.

"On a very basic level, these sessions help new coaches like me meet and form relationships with other coaches much quicker," said Frank. "The structure of them helped a lot in terms of learning the dos and don'ts, how recruiting works, how culture is developed."

"As time went on, the walls came down, particularly when we broke into smaller groups. In some ways, doing these calls virtually was better because

it allowed us to share a bit more at a time when we really needed to support each other and learn from one another. We learned about games we could play as a team, websites we could utilize and generally, just some really innovative things other programs were doing that were easy to apply to our team."

Frank mentioned that not only were the sessions beneficial for their content, but also therapeutic and reassuring. Sharing in each other's successes and struggles made the coaches feel a greater sense of purpose and commonality. During a discussion about recruiting, for instance, much of the banter centered on how to get feedback from recruits – those who choose and don't choose Dartmouth. Frank and her colleagues learned to accept feedback as part of rejection and use that information to grow.

"As an institution and a program, we can't be everything to everyone," said Frank. "We also know that we can't change people's minds but there are things that we can do to highlight our strengths or overcome some hurdles and misconceptions."

For men's basketball assistant Steve Ongley, having just completed his first year, the Think Tanks were incredibly helpful for his continued immersion and understanding of Dartmouth. Known within the program and the department as a cerebral coach, these

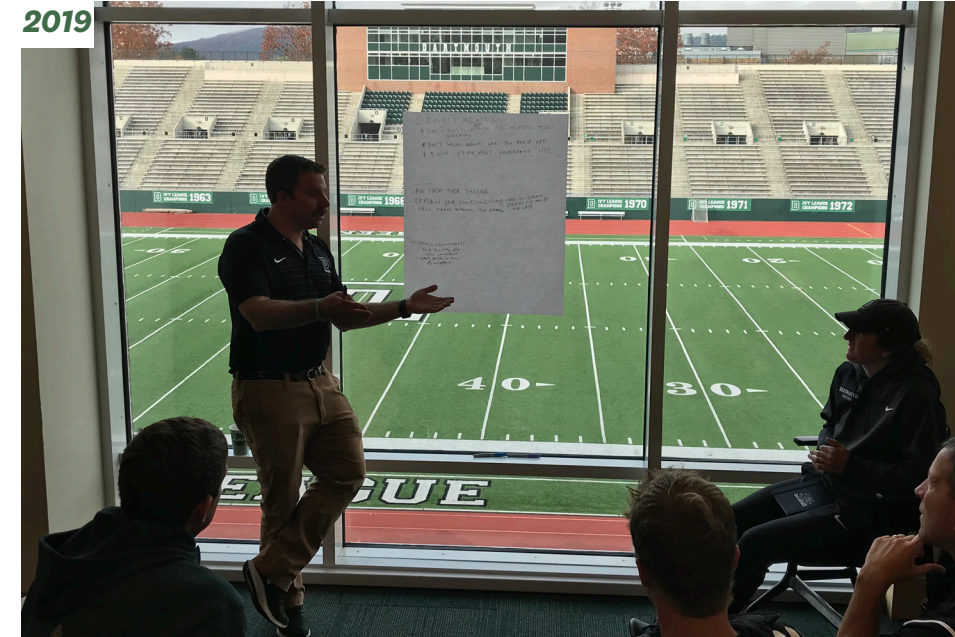
sessions only deepened his thought process on what it takes to be successful in Hanover.

"In a lot of ways, these sessions were really helpful during the quarantine because everyone had the time needed to evaluate their own process, dive into the discussions and implement things," said Ongley. "Coaches were able to share information and ask questions free of the pressures of their seasons and because of that, there was a lot of great and meaningful discussion."

From Ongley's perspective, the Think Tanks also accelerated the important process of getting to know his fellow coaches, particularly given the location of the basketball offices and the relative isolation from other coaches in Alumni Gym. He was able to understand coaches' perspectives and learn about them as leaders in a way that otherwise would probably take years to achieve.

"It never felt like there was a hierarchy in the group," added Ongley. "One of the best parts was that (assistant coaches) had the ability to speak with head coaches in a forum that didn't necessarily require any deference because it is understood and accepted that we are all at different stages as coaches and even at different stages as head coaches and assistants. We were all there to learn and get better."

2019



Sailing head coach Justin Assad gathers ideas from coaches on getting commitments in the recruiting process at a pre-pandemic think tank

PREVIOUS THINK TANKS

IN-PERSON

- **Team Culture** – Building a Championship Culture at Dartmouth (Part 1: 10.2.19, Part 2: 10.9.19)
- **Physiology of Practice Planning** (10.16.19)
- **Recruiting** – What you do to land top recruits, organize visits, and identifying the right fit for Dartmouth (Part 1: 10.30.19, Part 2: 11.6.19)
- **Coaching Self-Care** – How we can best support ourselves and each other in the heat of it all (11.13.19)
- **Holding Student-Athletes Accountable** – Difficult conversations, tough love, respect & player to player feedback (1.21.20)
- **Motivation** – Unpacking how to get the most out of each person (2.5.20)
- **Increasing Autonomy** – Helping student-athletes own their choices and feel empowered to commit to their sport (2.25.20)
- **Skill Transfer** – How to design practices, give feedback in practice, and coach in games to maximize transfer of skills from practice to games (3.11.20)

VIRTUAL

- **Virtual Best Practices** – What's working in this remote landscape (4.3.20)
- **Maintaining Connection & Motivation** – How to balance what's needed for your student-athletes, support staffs, and in recruiting (4.17.20)
- **Virtual Team Building** (5.1.20) – Connecting and building culture across time zones (5.1.20)
- **Recruiting During COVID-19** – Tackling this challenge together by sharing ideas and maximizing opportunities (5.13.20)
- **Summer Plans & Anti-Racism** – Balancing team connection, training, expectations, and time away/disconnection... in the current landscape including conversations and education on race, anti-racism, and social justice during Covid-19 (6.3.20)
- **Coaching Near & Far** – Lessons learned from spring term and working within the D-Plan that can be applied to a hybrid 2020-21 (8.12.20)
- **Racial Justice/Anti-Racism** – Having difficult conversations with our teams about systemic racism, privilege, and social justice issues (8.19.20)
- **Motivation without Competition** – How to focus on the process when the outcomes are in doubt (9.2.20)

LEADER LAB

by Pat McBride



The recruiting visit of Taurus Samuels '21 was made possible by the generosity of the Dartmouth Class of 1972 and Richard Colton Jr. through the Dartmouth Athletic Sponsors program.

2019

Stephen Gonzalez, Dartmouth's Assistant Athletics Director for Leadership and Mental Performance, lives and breathes leadership. Upon his arrival at Dartmouth in June of 2019, one of his early goals was to create a best-in-class leadership experience for the student-athletes. When the pandemic arrived, and students departed, he knew the timing was perfect.

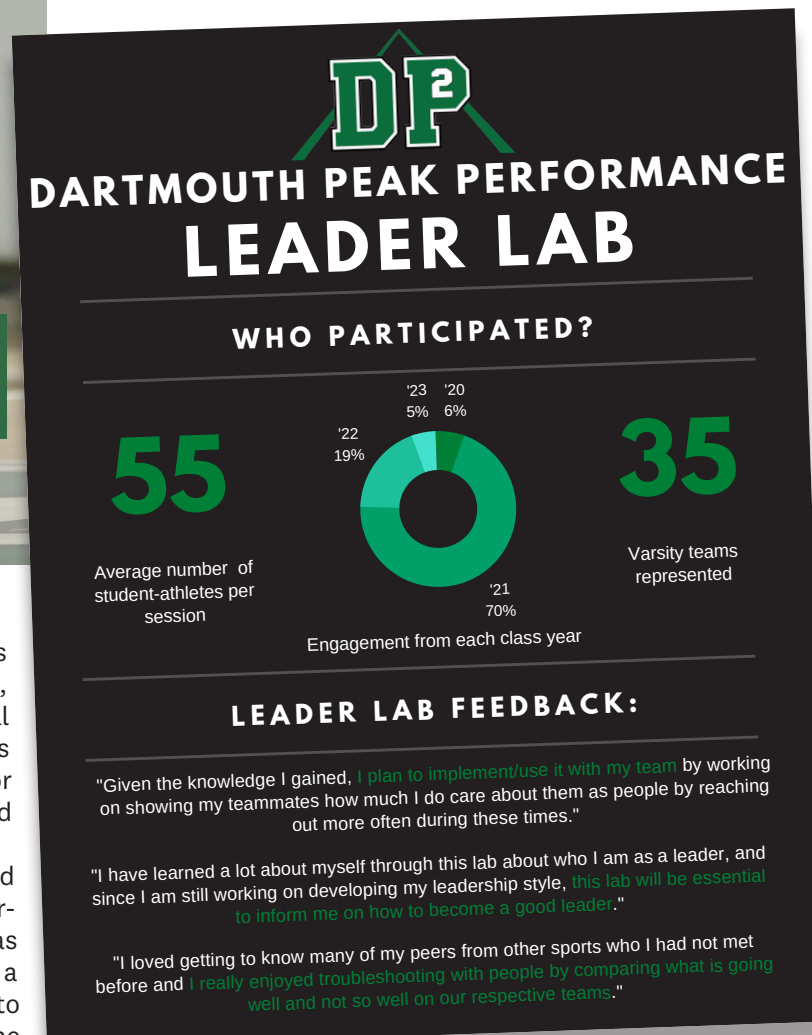
"(Last spring) was a real and authentic time," said Gonzalez. "So much of our time initially was spent determining how to access resources and we realized it was not going to require a one-person solution but rather, a collective approach. The dependency on each other to address what was happening all around us created the perfect opportunity."

That opportunity – to launch Leader Lab – produced a series of virtual meetings, workshops and interactions and brought together student-athlete leaders from all varsity programs. It was clear there were no textbooks or game plans for how to lead during a pandemic and therefore, leadership during this time was going to require experimentation and interdependency.

The main purpose of Leader Lab is to create a forum for student-athlete leaders across sports to (a) learn and explore leadership concepts and (b) stay connected to others as a way to build a deeper sense of community and shared vision for what leadership means at an institution like Dartmouth.

Reading Harvard Business review articles on empathy and watching Ted Talks on topics like trust were merely the stimulus for robust, authentic and, at times, emotional conversations for the participants.

"The goal was to have our student-athlete leaders engage in meaningful dialogue around a topic and then bring those discussions back to their teams, at a time when they needed support and connection more than ever," said Gonzalez. "When I walked away from this it was special to see the relationships being formed between athletes from different teams and different seasons and the networks that now allow them to reach out to someone in another program and discuss a situation."



"This unique time allowed us to work on social and emotional leadership competencies in a way that was practical and real and understand that these competencies are important to being not just a great student-athlete, but a great leader and person."

Taurus Samuels '21, a member of the men's basketball team, relished the sessions each Friday during the spring, absorbing as much as possible from the materials, Gonzalez and his peers.

"I've always naturally been drawn to leadership positions, especially playing point guard," said Samuels. "What was most beneficial was the ability to go through this program with other student-athletes who are leaders on their teams. When you think about all the different sports offered at Dartmouth, it was a real privilege to sit on a Zoom call and realize that regardless of how different our sports may be, we are way more similar and face many of the same challenges when it comes to being leaders."

Breakout rooms during each call is where most of the magic happened. These sessions provided the student-athletes an opportunity to display a high level of curiosity, according to Gonzalez, and explore how different coaches and programs operate and determine what was scalable and applicable to their own situations.

"Due to the uncertainty in their lives, participants came at an issue with a sense of openness rather than thinking they knew how to approach a particular problem," added Senior Associate AD for Peak Performance, Ian Connole. "The pandemic shook up our sense of normal and forced us to ask questions around how we lead, how we find new approaches and how we work together – for staff and student-athletes. Yet, it created this new sense of openness and togetherness – everyone against the covid challenges and isolation – that was different from our normal environment."

Field hockey student-athlete Sara Falkson '22, found herself in a particularly-unique environment with a new coach and no spring season, which would accelerate the relationship building so critical when there is new leadership within a program. Searching for answers on how to approach the

spring, she found many of them through her involvement in the Leader Lab.

"After the fall season, we were in a tough place emotionally," explained Falkson. "Hearing from other programs and how their culture functions around accountability and respect was eye opening and a good inspiration for us moving into a new era. One thing that we really focused on was understanding our own values. Through Leader Lab, I became more confident in my values as a leader – authenticity, honesty and hard work. These traits will really help when our season comes back but also in our everyday lives."

"We had this ongoing, genuine and vulnerable conversation with other team leaders, and I feel so much more confident and supported, knowing I can go to them to discuss something on our team, while knowing they may be experiencing a similar situation," Falkson added.

For Gonzalez, the feedback from the student-athletes provided important reassurance related to the value of the program as well as motivation to continue the program with each program's future leaders.

"I get emotional because of the appreciation I have for the people and the time they committed during a very chaotic period in their lives," said Gonzalez. "Seeing our student-athletes unify under the banner of Dartmouth Athletics and seeing the authentic care and concern was powerful. It makes me feel like we are making a real difference with each other."



2019

Resources provided by our Athletic Sponsors enabled the Dartmouth Field Hockey staff to travel to evaluate Sara Falkson '21 in action as a talented high school athlete.

2019



The recruiting visit of Gabby Billing '22 was made possible by the generosity of Dorothy Byrne DP and Todd Jelen '01 through the Dartmouth Athletic Sponsors program.



CHOPPED

by Pat McBride

Women's ice hockey player Gabby Billing has always loved to cook and has long shared that passion with her mom, whom she described as a health guru. They have spent countless hours in their home's kitchen, preparing and experimenting with meals that were both nutritious and delicious.

At Dartmouth, Billing and her teammates relied heavily on the dining hall to provide the nutrition they needed as student-athletes, but that didn't mean Billing lost her love of cooking. To address this passion among a swath of student-athletes and to help others develop an appreciation for preparing their own meals and the role nutrition plays in their lives, Shira Evans is the department's "go-to" person.

Evans, a registered dietician, serves as the DP2 Sport Nutritionist and is charged with finding creative and innovative ways to get athletes to think about nutrition, the choices they are making and the impact on performance. For Billing, Evans has been a valued resource from the moment she stepped foot on campus.

"Shira plans a variety of activities for us and they are really valuable," said Billing. "In the fall, we did a walk through of the dining halls and she helped us learn how to use the dining halls to best fuel our bodies for athletic performance. At another point, she led a talk with our team about what to look for in vitamins and supplements."

True to her mission of supporting student-athletes, Evans

saw the pandemic as an opportunity to continue her critical work while also adding some much-needed fun into the equation.

"Sending the student-athletes home suddenly meant they were now making their own food," said Evans. "I started by creating some videos that focused on cooking and nutrition to keep the student-athletes engaged but knew I needed to keep it fresh to maintain their interest."

Enter the Virtual Chopped Challenge, a twist on a program that had started at Dartmouth in 2013 and has been wildly popular among those student-athletes who enjoying the competitive side of the culinary arts.

The concept was simple: issue a challenge that plugged into the competitive and creative side of our student-athletes, while also teaching them to be resourceful and create balanced meals with things they had access to while at home. This certainly did not require the hours of experience that Billings brought to the kitchen, though, like their sports, quality practice certainly helps when the clock starts to tick.

Student-athletes were given 20 minutes to collect items in a virtual shopping basket and create a meal that met the nutritional needs of a Division I student-athlete. Once the challenge was met, student-athletes then nominated a peer for the next challenge to keep the process moving.

Billing, naturally, was asked to kick off the virtual chal-

lenge and gave no pause to embracing the opportunity.

"I had competed in the Chopped Challenges during my freshman and sophomore years when I was on campus and really enjoyed it," said Billing. "Last year, the women's ice hockey team finished second to the men's team, which was a huge disappointment, but it was a fun and friendly competition."

"The Virtual Chopped Challenge was a great distraction for us. I've always loved trying new and healthy recipes and do a lot of that with my mom in the summer, using our home garden and sourcing local, fresh vegetables."

Billing was particularly proud of her black bean burger ("It turned out being really good, even better than I expected.") but even more important than the food itself, was the way this program kept student-athletes engaged and focused on proper nutrition despite the absence from their teams and campus.

"I've always tried to stay up on the research and information on proper eating habits but the reminders and reinforcement from DP2 are very helpful," added Billing. "Shira does a great job of explaining the importance of moderation and how to get our nutritional needs into our diets."

"It was a fun way to keep everyone engaged and it plays very well on social media as a way to get to do something fun during such a weird and crazy time."

GRAIN BOWL WITH SHRIMP & MANGO SALSA

INGREDIENTS

- Grain of choice: rice, quinoa, farro, couscous, freekah, etc.

Chili Lime Shrimp

- 1 lb. frozen shrimp (deveined), thawed, shell removed
- 1 Tbsp honey
- 2 Tbsp lime juice
- ½ tsp chili powder
- 2 Tbsp olive oil
- salt & pepper to season

Mango Salsa

- 1 15-oz. can of black beans, drained and rinsed
- 1 large mango, peeled and chopped
- ¼ red onion, minced
- ¼ cup chopped cilantro
- 3 Tbsp lime juice
- salt & pepper

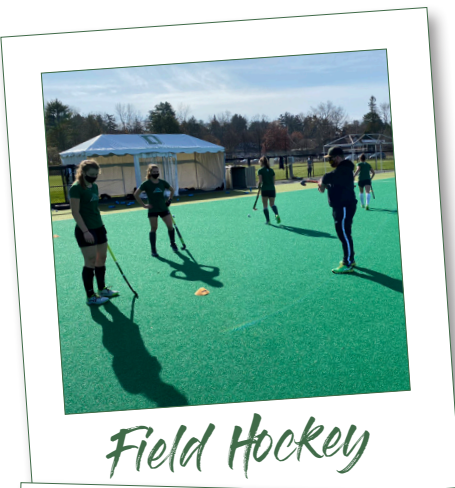
Directions

1. For the grain, cook to the specifications on the packaging.
2. For the black bean-mango salsa: combine all ingredients into a large bowl, then stir to combine.
3. For the chili-lime shrimp: whisk together all ingredients except shrimp in a large bowl, then add shrimp and marinate for 10 minutes.
4. Heat a large skillet over medium-high, then mist with olive oil or nonstick spray. Add shrimp, being careful not to crowd the pan (may need to do this in two batches), along with a little of the marinade, then sauté until no longer pink in the center.
5. Spoon grain into bowls, then top with black-bean mango salsa and cooked shrimp.

GALLERY

PHOTOS FROM THE FALL

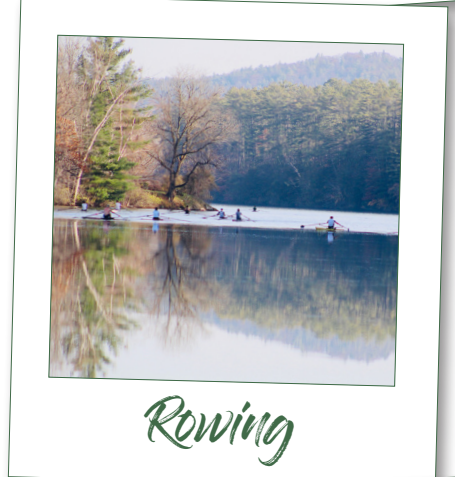
With Ivy League programs not playing outside competition this fall, Dartmouth teams have spent that time continuing to work on the practice fields. With new health and safety guidelines in place, Big Green student-athletes and coaches have found new ways to hone their craft and prepare for the day when they return to game action.



Field Hockey



Football



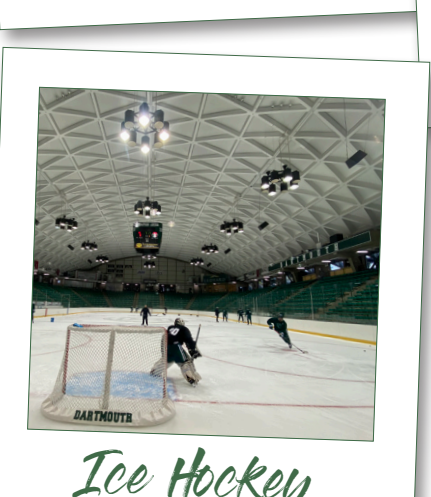
Rowing



Women's Lacrosse



Football



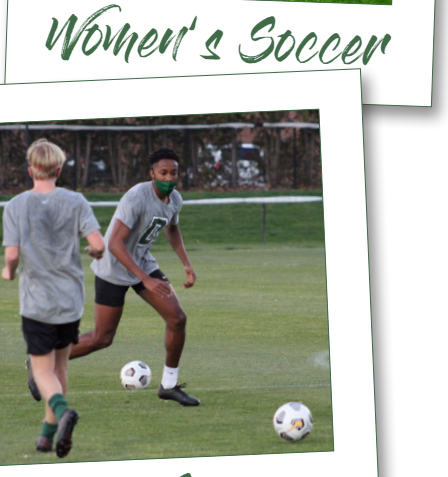
Ice Hockey



Baseball



Women's Soccer



Men's Soccer



Men's Lacrosse

DARTMOUTH ATHLETIC SPONSORS



ATHLETIC SPONSORS MAKING AN IMPACT

As Athletic Sponsors, nearly 1,000 alumni, parents, and other supporters provide vital recruiting resources for all of Dartmouth's varsity sports.

CAMPUS VISITS

Our Athletic Sponsors are the sole source of funding for those all-important campus visits by nearly 300 top prospects annually — including high school seniors and juniors — for a first-hand view of the Dartmouth Experience.

ACCESS

By fueling coaches' recruiting trips to discover talented prospects far from Hanover, then funding their campus visits regardless of means, our Sponsors bring elite recruits of all socioeconomic backgrounds to Dartmouth.

GLOBAL REACH

The sponsored recruits on our teams right now were brought to Hanover from 35 different states, Australia, Canada, Czech Republic, Ethiopia, Germany, Hungary, Iceland, New Zealand, South Africa, Sweden, and the U.K.

IMPACT

Of Dartmouth's 139 First Team All-Ivy athletes in the last four years, 122 were recruited with crucial resources from our Athletic Sponsors — brought to Hanover on visits, seen by our coaches on the road, or both.

For more information or to become a member, call (603) 646-2463 or visit DartmouthSports.com/Sponsors

Dartmouth Peak Performance
6083 Alumni Gym
Hanover, NH 03755



DARTMOUTH ATHLETIC
SPONSORS



The main lobby of the new Indoor Practice Facility