

BOWDOIN COLLEGE

Self-Study 2006



Prepared for the Commission on Institutions
of Higher Education

New England Association of Schools
and Colleges, Inc.

September 2006

Bowdoin

BOWDOIN COLLEGE SELF-STUDY 2006

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New England Association of Schools and Colleges, Inc.*

SEPTEMBER 2006

BOWDOIN COLLEGE

BRUNSWICK, MAINE

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Institutional Characteristics

This form is to be completed and placed at the beginning of the self-study report:

Date: October 2, 2006

1. Corporate name of institution: Bowdoin College
2. Address (city, state, zip code): President's Office, 5700 College Station, Brunswick, ME 04011
Phone: 207-725-3221 URL of institutional webpage: www.bowdoin.edu

3. Date institution was chartered or authorized: 1794
4. Date institution enrolled first students in degree programs: 1802
5. Date institution awarded first degrees: 1806

6. Type of control: (check)

Public

☐ State

☐ City

☐ Other

(Specify) _____

Private

☒ Independent, not-for-profit

☐ Religious Group

(Name of Church) _____

☐ Proprietary

☐ Other:

(Specify) _____

7. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? State of Maine, Department of Education – Bachelor of Arts

(Attach a copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.)

8. Level of postsecondary offering (check all that apply)

☐ Less than one year of work

☐ At least one but less than two years

☐ Diploma or certificate programs of at least two but less than four years

☐ Associate degree granting program of at least two years

☒ Four or five-year baccalaureate degree granting program

☐ First professional degree

☐ Master's and/or work beyond the first professional degree

☐ Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)

☐ A doctor of philosophy or equivalent degree

☐ Other _____
Specify _____

9. Type of undergraduate programs (check all that apply)

- ☐ Occupational training at the crafts/clerical level (certificate or diploma) ☒ Liberal arts and general
- ☐ Occupational training at the technical or semi-professional level (degree) ☐ Teacher preparatory
- ☐ Two-year programs designed for full transfer to a baccalaureate degree ☐ Professional
- ☐ Other _____

10. The calendar system at the institution is:

- ☒ Semester ☐ Quarter ☐ Trimester ☐ Other _____

11. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

- a) Undergraduate 12 credit hours
- b) Graduate _____ credit hours
- c) Professional _____ credit hours

12. Student population:

- a) Degree-seeking students:

	Undergraduate	Graduate	Total
Full-time student headcount	1,726	0	1,726
Part-time student headcount	8	0	8
FTE	1,729	0	1,729

- b) Number of students (headcount) in non-credit, short-term courses: _____

13. List all programs accredited by a nationally recognized, specialized accrediting agency. List the name of the appropriate agency for each accredited program:

Chemistry – American Chemical Society

Arctic Museum – American Association of Museums

Museum of Art – American Association of Museums

14. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs, 50% or more of one or more degree programs, or courses only. Record the FTE enrollment for the most recent fall semester. Add more rows as needed.

	Full degrees?	50% or more?	Courses only?	FTE Enrollment
A. In-state Locations				
N/A				
B. Out-of-state Locations				
N/A				
C. International Locations				
N/A				

15. Degrees and certificates offered 50% or more electronically: For each degree or certificate, indicate the level (certificate, associate's, baccalaureate, master's, professional, doctoral), the percent that may be completed on-line, and the number of matriculated students for the most recent fall semester. Enter more rows as needed.

Name of program	Degree level	% on-line	Students
N/A			

17. List by name and title the chief administrative officers of the institution. (Use the table provided on the next page.)
18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:
 - a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
 - b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
 - c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, auxiliary enterprises, and other units assigned to this area;
 - d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.
19. Record briefly the central elements in the history of the institution:
See the Bowdoin College catalogue pp 4-7 or the online version at
www.bowdoin.edu/communication/publications/coursecatalogue/pdf/historicalskech.pdf

[illegible][illegible]

Chair Board of Trustees	Peter M. Small	Chair, Board of Trustees
President/Director	Barry Mills	President of the College
Executive Vice President		
Chief Academic Officer	Cristle Collins Judd	Dean for Academic Affairs
Deans of Schools and Colleges (insert rows as needed)	N/A	
Chief Financial Officer	S. Catherine Longley	Senior VP for Finance and Administration and Treasurer
Chief Student Services Officer	Timothy W. Foster	Dean of Student Affairs
Planning	Scott A. Meiklejohn	VP for Planning and Institutional Advancement
Institutional Research	Christine Brooks Cote	Director of Institutional Research and Registrar
Development	William A. Torrey	Senior VP for Planning and Administration and Chief Development Officer
Library	Sherrie S. Bergman	Librarian
Chief Information Officer	Mitchel W. Davis	Chief Information Officer
Continuing Education	N/A	
Grants/Research	Marianne Jordan	Director of Corporate and Foundation Relations
Admissions	William M. Shain	Dean of Admissions and Financial Aid
Registrar	[see Institutional Research]	
Financial Aid	[see Admissions]	
Public Relations	Scott W. Hood	VP for Communications and Public Affairs
Alumni Association	Randolph H. Shaw	VP for Development and Alumni Relations
Other		

Preface

In 1996 Bowdoin College effectively used the reaccreditation self-study process to focus specially on the organization of residential life on campus. That self-study and the Commission on Residential Life that followed prompted a complete reorganization of residential life and enormous progress and change. In 2006, we do not have a similar pressing issue to attend to but rather see the value of stepping back after a decade of change to reflect on the College under the Commission's eleven standards. As a result, during the 2004–05 academic year, senior staff elected not to identify "areas of emphasis." This decision was reviewed and endorsed in a meeting with faculty department chairs in December 2004.

The College formally initiated its self-study in April 2005 with a notice to the campus community from the President and reports to faculty and Trustee meetings in May. A preliminary story on reaccreditation appeared in the *Bowdoin Orient* in April 2005. On May 17, 2005, Bob Froh of NEASC visited the campus and met with President Mills and then Dean for Academic Affairs Craig McEwen to discuss the self-study process. The Self-Study Steering Committee was named in July 2005 and received materials including the Standards, 1996 Self-Study, and 1996 team report. Dean McEwen was asked to chair the self-study group and met in June and July with the lead authors of the preliminary drafts to talk about expectations and schedule. The committee met for the first of its eleven meetings in August. In October 2005 the Committee launched its Web page on the reaccreditation (<http://www.bowdoin.edu/academic-affairs/internal/reaccreditation/>) and asked for comments and ideas from the Bowdoin community. Trustees participated in a role-playing exercise about the NEASC standards as a way of introducing Board members to and involving them in the reaccreditation process.

During the course of the year, lead drafters of each section consulted with colleagues, collected data from Institutional Research and their own archives, and prepared preliminary drafts for each standard. Standing committees of the faculty heard reports of the self-study, contributed ideas and responded in several instances to drafts. These committees were Admissions and Financial Aid, Financial Priorities, Curriculum and Educational Policy, Faculty Affairs, Governance, and Student Affairs. During the year, the faculty heard monthly reports from the Dean on the progress of the self-study. In February 2006, committees of the Trustees reviewed the relevant standards and drafts of sections of the self-study or bullet points of major accomplishments and issues in their particular areas (Academic Affairs, Admissions and Financial Aid, Development and College Relations, Facilities and Properties, Financial Planning, Student Affairs, Committee on Trustees, and the Information Technology Advisory Committee).

In mid-April 2006, the Steering Committee posted drafts of each Standard of the self-study on the Web and sought comment from faculty, students, and staff. The *Bowdoin Orient* printed a story on the self-study on April 21, 2006. Over fifty comments were submitted. During the spring and summer, senior officers reviewed major sections of the document and talked about appraisal and projection, particularly. President Mills

participated in senior staff discussions of the document and provided his own comments and suggestions throughout the process.

Beginning in November, 2005, the Self-Study Steering Committee began to read and comment in detail on early drafts of each Standard and provided guidance to drafters about the general approach to be taken in each Standard. These reviews continued in the spring and concluded with a series of intensive meetings in May to comment on each of the posted drafts in relation to the accumulated public comment. In late May and early June, drafters revised and shortened the document considerably in light of the comments made. Craig McEwen provided general editorial direction along with Scott Meiklejohn. A draft of the document was mailed to NEASC at the end of June and subsequent revisions and editing were overseen by Professor Ann Kibbie (English) and senior officers.

Primary Contributors

The preparation of the Self-Study has been a collaborative effort. In developing the drafts of each standard, there has been considerable give and take. Faculty committees and the Self-Study Steering Committee have shaped each draft significantly, and the open comment process has added importantly to the document. Craig McEwen, Scott Meiklejohn, Ann Kibbie, and Lucie Teegarden have overseen production of the final document.

1. Mission and Purposes: Barry Mills, Scott Meiklejohn
2. Planning and Evaluation: Craig McEwen, Christine Cote
3. Organization and Governance: Scott Meiklejohn, Bill Torrey
4. Academic Program: Craig McEwen
5. Faculty: Craig McEwen, Nancy Jennings
6. Students: Craig Bradley, Tim Foster, Jim Miller, Richard Steele, Steve Joyce
7. Library and Information Resources: Sherrie Bergman, Mitch Davis
8. Physical and Technological Resources: Katy Longley, Mitch Davis
9. Financial Resources: Katy Longley, Nigel Bearman, Bill Torrey, Paula Volent
10. Public Disclosure: Scott Hood
11. Integrity: Scott Meiklejohn, Tama Spoerri

Self-Study Steering Committee

Jeanne Bamforth, Assistant to the Dean
Thomas Baumgarte, Associate Professor of Physics & Astronomy
Marijane Benner Browne, Class of '83, Trustee
Megan Brunmier, Class of '08
Craig McEwen, Dean for Academic Affairs
DeRay Mckesson, Class of '07
Marilyn Reizbaum, Professor of English
Bridget Spaeth, Film Studies Coordinator and Language Media Center Assistant
Chris Taylor, Assistant Director for Copy and Mail Operations, Campus Services

Overview

Context for the Self-Study

Bowdoin College's 2006 reaccreditation self-study takes place at an important time in the College's history. Bowdoin finds itself with record numbers of high-achieving students applying each year. We attract the very best faculty because of our talented students and our commitment to scholarship. Our financial resources are the most significant and stable in our history and we have a loyal community of alumni, parents and friends. Bowdoin's sense of itself as a liberal arts college has been reinforced by a new statement on liberal arts education and by a new faculty vision for general education. And we have a College community—students, faculty, staff and alumni—who share a commitment to the Common Good.

However, we are also mindful that this self-study takes place in a national context of continuing uncertainty about the place of liberal education in our society. On the one hand, liberal arts colleges continue to graduate "leaders in all walks of life," to use the language of Bowdoin's Offer of the College, and to exert a disproportionate influence in the nation and around the world. At the same time, enrollment at liberal arts colleges is declining as a percentage of the total college-going population (now less than 4%), while the college-age cohort is declining at a faster rate in the northeast than in other areas of the country. Moreover, the role of liberal arts colleges is less well known in many other areas of the country where population increases are projected over the next decade and where Bowdoin must recruit increasing numbers of students.

Bowdoin College's central educational mission cannot be taken for granted in such a context. We have a distinguished history and are proud of it. But Bowdoin and other liberal arts colleges cannot afford to rely uncritically on traditions and past practices. Unless we regularly examine and redefine the importance and delivery of liberal education, we may be perceived as isolated and "irrelevant" enclaves, out of touch with the vitality, ideas, and global intellectual communities of the new century. We at Bowdoin recognize the responsibility to articulate clearly our aspirations for liberal education in this time, and to be attentive to institutional effectiveness and critical self-analysis so that we can continue to improve.

Efforts to champion liberal education take place in a nation focused on accountability in education generally and obsessed with measuring quality through standardized tests. As an institution that in 1970 dropped a requirement for submission of standardized test scores, Bowdoin is justifiably skeptical of standardized measures. We do have a long history of thoughtful assessment, and if one measure of success is the ability of our graduates to make important contributions to their communities, the nation and the world, Bowdoin can provide countless examples. We are particularly interested in assessment as a way of gaining insights about what we do well and where we could improve in achieving our mission. We share with other small liberal arts colleges the challenge and responsibility of developing approaches to assessment that can usefully inform our educational practices.

In higher education more generally, tuition costs continue to increase more rapidly than inflation, and questions abound about the affordability of college and access to it. These issues are pronounced in private liberal arts institutions like ours with both high tuitions and strong traditions of assisting 35% to 45% of our students with the cost of attendance. Although the market (with increasing numbers of student applicants and relatively high yield rates) tells us that Bowdoin remains highly attractive, we also know that cost and cost controls matter and that need-based financial aid, though at risk, is vitally important to our mission. As colleges and universities compete for the best students, pressures expand to shift from need-based aid to merit aid. These issues challenge us to reexamine regularly our priorities, how we use our resources, and how we think about recruitment of students.

Approach of the Self-Study

In responses to earlier reports to NEASC's Commission on Higher Education, the College has been chided for being too self-critical and for failing to take credit for significant achievements. Indeed, as we prepare a forward-looking self-study, it can be easier to see the unsolved problems and the challenges ahead than to recognize past accomplishments and institutional strengths. In this self-study we have been attentive to achievements while continuing to be thoughtful and self-critical.

The format of the self-study includes summary sections of institutional effectiveness at the conclusion of each Standard, but we have also tried to embed some of the details of appraisal and projection throughout the document.

In looking back on the past decade, we are excited and somewhat surprised by the extent of change and innovation that has taken place, and we believe those changes have made Bowdoin a stronger institution. The following section highlights some of those major accomplishments while noting briefly some of the key challenges that the College must address going forward.

A Decade of Change: Major Themes and Findings of the Self-Study

1. In 2004, the faculty developed and approved a statement on liberal education and a new set of distribution requirements that will take effect in 2006 (Standard 4). The statement on liberal education draws upon the core documents of the College (Standard 1) and provides a clear educational vision for Bowdoin. The most significant challenge is to continue implementation of the general education requirements and to work with departments to balance contributions to that program with the delivery of strong major programs. A further challenge will be to revise the College's approach to academic advising in light of these changes.
2. During the past ten years, Bowdoin has endowed new faculty positions, expanded the percentage of the budget supporting the academic program, increased significantly the number of faculty, and reduced the student/faculty ratio. These

changes have helped to strengthen the curriculum, reduce class size, and continue the College's commitment to providing students with significant opportunities for close interaction with faculty. A new \$250 million capital campaign promises to add another twelve faculty positions. (Materials relating to the capital campaign are included in the Team Room.) Challenges ahead include finding appropriate space for new faculty, continuing work to balance reduced class size with student access to courses, and managing the strains created by heavy burdens of recruiting and reviewing that go with an expanded faculty (Standards 9, 4, and 5).

3. By unanimous Trustee vote in 1997, Bowdoin began implementation of a new residential life plan, phased out fraternities, and adopted a statement on the "Values of a Learning Community." We then created a new and inclusive College House system, built new residence halls and renovated former fraternities for housing, constructed new central dining space, and reorganized support and staffing for residential life. Students' sense of community and belonging on campus has improved dramatically. Major continuing challenges and goals focus on continuing progress in integrating intellectual and residential life, enriching a pluralistic campus community, and managing the challenges of alcohol use on campus (Standard 6).
4. Through a campus-wide effort, new strategies for recruiting, and increased commitment to financial aid, the College has substantially enriched the geographic, socioeconomic, and racial diversity of the student body (Standard 6). Bowdoin has expanded the proportion of aid recipients, remained need-blind, and doubled the percentage of students of color on campus. The most pressing future challenges are to raise endowment dollars to sustain these initiatives and to continue to adapt admissions and financial aid practice and policy in a changing and competitive environment.
5. The College is a member of the New England Small College Athletic Conference (NESCAC), a highly successful and competitive NCAA Division III athletic conference. In conjunction with members of the league, Bowdoin has developed more rigorous admissions standards for admitted students; we have also made intentional efforts to ensure the integration of athletic programs into the College's residential life experience.
6. The College has significantly strengthened its support for scholarly and artistic work of faculty members and has established a set of expectations for new faculty that make clear the high value that Bowdoin places on both excellent teaching and scholarly accomplishment. To maintain balance among these expectations and foster their achievement, the College intends to support an enhanced sabbatical program and provide increased numbers of competitive sabbatical supplement grants through the capital campaign (Standard 5).
7. Bowdoin has developed a variety of courses and co-curricular supports to assist students in achieving academic success. The challenge is to make these varied

- programs and activities work together as a coherent whole with clear leadership and with benchmarks for assessing the success of the overall enterprise. To do so requires close coordination among the admissions, academic affairs, student affairs, and institutional research offices. That coordination is emerging in 2006 and is a major institutional priority (Standard 4).
8. Bowdoin has become significantly stronger financially through successful completion of one capital campaign and expansion of annual giving as well as through vastly improved management of the endowment, which has grown from \$276 million in 1996 to \$578 million as of June 30, 2005. This record of growth provides the foundation for confidence in the success of a new \$250 million capital campaign that will be publicly launched in November 2006. Successful completion of that campaign is a major institutional priority, as is expansion of annual giving by alumni (Standard 9).
 9. The College has improved financial management, in part through changes in budgeting to a "sources and uses" format that provides a straightforward view of income and expenditures each year. Building reserves, managing position control, restraining debt, and meeting the rising costs of health care and energy are central budget challenges (Standard 9).
 10. Although Bowdoin does not have a "strategic plan," it has established a record of targeted and coordinated planning initiatives and of successful implementation of planning recommendations. Examples include a residential life plan, a plan to diversify the student body, a Campus Plan, and a plan for a new capital campaign. A major planning challenge is posed by the impending closure of nearby Brunswick Naval Air Station (Standard 2).
 11. Although Bowdoin continues to rely on course-by-course assessment of student learning, it has been engaged with other colleges and on its own in expanding faculty involvement with assessment issues and in specific projects related to departmental programs and to efforts to understand student learning throughout a college career. A short-term challenge is to move forward on a project to assess student writing and to support faculty in developing their skills as teachers of writing (Standards 2 and 4). The longer-term challenge is to work with other colleges both to learn from them and to develop strategies for assessment that enhance teaching and learning.
 12. The College climate for women has changed dramatically since 1996 with the elimination of the fraternities, increasing numbers of women faculty and administrative leaders, a range of new policies, and new resources to support women's athletics. The Oversight Committee on the Status of Women continues to monitor these issues to help ensure that the College remains vigilant about the climate for women students, faculty, and staff (Standard 11).

13. The decade of building and renovation in the 1990s has continued apace, both through major new construction (science building, residence halls, theater, dining hall, and outdoor leadership center, for example) and through significant campus renovation and renewal (Museum of Art, academic buildings, recital hall, residence halls, College Houses, admissions office). This work, now occurring in the context of a campus plan, continues to transform a historic campus to meet the needs of a contemporary and changing program. The significant institutional challenge is to sustain this level of effort as needs for new and renovated space continue to present themselves (Standard 8).

14. Information technology continues to transform communication in higher education, to change the ways that faculty can teach, and to shape the development and to some degree the acquisition expenditures of a continuously adapting Library. Bowdoin has reorganized support for academic computing twice since 1996 and created an integrated support system in Information Technology that has expanded assistance for students and for classroom teaching while providing resources for specialized faculty projects. The challenges ahead include management of the costs of technology and understanding the directions of future development in ways that can enable us to plan wisely for capital and other expenditures (Standard 7).

Standard One: Mission and Purpose

Bowdoin College's fundamental mission remains the offer of a challenging liberal education for undergraduates in a residential setting that supports the values of the common good while embracing and reflecting a complex and diverse world. We believe that the best undergraduate education benefits from opportunities for close interaction between faculty and students, and that to teach well in their disciplines faculty must be excellent and engaged scholars and artists. Moreover, we are committed to the creation of a vibrant intellectual community based upon the active scholarship of our faculty throughout their careers. Its residential character allows Bowdoin to extend students' learning and growth as citizens and leaders beyond classrooms and laboratories.

The Mission Statement

Over 100 years, Bowdoin's mission has been expressed through two historical, guiding documents and through other current, and more specific, interpretations of those documents. These interpretations have reflected the self-critical nature of the College—not as a place with a changing mission, but as a dynamic institution that is constantly assessing how its core liberal arts mission should be expressed.

The Offer of the College

*To be at home in all lands and all ages;
To count Nature a familiar acquaintance,
And Art an intimate friend;
To gain a standard for the appreciation of others' work
And the criticism of your own;
To carry the keys of the world's library in your pocket
And feel its resources in whatever you undertake;
To make hosts of friends . . .
Who are to be leaders in all walks of life;
To lose yourself in generous enthusiasms
And cooperate with others for common ends;
This is the offer of the college for the best four years of your life.*

William DeWitt Hyde, 7th President of Bowdoin College, 1885-1917

It ought always to be remembered, that literary institutions are founded and endowed for the common good, and not for the private advantage of those who resort to them for education. It is not that they may be enabled to pass through life in an easy or reputable manner, but that their mental powers may be cultivated and improved for the benefit of society.

Joseph McKeen, in his inaugural address as the first president of Bowdoin College, 1802

The themes of President McKeen's inaugural statement and President Hyde's Offer of the College are the touchstones of the College. Both are open enough to permit change as we continue to debate the meaning of the common good and to reinterpret both the Offer and our understanding of what a liberal education means in the twenty-first century. These two statements are the bedrock principles supporting Bowdoin's purpose as an exceptional residential, coeducational, liberal arts college that has remained true to its mission over its more than 200-year history.

Most recently, two important documents at the College since the 1996 reaccreditation visit have strengthened and clarified Bowdoin's strong sense of mission: the formal mission statement approved by the Trustees in 1999, which provides a more current interpretation of our historic mission documents for students and families and faculty considering the College; and the 2004 redefinition of a liberal education that accompanied the adoption of new distribution requirements. Both appear in the College Catalogue. The curricular statement importantly builds on the Offer in articulating the core mission of the College to promote liberal education:

A liberal education cultivates the mind and the imagination; encourages seeking after truth, meaning, and beauty; awakens an appreciation of past traditions and present challenges; fosters joy in learning and sharing that learning with others; supports taking the intellectual risks required to explore the unknown, test new ideas, and enter into constructive debate; and builds the foundation for making principled judgments. It hones the capacity for critical and open intellectual inquiry—the interest in asking questions, challenging assumptions, seeking answers, and reaching conclusions supported by logic and evidence. A liberal education rests fundamentally on the free exchange of ideas—on conversation and questioning—that thrives in classrooms, lecture halls, laboratories, studios, dining halls, playing fields, and residence halls. Ultimately, a liberal education promotes independent thinking, individual action, and social responsibility.

Institutional Effectiveness

In 2006, the College has a clear sense of mission and direction, and is proud of the mission articulated by the "Offer" and by McKeen's statement. Hyde's Offer and McKeen's call to action for the common good receive prominent attention in College publications, Bowdoin's Web site, and at a number of campus events, including Convocation, Baccalaureate, welcoming events for parents, student convening dinners, alumni meetings, and on campus tours. They helped to frame the faculty's most recent statement on liberal education, which will receive increasing attention and prominence as it takes effect in Fall 2006 and faculty members begin to use it as reference for advising students.

The Offer and McKeen's call to action also will serve as we go forward to support the College's renewed commitment to the educational and community benefits of diverse student, faculty, and staff experiences and perspectives; and to promote Bowdoin's mission of preparing principled leaders from all walks of life.

Standard Two: Planning and Evaluation

Bowdoin College engages regularly and systematically in evaluation and planning targeted to specific institutional objectives or challenges. We constantly engage in informal evaluation and monitoring, as we gather reports of the successes and weaknesses of policies and practices, which then are revised to better meet our objectives. In addition, and intentionally, over the past seven years the College has engaged in campus and financial planning as well as evaluation and planning for facilities, admissions and financial aid, residential life, health care, information technology, the Library, and the academic program through separate but interconnected initiatives. In the last three years, planning for a capital campaign has further integrated these planning efforts. Each of these efforts rests on ongoing evaluation, ranging from informal or regularized analysis of data to formal outside reviews by consultants.

The 1996 evaluation team noted the College's "intensive" efforts with planning and a general commitment to "orderly structuring of the future." The team identified progress since 1986 in financial and facilities planning and in the coordination of efforts among the senior administrators. They also remarked on "significant strides" in evaluation, particularly the organization of the Institutional Research Office. Issues identified in 1996 included broad and, at the time, unresolved questions in residential life; and the lack of measures of effectiveness—which the team linked to the absence of a mission statement and "of articulated goals and desired outcomes." By the fifth-year interim report the College had articulated its mission in a formal statement and set a clear course in residential life which has led to more systematized efforts to evaluate campus climate (Standard 6). It continues to work on assessing educational outcomes, now in the context of a clearly articulated set of educational goals (Standard 4); and regularly utilizes outside reviews and benchmarking data to assist in evaluating programs across the College.

Academic Program Planning

Planning of the academic program is the responsibility of the faculty, through the Curriculum and Educational Policy Committee (CEP), chaired by the Dean for Academic Affairs. In 1999, CEP completed an evaluation of the curriculum at the College and outlined priorities for strengthening it (TR4.2). During the next three years, CEP undertook modest follow-up initiatives, such as the clarification of first-year seminar goals, and began to draft a new statement of the goals of a liberal education. Beginning in 2003, it launched an intensive effort to redefine distribution requirements (TR4.1), with eventual approval by the Faculty in May 2004 of both a statement on liberal education and a new set of requirements. These are described more fully in Standard 4. In 2006–07, CEP will continue the evaluation of the curriculum with a focus on majors and minors.

In anticipation of the capital campaign and in response to the new curriculum changes, CEP solicited ideas for enriching the curriculum at all levels from academic departments, programs, and ad hoc groups of faculty along with specific proposals for the addition of faculty positions. CEP made initial recommendations about allocating new faculty

positions to be funded by the capital campaign in 2005 and 2006 and will continue that process over the next two years. CEP is charged with advising the Dean and President on reauthorizations of faculty lines, in conjunction with the allocation of new positions.

Major Planning and Evaluation Initiatives

In the last decade, the College has undertaken seven major evaluation and planning initiatives that have helped to transform the institution and that provide the groundwork for future change and strength. To illustrate the nature of evaluation and planning at Bowdoin, we describe each of these initiatives briefly while also noting that other standards will touch on evaluation and planning activities in specific programmatic areas.

Residential life planning: Following the recommendation contained in the 1996 Reaccreditation Self-Study, the Trustees formed a Commission on Residential Life in 1996. The commission's work involved evaluation of the organization of residential life and of its consequences for academic life, student experience, and perceptions of the College. Subsequent actions by the Trustees and the development of a new vision for residential life at Bowdoin are covered in Standard 6. Other elements of residential life planning, including a new dining hall and new residence halls to draw upperclass students back to campus, followed closely on these recommendations (Standard 8).

Admissions planning: In 1999 President Edwards launched a coordinated evaluation and planning effort to move Bowdoin toward greater outreach in admissions, a more diverse applicant pool, and a student body more representative of the United States population. That effort drew together students, faculty, and staff from admissions, academic affairs, financial aid, student affairs, and multicultural affairs. It made admissions recruitment more collaborative across the College and laid the groundwork for the success of new admissions initiatives and a significantly more diverse student population (Standard 6). Our strategies continue to evolve in ways informed by regular collection and analysis of data on applicants and admitted students. Increases in the economic diversity of the student population underlined the importance of financial aid endowment, which became a central feature of the last capital campaign and remains important in the new campaign.

Strategic review of College size: The inauguration of Barry Mills as the College's fourteenth president took place shortly after the fifth-year report was submitted. His selection as president coincided with the completion of the report of the Trustee Committee on the Future "to identify and examine the environmental factors and constraints that will be important to Bowdoin's strategy over the next five to ten years." Shortly after taking office, President Mills initiated a strategic review related to college size (which at that time was 1,625 FTE). The review focused on the costs and benefits of expanding the College as a way to widen "the breadth of experience here academically and intellectually...." Over two years, senior staff reexamined studies of the costs of growth completed internally in the 1990s, the broader literature on growth, and economic models examining the costs of such growth. This analysis was linked to more refined tools for financial planning and analysis (Standard 9), and led to the conclusion that the endowment/student ratio is a fundamental resource for this College and that significant

growth in the student body would put this in jeopardy in the short run. The review concluded with a decision not to pursue significant institutional growth.

In the past five years, in the context of substantial increases in the College endowment and in the depth of the student applicant pool, and expansion of student residence space on campus and growth of the faculty, the President, senior staff, and Trustees accepted a planning target of 1,700 students (FTE on campus) as the appropriate student body size for the College.

Campus planning and design: After two decades of relatively little investment in major capital projects, the College completed over \$100 million in renovation and/or construction in the 1990s. Projects included renovation and construction of theater and dance space, science facilities, a student union, three residence halls, a new dining hall, outdoor leadership center, and creation of College Houses through conversion of several former fraternity houses. As President Edwards retired, many at the College felt that Bowdoin's academic and other facilities were much better suited to our aspirations and to the quality of our faculty and students than they had been in 1990.

As President Mills took office, there was discussion about the next major campus projects and the need for comprehensive planning and evaluation of Bowdoin's facilities. The last campus planning initiative at Bowdoin had been completed in 1979. A team from the Chicago office of Skidmore Owings & Merrill (SOM) began working with Bowdoin in the fall of 2002; their work is covered in greater detail in Standard 8.

Financial planning: As noted in Standard 9, the College has substantially enhanced its financial planning through the revision in 2002–03 of its five-year budget model to one based on sources and uses of funds. This model provides a much clearer picture of the year-to-year costs of College operations and revenue sources. This model is revised annually based on the budget experience as well as on enrollment patterns and projections and regularly helps to guide strategic decisions.

Academic program planning: Standard 4 reviews academic program planning, which culminated in new distribution requirements that take effect beginning with the Class of 2010 in 2006.

Capital campaign planning and faculty focus groups: In September of 2003 the Trustees established a Campaign Planning Committee to study the feasibility of launching a major capital campaign. The committee, working with members of the senior staff, the development staff, the President, and the College's professional fund raising counsel, studied staffing, budgets, fund raising history and institutional needs.

The Campaign Planning Committee established three subcommittees to concentrate on helping to prioritize the College's most pressing needs: Financial Aid, Academic Affairs, and Student Life. These groups worked with senior officers over six months to understand and categorize needs in the specific areas. The priorities they identified grew out of discussions on campus in a variety of forums; faculty committees; financial data

and the President's own strong emphasis on achieving diversity in the student body and enhancing the academic program. Academic program initiatives emerged from a series of faculty focus groups led by the President in Fall 2003.

Ultimately, the Campaign Planning Committee determined that a campaign of \$250 million was possible and that the central components of the campaign were to raise nearly \$175 million in endowment for the academic program, financial aid, and student life initiatives. The remainder of the campaign goals were to significantly grow the Annual Giving program to \$10 million annually by the end of the campaign and to fund several important building projects, including a new music recital hall, a significant renovation and expansion of the Museum of Art, and a new hockey rink.

Evaluation

Although evaluation is set apart from planning in Standard 2, a cycle of planning-implementation-evaluation is interwoven at Bowdoin, as noted in the earlier examples. In general, evaluation efforts are undertaken at a number of levels, using a variety of methods, and with the goal of obtaining useful information that will aid decision-making, improve the quality of the educational experience for Bowdoin students, and strengthen the operation of the College.

The College regularly uses consultants and outside reviewers to provide informed, independent perspectives on policies and operations of key programs. In the last five years, for example, we have reviewed such diverse subjects and programs as the Library, the teaching of writing, job classifications and competitive pay levels, the student health fee, mental health services, faculty procedures for tenure and promotion, and energy use. Academic programs and departments are each reviewed on a roughly ten-year cycle, and in the last decade twenty-one such reviews have been completed.

Bowdoin's Office of Institutional Research, while relatively new at the time of Bowdoin's last reaccreditation visit, is now well established and provides data and analytical support for many of the College's internal evaluation efforts. Data supporting these evaluation efforts are readily available to senior officers and College committees. The Office of Institutional Research makes available to campus users a broad range of useful data through its online Factbook.

In the last two years, with support of funding from the Davis Educational Foundation, academic programs have been encouraged to make greater use of resources from Institutional Research during their self-studies. Programs have derived useful information from analyses of transcripts of student majors; surveys of majors, minors, and alumni; and interviews of seniors. Recent reviews of the Library and of writing across the curriculum have made significant use of relevant data. For example, the writing review was informed by a 2002 study of faculty views on the teaching of writing and 2001 and 2003 surveys of student perceptions of and experiences in first-year seminars. As noted under Standard 4, these reviews led to changes in major programs

and College-wide initiatives regarding pedagogy. Standard 4 also discusses the character and evolution of assessment of student learning, a continuing challenge for the College.

Institutional Effectiveness

Bowdoin has a strong record of evaluation and planning initiatives that engage key components of the College community and translate into meaningful change. The College's continuing reliance on targeted planning and evaluation efforts places a premium on regular sharing of information and plans across lines of responsibility. Regular meetings of senior officers and of the broader College Coordinating Group provide the major vehicle for this sharing (Standard 3).

As we look forward to the next several years, we anticipate several key planning and evaluation challenges.

- The 3,200-acre Naval Air Station Brunswick (NASB) was commissioned in 1951 and has been a vital force in the area for many years. The base closure (by 2012) is a highly significant event for the Town of Brunswick. The impact of closure on Bowdoin is not clear, and plans for redevelopment of the base are under discussion. The College is playing an active role, both formally and informally, in the process.
- The SOM campus planning work and the preparation for a new hockey arena highlighted the need for a comprehensive review of parking at Bowdoin. The College has been working with consultants and has developed a multi-year plan for faculty, staff, student, and visitor parking.
- As noted in Standard 8, the College has taken a number of important steps in the past three years to reduce energy costs and strengthen Bowdoin's commitment to sustainable energy policies, including a May 2006 agreement to purchase 100% of our electrical power from green sources. The three-year agreement with Miller Hydro group of Lisbon Falls ensures that any non-green electricity that Bowdoin buys from the New England power grid will be replaced with electricity from a clean and renewable source. Energy use and energy sources will be the focus of continued evaluation and planning over the next decade.
- The long-term Campus Plan does not provide a clear guide for the short term in meeting pressing space issues (Standard 8) or in making choices about future uses of spaces to be vacated, such as Banister Hall. Senior officers and the Campus Planning and Design Committee will engage these shorter-term issues.
- The expanding demand for program evaluation and assessment of the educational program cannot be met by current staffing in Institutional Research. At the same time, some areas of the College may underutilize the resources that Bowdoin has within its IR office. Senior officers will begin to review annually IR's data-gathering activities or surveys to ensure that they are aligned with current

priorities and are relevant and informative. Planning for staffing will be part of the budget-making process.

- The College recognizes the need to identify appropriate methods to assess aspects of student growth and learning in ways that inform teaching and improve the educational experiences of students (Standard 4).

Standard Three: Organization and Governance

After substantial revisions during the 1990s, governance structures at the College have remained relatively stable, although they continue to be refined to make them more effective and to provide open communication with and engagement of members of the College community. Governance includes formal structures—a Board of Trustees, faculty meetings and committees, and administrative structures—as well as less formal means of communicating and discussing a wide range of issues (such as the President's weekly open office hours with students). Meeting expectations for significant engagement in decisions and for transparency of decision making remains a central challenge of governance.

Board Governance

The College was first chartered on June 24, 1794, by the General Court in Boston, when the District of Maine was part of Massachusetts. Details of the College's governing documents, including charter and by-laws, can be found in the Team Room. Until 1996 Bowdoin had a bicameral governance system. The conversion from a bicameral body (made up of twelve Trustees and forty-four Overseers plus the President) to a unicameral governing board was reported in the 1996 self-study and reviewed positively by the College and the visiting team. Additional information was provided in the 2001 interim report. The restructuring resulted in a single Board of Trustees that currently has forty-five members, including the President.

The term of a member of the Board of Trustees is five years. Generally board members serve a second five-year term and some board members serve for longer periods. The membership of the Board includes in 2006-07 42 Trustees who are alumni, and three members who are parents of students who attended Bowdoin (TR3.1). Trustee composition reflects an effort to include a broad range of interests and skills important to Board operation and to represent the broad public interest. The Board has also given serious attention to the representation of women, alumni of color, and parents. The College annually monitors conflicts of interest with its Trustees and measures and fully discloses any potential conflicts.

Faculty, Alumni Council, parent, and student representatives to the Board attend the plenary sessions of the Trustees, which are held three times a year. The non-trustee representatives are also included in meetings of the Executive Committee, which are held four times a year. The Board has determined that it is beneficial to hold nearly all formal meetings of the entire Board on campus to permit informal interaction with faculty, staff and students and to allow Trustees to attend College events.

Trustees are organized into fourteen standing committees and subcommittees and two advisory committees where much of the work of the Board is done (TR3.2). Committees typically include voting membership of at least one faculty member and one student. The Investment and Audit Committees and the Committee on Trustees do not include

students, and the latter two do not include faculty. Committee meetings of the Board of Trustees are held each Board meeting and more often as necessary, generally by phone.

The chairs of each Trustee committee serve on the Executive Committee. Trustee chairs of sub-committees, special committees, and ad hoc committees are routinely invited to attend Executive Committee meetings. As a matter of practice, the Executive Committee refrains from taking any action that might be considered by the full Board unless the timing of full Board meetings requires the Executive Committee to take action, which occurs infrequently. The Executive Committee routinely meets with the President at each committee meeting for an executive session, and meets once a year fully in executive session to give the President performance feedback.

Several of the committees have improved their structures and procedures. The Investment Committee was reorganized and formally adopted new policies that were approved by the Trustees. An Information Technology Advisory Committee was created. The Special Committee on Multicultural Affairs was removed as a sub-committee of Student Affairs in 2003 and made into its own standing committee. The role of the Audit Committee has been considerably strengthened in response to the issues raised in the Sarbanes-Oxley Act and has taken on issues of risk and compliance as well as establishment of a whistle-blower policy (TR9.16).

After review by an *ad hoc* Trustee committee in 2001, several areas of Board operations were revised to more effectively organize the time of the Trustees. Most Trustees now have only two or three formal committee assignments, and meeting schedules are arranged so there is limited overlap. This remains a challenge given the number of committees and number of Trustees. Committee meeting times are longer, to permit more discussion of key issues. The President of the College and the Board of Trustees now meet for an informal session, without staff, and with no business action taken, each Saturday morning of a Board weekend for discussion of issues and concerns. Trustee terms were clarified, and the process for selecting a new chair and vice-chair of the Trustees was formalized.

The Committee on Trustees established new processes for identifying new members, and formalized its means of monitoring the diversity (professional, racial, gender, geographic, age, and other) of the board. Members of the Board of Trustees understand and participate in the governance of the College in a manner consistent with their fiduciary and other responsibilities. A "Statement of Trustee Roles and Responsibilities" (TR3.3) provides a framework for Trustees, and a day-long orientation session organized by the Committee on Trustees helps new Board members understand the College as well as their role in its governance. The Board has heard presentations from legal counsel and other experts within the past three years regarding the importance of their fiduciary and oversight responsibility and the increased focus on corporate responsibility.

Since the restructuring of the Board, a strong Committee on Trustees has overseen a thorough and intentional process to identify and recruit and to retain a strong and diverse group of Trustees and to monitor Board effectiveness. The Committee regularly

evaluates the performance of the Board generally, the structure of Board meetings, and the performance of individual Trustees. Each Trustee is asked to do a self-evaluation every five years. The goal of the Trustees is to rotate the chair position of each committee of the Trustees every three years in order to ensure broad engagement by all Trustees. The Board also regularly engages in discussions on how to improve the communication among the Trustees and the effectiveness of Board meetings. There is general consensus that committees of the Board work quite effectively and efficiently.

Plenary sessions of the Board are large gatherings with attendance by many constituencies, and provide the greatest challenges for effective engagement of the Trustees in meaningful dialogue. The President and Committee on Trustees continue to evaluate ways to use these sessions as opportunities for discussion.

Informal mechanisms have been introduced to engage Trustees as well. Three regional luncheons are held in Portland, Boston, and New York to involve Trustees and emeritus Trustees in small groups with the President. After each board meeting the President and board leadership telephone a subset of the Board to solicit comments on substance and process.

Campus Organization and Administration

The Board appoints the President of the College and annually reviews his performance. The by-laws delegate to the President significant authority to lead the College in its mission and operations. The current President of the College has no contract and serves at will. The President delegates to other senior officers authority over the College's operations in a manner and to an extent acceptable to the President and consistent with the intentions of the Trustees. The organization chart of the College for administrative and staff functions and responsibilities appears in the appendix, along with more detailed organizational charts for the administrative areas of the College (Appendix and TR 3.4).

Two senior administrative positions have been created since the 1996 accreditation: a Chief Information Officer and a Senior Vice President for Investments (Standards 7 and 9). Other senior positions remain largely as they were in 1996, reflecting a general sense that the administrative structures work effectively. The continuity and stability of this organizational structure is reflected in the capacity of the College to adapt to rapid change in senior administration. In 2006-07, new leadership is in place in Academic Affairs, Admissions and Financial Aid, and Student Affairs to replace incumbents who have returned to the faculty or accepted new positions elsewhere.

The President meets at least every other week with the senior officers group. This includes the Dean for Academic Affairs, the Dean of Student Affairs, the Dean of Admissions and Financial Aid, the Senior Vice President for Finance and Administration, the Senior Vice President for Planning and Development, the Senior Vice President for Investments, and the Chief Information Officer. The President also meets regularly with the College Coordinating Group, an administrative team that includes the senior officers and the Director of Institutional Research, the Vice President for Communications and

Public Affairs, the Director of Finance and Campus Services, the Associate Dean for Academic Affairs, the Secretary of the College, the Dean for Academic Advancement, the Director of Human Resources, and the Assistant to the President. These meetings include informational reviews of activities, planning for Trustee meetings and other events, and discussion of budget and key policy issues.

Each senior officer of the College meets individually on a regular basis with the President of the College. Each officer serves as a liaison to Trustee committees, with whom the officer communicates regularly. All senior officers sit on College committees relating to their responsibilities so that they can share issues that they see; learn perspectives of faculty, students, and staff; and share decision-making responsibility as appropriate.

There are also two formal governance and communication channels for staff and administration: the Support Staff Advocacy Council (SSAC) and the Bowdoin Administrative Staff group (BAS). These groups prepare their own agendas and meet periodically with the President and senior officers.

Faculty Governance

Faculty governance is organized through academic departments and program committees, meetings of the faculty as a whole, faculty and College committees, ad hoc committees and task forces, and faculty representation at meetings of the Trustees. Faculty meetings take place nine times a year and draw an average faculty attendance of 85. Virtually all faculty members participate in at least one of the nineteen faculty committees, nineteen College committees, or dozen Trustee committees.

The faculty, through the Curriculum and Educational Policy Committee, has principal responsibility for the curriculum. All courses offered by the College must be approved by CEP and by the faculty; CEP also reviews open positions for possible reallocation and makes recommendations regarding the allocation of new faculty positions. The Committee on Appointments, Promotions, and Tenure reviews tenure and promotion recommendations from departments and makes its own recommendations to the Dean. The Recording Committee deals with academic regulations and schedules and decides appeals and petitions from students who request exemptions from policies. The faculty Committee on Governance (COG) serves to set the agenda for faculty meetings; conducts elections for the Committee on Appointments, Promotion, and Tenure, COG, and Appeals committees; and appoints faculty to the remaining College committees. A full list of committees and their responsibilities appears in the Faculty Handbook.

Transformation of the Budget and Financial Priorities Committee into the Financial Priorities Committee took place in 2005–06 after discussion in the Committee on Governance and several years of dissatisfaction with the appearance and reality of committee involvement in actual budget decision-making, which was in fact largely done by senior officers. Faculty urged that the committee chair role move from a faculty member to an administrator and that its role focus on budget priorities rather than budget

making. These shifts have occurred, and the President now meets regularly with the Committee to examine budgetary priorities.

The evolution of the draft Intellectual Property (IP) Policy (TR3.5) provides an example of the character of involvement of faculty in decision making. Although IP policy is ultimately the province of Trustees, the President encouraged the Faculty Affairs Committee, working with the Dean for Academic Affairs, to draft a new policy. The committee brought it to the faculty for comment, revised it, and then asked for and received unanimous faculty endorsement. The President will take the policy to the Trustees for discussion and approval in Fall 2006.

The evaluation team's report in 1996 gave particular attention to faculty governance, writing that "on the one hand, [the faculty] are uneasy about taking college-wide responsibilities and on the other they are wary about administrative leadership." Standard 4 reports on the faculty's assumption of corporate responsibility for the curriculum, and Standard 5 describes the considerable progress in establishing College-wide standards and practices for hiring, reappointment, and promotion of faculty in the face of what was described ten years ago as "the rugged individuality of faculty and departments." Some of the same issues noted in 1996 continue to be of concern today. The faculty through its Committee on Governance has taken up a broad review of governance structure that will continue in 2006–07.

Student Governance

Students engage actively in the governance of the College, particularly through their representation on most faculty committees and committees of the Trustees (TR3.6). In addition, the President of the College meets regularly on a formal and informal basis with students to gain their input, including weekly two-hour open office hours.

Students also meet regularly on matters of their concern with officers of the College and faculty and Trustees. Student opinions about courses and teachers are solicited each semester on each course taught at the College and are collected by the Office of the Dean for Academic Affairs. Retrospective letters from randomly selected students along with these forms are an important component of the tenure process for each faculty member. Students' perceptions, reviews, and opinions on a vast range of topics are gathered by Institutional Research.

Students participate actively in shaping the Residential Life program in their roles as proctors, resident assistants, and College House leaders. The College Houses have their own governing structure, the Inter-House Council (IHC), which serves as an umbrella group for planning shared programs and events and addressing issues common to all six Houses. Many students also learn about aspects of governance in their roles as employees in most campus offices.

The Bowdoin Student Government was reformed in 2002 to better represent student needs and concerns. The body currently provides representation for each class year and

student leaders in the College House system as well as other campus groups. Meeting weekly, the Bowdoin Student Government regularly discusses issues of academic and social life on campus, occasionally through a standing committee structure, but generally in its full body of twenty-six members. The student government appoints over forty students to committees of the College. It also often helps to select students for ad hoc committees such as the Dean for Academic Affairs Search Committee and the Re-accreditation Self-Study Steering Committee.

Another notable aspect of the student government is the work of the Student Activities Funding Committee (SAFC), a group of seven elected students. This group meets weekly and has authority over the annual funds (\$540,000) from the Student Activities Fee. The SAFC has revised its procedures in recent years to focus on specific proposals for events and activities (Standard 6).

Institutional Effectiveness

Governance structures at Bowdoin work well in supporting the mission of the College, but we continue to evaluate those structures and to modify them. The central challenge at the College is to achieve consistently the community engagement and transparency that are widely expected by members of the campus community. The President is particularly sensitive to this issue and uses faculty and committee meetings to explain issues and decision-making candidly.

Trustee governance has improved dramatically under the unicameral system. Trustees understand and engage their roles as trustees, and generally achieve a good understanding of the nature of contemporary Bowdoin through interactions on campus with students and faculty as well as administrators. Trustees have modified their practices to exert appropriate oversight in a post Sarbanes-Oxley world. The major continuing challenge is to find ways to keep all of the Trustees successfully engaged in the work of the Board, and to engage Trustees actively during plenary sessions. The Board's Committee on Trustees has the task of evaluating the performance of the Board, the structure of the Board meetings, and the performance of the individual Trustees. The officers of the board and the Committee on Trustees are responsible for evaluations and review. Each Trustee is also asked to do a self-evaluation every five years.

Less formal structures currently exist for evaluating faculty governance. Committees submit an end-of-year report, which may or may not contain a self-evaluative component, each May. The Committee on Governance has periodically attempted to elicit faculty's opinions about faculty meetings and about the level of satisfaction that faculty have with governance, as well as about the level of investment that individual faculty members wish to attain with respect to governance. In Spring 2006, the COG conducted a survey of faculty that focused on these two latter issues—level of satisfaction and desired level of investment. The Dean for Academic Affairs will work with the Committee on Governance in 2006–07 to focus on committee charges, accountability, and outcomes. To some extent, the Dean and the committee will be guided in their work by the results of the faculty's recent survey. As their work continues and the College begins to see the

outcome of this work, additional surveys and focused group interviews will be used not only to measure faculty satisfaction, but also to evaluate the effectiveness of faculty governance, and particularly how it may change over time.

Students participate actively in governance activities both as representatives on decision-making bodies and through their leadership and responsibilities in areas of college life such as student activities. The student government works closely with the faculty and administrators on issues of concern to students. The Bowdoin Student Government was reformed in 2002 to better represent student needs and concerns. The body currently provides representation for each class year and student leaders in the College House system as well as other campus groups. Meeting weekly, the Bowdoin Student Government regularly discusses issues of academic and social life on campus, occasionally through a standing committee structure, but generally in its full body of twenty-six members. The student government appoints over forty students to committees of the College. It also often helps to select students for ad hoc committees such as the Dean of Academic Affairs Search Committee and the Re-accreditation Self-Study Steering Committee.

The effectiveness of student governance is monitored in a general sense by the Bowdoin Student Government (BSG) as it seeks improvement of overall student governance issues and administration relations. More specifically, the BSG Affairs Committee monitors the effectiveness of the BSG and its associated groups. This committee has the power to recommend student government constitutional amendments to the student body for referendum. It may also raise general governance rules which the BSG can change without a referendum. In 2005–06, the BSG Affairs Committee did a thorough review of the BSG constitution and implemented several significant changes in membership rules and clarified other rules. The ultimate guarantor of BSG effectiveness is the fact that all leadership positions and most representatives in the BSG are democratically elected and responsible to their constituencies.

Standard Four: The Academic Program

In 2004, Bowdoin's faculty articulated a new vision of liberal education and redefined its general education requirements to reflect that vision. The culmination of a six-year process, this curricular reform represents an important and ongoing reengagement of the faculty with oversight of the College curriculum as a whole. These broad changes in general education have been accompanied by significant strengthening and reformulation of major and minor programs through expansion of faculty size and departmental or program self-studies and reviews. Faculty members have invested as well in rethinking their pedagogies in light of new resources and innovative approaches to teaching (e.g., new technologies, service-based learning, half-credit courses, and team-taught interdisciplinary courses). These developments reflect Bowdoin's commitment to continuous reflection, assessment, innovation, and change. In 2006, Bowdoin's academic program has become broader, deeper, more flexible, and better articulated.

The challenges for the next decade include development of a model of academic advising that integrates and supports the newly articulated goals of a liberal education, implementation and evolution of the new general education requirements, an examination of major requirements and programs in light of the new general education requirements, continued work on pedagogy and on supporting teaching at the highest standards in a variety of contexts, and supporting student excellence. As we move forward in these areas, we will deepen our engagement with assessment of student learning and the academic program as appropriate to a liberal arts setting. Bowdoin has already begun to expand its assessment specifically in ways that help faculty members become more reflective and effective teachers through internal grant funding, collaboration with other colleges, and linkage of institutional research capabilities to departmental self-studies,

Faculty Oversight of the Academic Program

At Bowdoin, the faculty oversees the academic program and the award of credit through elected and appointed committees, most notably the Curriculum and Educational Policy Committee (CEP); the Recording Committee, and the Off-Campus Study Committee. The CEP, chaired by the Dean for Academic Affairs, reviews all proposals for new courses, changes in majors or minors, or proposals for new majors or minors. Since 1996-97, CEP has also advised the Dean and President on the reauthorization or reallocation of vacant faculty positions and on the allocation of new faculty positions. Beginning in 2004-05, two limited term committees—Curriculum Implementation and First-Year Seminar—have taken responsibility for the implementation of the new general education requirements (see below). The faculty as a whole must approve courses as well as new major or minor programs.

The Recording Committee, chaired by a faculty member, is responsible with the Registrar for the award and transfer of credit, recording of credit on the official transcript, award of degrees, course registration and scheduling, grades, and petitions from students for exceptions to academic policy. The Dean of Student Affairs serves on this committee

along with the Registrar. The Registrar provides a bridge between Recording and CEP, and the two committees have, on occasion, collaborated on issues of joint concern.

The Off-Campus Study Committee monitors programs to which the College sends students for a semester or year of off-campus study in order to ensure that they meet the College's academic standards and are suitable for transfer of credit.

In 2006, the sense of collective responsibility for the curriculum among Bowdoin faculty members is stronger than in 1996, built in part by the enterprise of articulating shared goals for a liberal education and redesigning distribution requirements. CEP has also in a variety of ways encouraged departments and programs to strengthen their own, more local, senses of shared responsibility for their curricula. For example, the challenges of self-assessment and priority-setting that have accompanied the submission of proposals for new positions in 2004–06 have encouraged departments to work together on their own curricula in relation to those of other departments and the College as a whole. A new level of cross-departmental conversation about curricula has been created in the working groups organized thus far around four of the five new distribution areas. The experience of implementing these requirements, however, has provided reminders that some departments see competition between the demands for major programs and for general education.

Rethinking General Education

In the spring of 2004 Bowdoin's faculty approved, after lengthy discussion and debate, a statement about the goals of liberal education (Standard 1) and a new set of distribution requirements to help achieve those goals (TR4.1). The faculty's statement on liberal education emphasizes fundamental intellectual capabilities that a liberal education should enhance—for example, analytic thinking and analysis, problem-solving, writing, oral communication, quantitative skill, information literacy—as well as selected substantive areas of inquiry that students should sample in their first two years of college.

The new requirements and statement on liberal education grew out of six years of debate and planning by the faculty—particularly its Curriculum and Educational Policy Committee—informed by departmental discussion, summer working groups, and broad discussions in open meetings of the faculty. These efforts were launched by CEP in 1997 when it began a major review of the curriculum leading to a 1999 report that emphasized issues and goals in four areas: general education, the major and senior year, internationalizing the curriculum, and interdisciplinary study (TR4.2).

Taking full effect in Fall 2006 for entering students in the Class of 2010, the new requirements define the educational goals that Bowdoin has for its students. Students will have to complete one course in each of the following areas by the end of the fourth semester: First-Year Seminar; Mathematical, Computational, or Statistical Reasoning; Inquiry in the Natural Sciences; Exploring Social Differences; International Perspectives; and the Visual and Performing Arts. By graduation, students must also have taken at least one course in each of the three major divisions of the College: natural sciences and

mathematics, humanities (in addition to the required course on the arts), and social and behavioral sciences.

The new requirements replace a distribution system that was in place since 1983 and that required students to complete two courses each in the natural sciences/mathematics, social/behavioral sciences, arts/humanities, and “non-Eurocentric Studies” by graduation. Virtually all courses in the curriculum counted for one or more of these requirements, and students could double count courses that met more than one. Because the new requirements pose such a sharp contrast to this old system, experienced faculty advisors must shift perspective significantly (see Advising below in Standard 4).

The prospect of these new requirements along with ongoing efforts to strengthen existing majors and to deal with course enrollment pressures have helped shape the recommendations of the Curriculum and Educational Policy Committee about allocating new faculty positions anticipated as a result of the capital campaign. To date eight of the twelve anticipated new positions have been allocated through a three-year College-wide process of submission, posting, revision, and reposting of proposals for new positions by departments, programs, and *ad hoc* groups of faculty. Outside this process, two additional positions, one in developmental biology and one in economics (finance), have been created in response to special circumstances and fund-raising opportunities.

Strengthening the Curriculum

Over the last decade, growth of nearly 20% in faculty size and opportunities to replace departing faculty have meant the recruitment and hiring of 87 tenure-track faculty members (Standard 5). In undertaking the substantial expansion that added 25.5 faculty positions, the College has been reluctant to add new programs that would demand significant new resources and divert faculty resources from established programs that were too thin. At the same time, Bowdoin has remained committed to regular reviews of academic departments and programs that focus on and improve the ways that we employ the resources we have (see Major Programs below). The College also recognizes the crucial relationship between space and program, and has taken major steps to strengthen facilities for the sciences and the arts in the last decade and identified longer-term space improvements for the social sciences and humanities.

New tenure-track positions have gone to existing departments and programs of the College rather than to establishing new ones. Several departments still feel great pressure in keeping up with student demand for their courses, particularly in the social sciences. In addition, we expect the new curricular requirements to increase demand for courses in areas such as the visual and performing arts. The challenge the College faces in continuing to grow the faculty is to respond appropriately to sometimes competing pressures to meet student enrollment demands and to fill holes in the curriculum.

Increasing curricular flexibility and innovation: Faculty have long expressed interest in having opportunities and incentives for interdisciplinary and team-teaching both inside and outside established programs. The barriers have included the strong sense of

obligation to home departments or programs and their resistance to “losing” courses, the high “cost” of team teaching to the institution, and uncertainty about how team teaching would be credited to teaching load. Over the past six years, the College has made limited progress in supporting initiatives by faculty to offer interdisciplinary and team-taught courses. The CEP developed a policy to address these issues and offers an annual opportunity for faculty to apply for limited support for adjunct course replacements if they co-teach an interdisciplinary course (TR4.3). These modest steps help but do not fully meet the aspirations of faculty for interdisciplinary engagement.

A CEP decision to permit half-credit courses has offered additional freedom for exploration and innovation. These courses have provided opportunities for faculty to pilot courses, for visiting faculty to teach “short courses,” for a course to be extended into the next semester for interested students, and for groups of faculty to share the offering of a course (e.g., eleven faculty contributing to a group of courses on Examining Poverty).

Interdisciplinary studies: In the last decade, the major programs in Africana Studies, Asian Studies, Environmental Studies, Latin American Studies (added in 2001), Neuroscience, and Gender and Women's Studies have been strengthened by appointments in the programs or in departmental positions that support the program. The College has made several appointments exclusively in programs, rather than relying entirely on joint appointments with departments. In Gender and Women's Studies and Asian Studies, this has been especially important. These appointments and new leadership have enriched curricular offerings, led to changes in the major programs, and strengthened collegial relationships that extend these programs widely in the College. The immediate challenge is to find a new director for the Africana Studies program, which has an interim director for 2006–07.

The development of interdisciplinary programs and cross-disciplinary connections among the faculty has been very important to faculty members and has been facilitated by summer working group initiatives. A major capital campaign goal is to enhance support for cross-disciplinary activity year-round through an Institute for Coastal Studies and a rotating Interdisciplinary Institute as noted in Standard 5.

Internationalizing the curriculum: The 1999 CEP report asked for a more coherent institutional focus on educating students for “a social world whose international aspects will be [prominent].” The new faculty statement on liberal education reflects this view, as do the new distribution requirements, which include a course on International Perspectives. Strengthening such programs as Asian Studies and Latin American Studies through faculty appointments and curricular initiatives has also reflected this continuing effort to internationalize the curriculum. As stated above, a Latin American Studies major was approved in 2001, and the Asian Studies major was revised in 2006 to permit students to develop disciplinary as well as regional concentrations in their major programs. Off-Campus Study (reviewed below) is another important aspect of the College's commitment to internationalizing education. The increased proportion of international faculty at Bowdoin (now 10%; see Standard 5) also supports this goal.

Highlighting the arts: Since 1996, the College has made it a priority to enhance facilities and programs for the arts in order to highlight their centrality in the life of the College and their role in the academic program. The opening in 2000 of a renovated Pickard Theater and newly constructed Wish Theater provided excellent space for theater and dance programs, which have grown accordingly. In 2005 CEP recommended allocating an additional tenure-track position to the Department of Theater and Dance to deepen teaching in that program, and to support the Visual and Performing Arts component of the College's new general education requirements.

The renovation of the Walker Art Building and conversion of Curtis Pool into a recital hall with new practice rooms and rehearsal space will both be complete in the spring of 2007. The visual arts and art history programs have added between them 2.75 faculty positions since 1995–96. They have also outgrown their space in the Visual Arts Center. Teaching studios are spread out over five buildings, and the art library in the Visual Arts Center cannot house all of the current materials used for teaching. Development of new space for visual arts is part of the long-range plan for the campus. The music department added a faculty position in ethnomusicology in 2001. One of the goals of the Admissions Office is the recruitment of more students with particular interests in the arts (Standard 6).

Strengthening the sciences: Over the past decade the College has constructed or renovated the Druckenmiller-Cleaveland science complex (for biology, chemistry, and geology), Searles Hall (computer science, mathematics, and physics), and Kanbar Hall (neuroscience), and built a marine lab and a dock at the Coastal Studies Center. It has added faculty positions in biology (plant physiology), biology/environmental studies, biology/neuroscience, and psychology/neuroscience, organic chemistry, computer science, and chemistry/environmental studies to strengthen curricula. New positions have also been allocated in geology and in oceanography.

Major grants from the Howard Hughes Medical Institute and the Research Corporation have provided funding for a significantly enhanced program of summer research fellowships, and these have been supplemented regularly by Rusack Coastal Studies Fellowships and by more than 20 other funds that support student research. (Most of these fund research with faculty in the sciences, but several are for such other purposes as Latin American studies, travel or study in Asia, or research in history.) Many faculty have been successful in securing external funding, increasing opportunities for student engagement in research. This infusion of resources has substantially strengthened the science programs at Bowdoin, and we see evidence of that in the numbers of students participating in summer research and a stream of faculty-student co-authored papers.

Parenthetically, overall science enrollments have declined by about 25% over the last ten years, following a rapid rise (79%) in the 1990s that reflected both an expanded student body and growth in interest in the sciences. The rise and decline have been most pronounced in the life sciences. These patterns raise questions about how we introduce students to science (as well as about the interests of admitted students). Discussion of entry-level courses in the sciences is underway (especially in biology and physics), and

that discussion should encompass thinking about the nature of science literacy and how science teaching accomplishes that goal.

Building the social sciences and humanities: Of the 25.5 new faculty positions, six are in the social sciences and fourteen in the humanities. The social sciences draw particularly high enrollments, and both divisions have large numbers of majors. Short-term planning is underway to relocate sociology and anthropology to a larger space, and long-range plans include new space for several social science and humanities departments.

Bowdoin College Museums and the Academic Program

Museum of Art: The Museum of Art constitutes an invaluable resource at the College that supports teaching in many disciplines. The \$20 million renovation and expansion of the landmark Walker Art Building will provide state-of-the-art facilities that make the permanent collection more accessible and that will permit expansion of the exhibition program. Particularly well known among the museum's 14,000 objects are its holdings of Ancient Art, Italian Renaissance paintings, Old Master prints and drawings, and American art. Each year more than 1,200 students from nearly 60 courses come to the museum in groups to see and analyze 1,000 or more objects from the museum's collection that are not currently on display. The renovation includes an enlarged and well-equipped teaching classroom that will provide an ideal environment for this object-based learning. Upon completion of the project in 2007, the Museum of Art will be prepared to both host and originate touring exhibitions that can support broad intellectual and scholarly involvement of faculty and students through publications and symposia.

Peary-MacMillan Arctic Museum: The Arctic Studies tradition at Bowdoin, with its emphasis on faculty, staff, and student joint fieldwork connecting the natural and social sciences, dates back 150 years. This tradition, as well as outreach involving local and Native northern students, is reflected in the resources and programs of the Peary-MacMillan Arctic Museum and Arctic Studies Center. Arctic Studies houses *Arctic Anthropology*, an international social science journal. The museum is used in courses; involves over 30 students a year in curatorial, exhibition, conservation, research, and outreach activities; and actively engages interns in creative projects with its collections. The museum is well along in planning for a series of events and publications related to the centenary of the Peary trek to the North Pole in 2008–09. It also will begin a year-long self-study for reaccreditation by the American Association of Museums in September 2006. The most prominent issue that the museum faces relates to the cramped spaces that it occupies in Hubbard Hall. Preliminary planning for relocation of the museum has been completed, and the College is now developing fund-raising strategies outside of the capital campaign to fund this major project.

Major Programs

Major programs are important and generally strong at Bowdoin. In the 1996 Self-Study, the College highlighted the importance of establishing common expectations for the major and of strengthening some major programs. The CEP focus on these questions was

displaced by a decision to give priority to rethinking general education. Returning to a comprehensive review of major programs thus remains on the agenda, although there is no current sense that Bowdoin's major programs are generally problematic. Meanwhile, the College has continued to reexamine major programs on a department-by-department basis through the intensive review of individual departmental programs.

Over the last ten years, Bowdoin has completed twenty-one departmental/program reviews, and many of these reviews have led to significant rethinking of majors (e.g. Asian Studies, computer science, history). To make these reviews more rigorous and to connect them to College-wide efforts to promote meaningful assessment, the Dean's Office has clarified and elaborated the expectations for departmental self-studies (TR4.4). This elaboration includes, for example, requests for "assessments" of effectiveness in meeting goals for majors and for minors, examination of relationships between the department's or program's curriculum and the curricula of other departments or programs, and discussion of teaching strategies within the department. For roughly six years, the Deans have followed up the external review process through meetings with departments or programs to ensure that issues raised in the review are being addressed.

Independent study, honors, and summer research: Bowdoin values student engagement in faculty research or in independent research or artistic work with faculty guidance. Independent study and summer research opportunities provide the major vehicles for this activity. In the graduating class of 2005, 65% of the students had taken one or more independent studies with faculty members – a total of 575 independent study courses. At Bowdoin, independent study courses are the primary vehicles for students to do honors projects, something that 25% of Bowdoin seniors accomplished in the class of 2005, up from 16% in the class of 2001. The Dean's Office will explore the relationship between numbers of independent studies and upper-level classes enrolling five or fewer students.

Over the past decade the College has increased resources in support of student research through grants and additions to endowed funds. Records of student participation in summer research indicate an increase in numbers from 50 in 2001 to about 100 in 2006. The capital campaign includes a goal for endowment funding of 20 additional summer research fellowships. To encourage summer research, the College began in 2000 to provide housing at no cost to summer research students. A working group of faculty has been asked to study alternative models for summer research programs that might do more to draw together and recognize students engaged in summer research. They will make preliminary recommendations in Fall 2006 to the Dean for Academic Affairs.

Independent studies, honors projects, and particularly summer research opportunities are unevenly distributed across disciplines, raising questions about access and equity for students. Independent studies constituted 6.6% of the enrollments in the sciences in 2004, but only 3.9% and 3.6% respectively in the social sciences and the humanities. Of the 2005 summer fellowships, 80% were awarded to students in the natural sciences, both because some funds are designated for these fields and because there is a stronger tradition of summer research in these disciplines. As the faculty reexamines major programs in the years ahead, the nature of independent study, honors, capstone courses,

and summer experiences will be a central issue. The College will build endowment for summer student fellowships (a capital campaign goal), and expand their availability to students in the humanities, arts and social sciences, as well as to the natural sciences.

Self-designed majors have provided several students a year with the chance to design their own educations by creating combinations of courses to achieve thematic, cross-disciplinary goals. Faculty on the Recording Committee, however, have raised the question about how to treat proposals that follow a repeated pattern rather than breaking new ground. Appropriate concerns arise as to whether approval of such proposals has the effect of creating "back door" majors that have not been approved officially by the faculty. This issue is a priority agenda item for the Recording Committee in 2006.

Off-Campus Study

One aspect of the College's commitment to internationalizing its education is its support for off-campus study, especially study abroad. To that end, Bowdoin financial aid is portable for all approved off-campus study, although capped at the level of Bowdoin's own cost of attendance. In 1996, the College conducted a careful review of off-campus study (TR4.5), which highlighted questions about program quality and experience, integration of off-campus study experiences for returning students, and disruption both of majors and campus life caused by having a high percentage of the junior class away. The faculty continues to try to reconcile the practice of off-campus study with College goals for an integrated and coherent undergraduate major and for high standards for the academic program. Despite considerable progress in reviewing off-campus study programs, many issues raised in the 1996 self-study remain today.

At Bowdoin, 50 to 60% of students study away (typically as juniors) and that percentage has remained relatively constant for the last ten years. A significant decline, however, in the number studying away for a full year (34% of study away in 1995-96; 15% in 2005-06) has reduced the participation rate as measured by student FTE. The decline in full-year off-campus study reflects national trends downward and internal practices that discourage students from enrolling in two separate one-semester programs.

The 1996 review of off-campus study helped to redesign some internal procedures and to shape the goals of a collaborative experiment with Colby and Bates to establish off-campus study programs in Cape Town, London, and Quito, funded with major grants from the Mellon Foundation. The three colleges, after close consultation with Mellon, decided to close the programs, which ran from 1999 to 2005, because of their financial cost, uneven enrollments, and the unanticipated burdens placed on on-campus academic programs by having faculty teach abroad (TR4.6).

Full-time professional staffing of the Off-Campus Study Office, beginning in 1995, provides leadership in evaluating program quality as well as a steady enhancement of information for students through advising and printed and online information. In 1995-96 the College returned to the principle of an "approved list" of program options. The office maintains a list (updated annually) of about 100 such options. Bowdoin, Bates,

and Colby now coordinate and share on-site visits and evaluations by the Director of Off-Campus Study and faculty members.

Although progress has been made since the 1996 study, two areas remain of particular concern: the ideological question of the role of off-campus study in relation to general education versus the majors, and the logistical housing issues created by an imbalance of students away in the fall and spring semesters. The Off-Campus Study Committee is considering ways to bolster communication between OCS and academic departments to promote more consistent advising of students and reviewing programs and universities on the list of program options by region or subject area, in order to better identify gaps or weaknesses. The Director of Off-Campus Study will also be working with Student Affairs and with Student Records to reexamine the procedures for application and approval of off-campus study in order to improve oversight regarding the timing of student course choices abroad.

Student Engagement with the Curriculum

Class size and student engagement: Since the 1996 reaccreditation, Bowdoin has made significant progress in reducing the number of classes with large enrollments. Bowdoin has College-wide guidelines for course size, and the CEP reviews carefully any proposal to stray from those guidelines. In the spring of 2003, the faculty approved a reduction in enrollment limits for 200-level courses from 50 to 35, and for 100- (or below-) level courses from 75 to 50. This proposal was made in response to student and faculty concern about large classes, supported by IR evidence that students in the largest courses report spending the least time on class preparation.

New course enrollment limits that took effect in Fall 2003 and the growth of the faculty have, over the last ten years, reduced both the proportion of courses over 40 (down from around 14% to about 7%) as well as their absolute numbers (from 74 to 46). At the same time, the percentage of courses enrolling more than 30 students (a target of the NEASC report in 1996) has remained steady at 22% despite a significant decline in both the number and proportion of very large courses (TR4.7). Average class size at Bowdoin is down from 22.4 in 1995-96 to 19.8 in 2005-06.

Course enrollment limits come at some cost of student opportunities to enroll in preferred courses. Twenty-two percent of course requests were rejected because of course enrollment limits in Fall 2005 compared to 14% in Fall 2002 under the previous limits. However, the percentage of students getting into their top four choices remained at roughly 50% and the percentage in four classes at the end of Phase I registration remained at 65% to 68%. The number of classes full at the end of Phase I registration doubled from 37 to about 70, an increase from 15% to 20% of the available courses.

The Dean's Office continues to monitor courses with enrollments of five or fewer students and will work with departments to reduce their frequency starting in 2006. Although there are clear rationales for some of these courses (small advanced language courses, for example), their number exacerbates the pressures on high-enrollment

courses. The number of such courses hovers around 62, roughly 10% of the courses offered in a year. Management of small classes remains difficult even with a College policy that states that “courses with a preregistration of fewer than five students should normally be cancelled by the department and replaced with a course likely to attract a higher enrollment....” Adding new courses is difficult at the end of registration.

Differential enrollment patterns: Substantial growth in faculty size has not reduced the sharp disparities among departments in student majors and students taught per FTE faculty member. In 2004–05, the latter ranged from 46 students per FTE faculty member to 114 students per FTE. In general, the social sciences have the largest concentration of students—averaging 111 students per FTE compared to the arts and humanities at 82 and the natural sciences and mathematics at 63. These differential patterns of enrollment create pressures on course accessibility, class size, and major advising.

Changing Pedagogies

Student engagement in learning depends heavily on the pedagogies employed by faculty in their classes. As a result, faculty members work continuously at refinements or innovations in their teaching with the goal of enhancing student learning. Faculty self-assessments of teaching during reappointment, tenure, and promotion review and in annual professional activities reports provide evidence of these changes. An active Committee on Teaching supported by the Associate Dean for Curriculum and Faculty Development plays a crucial role in supporting discussions of teaching across disciplines.

Writing pedagogy: An initiative on the teaching of writing was renewed in 2005–06 to encourage the rethinking of writing pedagogy. This initiative drew support from three studies of the teaching of writing at Bowdoin: a 2002 survey of faculty practices in teaching writing, in which half of the respondents indicated that they were not confident in their preparation for teaching writing; and two studies (one in 2001 and one in 2003) which inquired about student experiences in first-year seminars (e.g., numbers of papers required, total pages written, opportunity to submit revisions) and perceptions of them (e.g., aspects of writing emphasized in class, perception of improvement in writing over the course of the semester). (TR4.8) In late Spring 2002, a group of thirty faculty met to discuss the first two of these studies, prompting initiatives to require first-year seminars and to monitor the teaching of writing in them, and suggesting faculty receptiveness to a larger initiative on writing.

The writing review completed in 2005 suggests that faculty can improve both the quality and efficiency of such teaching. The challenge of the writing initiative thus is to begin a campus-wide discussion of the teaching of writing with the expected result that many faculty members will become more self-confident, skilled, efficient, and effective in the teaching of writing. In the longer run, such changes should have a positive impact on student learning. In addition, we hope to begin to find ways across disciplines to assess student writing and to gauge growth in a student’s writing abilities over four years at the College.

Service learning: Over the past six years, a group of faculty, laboratory instructors, and academic support staff have worked together with the support both of Campus Compact and our Community Service Resource Center to introduce service-learning components into Bowdoin courses. We believe that within specific constraints and when done well, service learning can increase student engagement in learning a discipline. To date thirty-six different courses have employed service learning, including courses in computer science, environmental studies, geology, history, Romance languages, and sociology. Summer working groups have engaged a total of nineteen faculty and fourteen academic staff in learning about this pedagogy. The challenge going forward is to provide enlarged support for the complex logistical arrangements and organizational relationships that are required for effective service learning. The capital campaign plan includes endowment of a Center for the Common Good that would enlarge the resources available to provide faculty leadership and administrative support for service learning as well as to enhance support for student service activity.

Technology and pedagogy: Some of the most significant pressures for rethinking aspects of teaching over the last decade have come from dramatic changes in the ways that information is shared, the kinds of information available, and the capacity to present easily audio, visual, and computational representations of ideas and information in the classroom. Students often come to class with different expectations and experiences about communication and more awareness of the Web as an information resource than of the Library. These changes create new possibilities for teaching, new challenges to faculty to employ appropriate technologies selectively and effectively, and pressures on the College to provide appropriate technologies in every conceivable teaching space.

The College has refitted thirty-five classrooms to make the uses of technology in them more sophisticated as well as standard, simple, and reliable. In the last two years, Bowdoin has adopted a course management system (Blackboard CourseInfo) for faculty to post course materials and to create opportunities for electronic interactions with and among students, and Information Technology has provided substantial training and support for its use. The increasing use of GIS as a teaching and research tool across disciplines has prompted additional IT support requirements, development opportunities, and demonstrations by faculty. IT supports and creates a wide variety of applications for faculty and student use. Additional support and training is available through the National Institute for Technology and Liberal Education (Standards 7 and 8).

Advising

The 1996 Self-Study reported evidence of limited and perfunctory meetings between advisors and students—both for pre-majors and majors—and raised questions about the efficacy of the advising system then in place. Although the College has made some significant changes to support advising, and working groups have reflected deeply about the advising process, student (and our own) satisfaction with advising remains lower than we would like. We continue to explore approaches used on other campuses, in part through our collaborative Teagle-funded research (see Assessment below).

The change in distribution requirements and adoption of a statement on liberal education have prompted faculty-wide discussions of advising in Spring 2006. Student Affairs and Academic Affairs plan to support that discussion over the next several years and will encourage the faculty to build on a Spring 2003 report on advising by the CEP and on the examination of issues and options by a summer working group in 2003.

Over the past decade, the pre-major academic advising system has been strengthened. New academic advisors now participate in a formal training program offered jointly by Student Affairs and Academic Affairs. Incoming students who may need special support are identified by Admissions, and information about them is shared with the First-Year Deans; this information shapes the assignment of faculty advisors. Advisee files now contain, among other documents, the Pre-Major Academic Advising Questionnaire, which students complete over the summer. This document encourages students to begin to articulate their educational goals, and gives their advisors a clearer sense of these goals.

In 2006 the design of first-year orientation was revised in order to highlight more clearly the academic program and to enlarge time for student-faculty interaction about liberal education and course choices. The new format will be assessed and revised in response to faculty and student comment. The offices of Academic Affairs and Student Affairs are collaborating in preparing more written information to support advisors and students both about the advising process and about substantive matters related to the academic program. In addition, planning is underway to train students (e.g., RAs) to be better peer advisors and to be attentive to the College's educational goals.

As the College plans the introduction of an online registration system, it remains committed to face-to-face advising for entering and continuing students. The College also remains committed to equal or random access to courses, something that the current batch processing of student course requests permits.

Supporting Student Success

As an active participant with peer institutions in discussions sponsored by the Consortium for High Achievement and Success (CHAS), Bowdoin has recognized the challenges of providing a climate of support for all members of much more diverse student bodies to achieve academic excellence. Our responsibility is to understand the issues that students face and to provide support systems that make it possible for them to excel at the College. Bowdoin approaches academic support in a variety of ways.

1. The College has in the last decade established the Baldwin Learning and Teaching Center and the Quantitative Skills Program to complement the Writing Project and to supplement the primary work of faculty in support of student success. The addition of a consultant on English as a Second Language in 2003 added an important new resource that we are still learning how to utilize. The College has also contracted with a consultant for three years to support experimentation with the teaching of oral communication skills in First-Year Seminars. These distinctive programs provide writing

assistants in courses, drop-in sessions for writers, academic mentors, tutors (particularly in science and quantitative courses), study group leaders, and one-on-one assistance in assessing learning strengths and weaknesses (TR4.9).

In 2004 the Writing Project, Quantitative Skills, and the Baldwin Center (each staffed by one director with a shared coordinator) moved into a shared space in the Center for Learning and Teaching in Kanbar Hall. This new space has provided a vibrant and accessible location for students, but the coalescence of the several programs remains a work in progress. The College asked consultants to campus in Spring 2006 to assist us in thinking through the approaches taken in these programs, their relationships with one another and with the teaching faculty, and their heavy reliance on students to provide direct support to other students. These reviews remind us that the work of each of these centers needs a wider understanding among faculty and students and that further enhancements in coordination are possible.

2. A series of ongoing curricular innovations provide support for students with varied backgrounds. For example, English 60 regularly offers expository writing instruction (as does History 60, when taught) that goes beyond the support provided in first-year seminars. Chemistry 101 was designed to provide an earlier entry point into the discipline than is offered by Chemistry 109. The biology and physics departments have embarked on reexaminations of entry-level teaching, reflecting similar concerns.

3. President Mills created the position of Dean for Academic Advancement in 2005, primarily to help the College assess issues in this area and to assist us in learning about what other institutions are doing in response to the same challenges. This Dean works closely with the Deans of Academic and Student Affairs to assess data and to develop strategies to support academic excellence for all students (see below).

4. The College has undertaken significant data collection and analysis using an adapted version of the Equity Scorecard in order to understand the character and extent of issues at Bowdoin as they relate to underrepresented student groups. A working group will in 2006-07 review existing data with the goal of sharpening the definition of the issues, imagining further institutional strategies for resolving them, and creating a baseline of data against which to measure the effectiveness of interventions.

5. The College is developing new interventions and refining existing ones. The Bowdoin Science Experience orientation program, partially funded by the Howard Hughes Medical Institute, in August 2006 brought to campus eighteen admitted students from underrepresented groups who have expressed an interest in the sciences. In addition, for six years the College has provided Chamberlain Leadership Scholarships, which offer no-loan financial support to students with strong leadership potential, academic strength, and significant financial need. These scholars have an opportunity to attend a five-week summer session at Phillips Exeter Academy as preparation for entering Bowdoin. Planning is underway to assess the impact of both the Exeter and the Hughes programs.

Assessment of the Academic Program

Monitoring the effectiveness of the College's academic program is the responsibility of the faculty, through the Curriculum and Educational Policy Committee, chaired by the Dean for Academic Affairs. CEP has guided the changes made in the academic program over the past decade. From the new curriculum, to off-campus study, to class size, and student engagement, discussions at committee meetings were informed by descriptive and evaluative information, including transcript analyses that showed how students were fulfilling the old general education requirements, student survey responses that explained how in-class behaviors changed when class size changed, and student survey responses that detailed students' perceptions of learning that occurred while studying away.

The Office of Institutional Research (IR) provides data on enrollments, faculty FTE, class size, and course demand to both academic departments and the Dean's Office. This data supports course planning and allocation of resources. Topics under discussion within CEP and other committees frequently become the basis for a special study or student survey by IR. The faculty is committed to an evaluation of the new curriculum in 2010–2011 and the Curriculum Implementation Committee will develop the standards for that evaluation in 2006–07. At the same time, CEP will turn its attention to evaluation of the role of the major and minor in our curriculum.

Bowdoin continues to be attentive to the significant contributions that thoughtful assessments of the academic program offer for improvements in teaching and student learning. The College also recognizes the challenges of drawing faculty into supplementing course-level assessment of student learning, which the College relies upon most heavily. We also share many of the same assessment challenges as other liberal arts colleges, and have worked actively to build connections with other similar institutions to share ideas about assessment and to establish sources of comparative data that can help us reexamine some of our educational practices.

Current practices of assessment include course-based assessment, evaluation of programs and departments, College-wide evaluation, and collaborative efforts with peer institutions.

Course-based assessment: Bowdoin faculty members devote considerable energy and attention to assessing student learning in their courses. Course-based assessment requires that instructors achieve a considerable degree of clarity about the learning goals for individual courses. Supporting faculty in rethinking how they do this assessment will be a priority subject for faculty development initiatives in the Office of the Dean for Academic Affairs in the next several years. The writing initiative described earlier includes a summer working group of faculty that will seek to identify methods and common standards for assessing the quality of student writing.

The Physics Department is the only one on campus that utilizes a standard instrument to assess student learning in the discipline. The instrument, called the *Force Concept Inventory*, has been accepted in the field as a valid measure of conceptual learning in

physics. The faculty in physics have used the data to gauge student learning in their problem- and discussion-based introductory course and have found evidence of substantial improvement. The department has used these data for more than ten years as an important reference point for assessing pedagogical changes.

More broadly, grading provides a marker of course-based assessment of students. What grades mean, which grading system is used, and concerns about grade inflation have all been the subject of faculty debate and action for many years. In 2002 the faculty took action to permit greater differentiation of student performance by adding plus and minus to the letter grade system. Variability in grade distributions across departments, along with incremental increases in average grades, raise questions about the nature of assessment standards and the degree to which they are commonly shared. Faculty development regarding assessment must take account of grading patterns and what they may reflect about the nature of course-based assessment.

Program-based assessment and evaluation: At the program level, evaluation is mainly carried out in academic departments and programs using a process of self-study and outside review as noted earlier. This review process has been an important point for engaging faculty with collecting and analyzing data internally to assist in understanding the nature and impact of the academic program on students. With the support of a grant from the Davis Educational Foundation, Institutional Research has encouraged departments to engage in assessment and evaluation at the time of reviews. The departments of Sociology and Anthropology, Romance Languages, Geology, and Visual Arts have thus far made use of such data in their self-studies.

Other examples of outside reviews premised on self-study and visiting experts are the review of the Library in 2005 and the review of the teaching of writing at the College in 2005. In addition, the Library has undertaken internal assessment efforts over the last few years, beginning with the creation of a Statement on Information Literacy (Standard 7). The most ambitious project was the creation of an information literacy "test" administered on-line to students in first-year seminars during February 2006. Low response rates have forced a reformulation of methodology for 2006–07.

The College regularly collects evaluative data for the Baldwin Center, Quantitative Skills Program, and Writing Project and tracks student use of these academic support programs carefully. The programs themselves collect regular feedback from students who receive services, as well as from those who participate as mentors and tutors. It also collects feedback from faculty. In Spring 2005, IR conducted a College-wide student survey that asked in part about receiving assistance for academic difficulties and the perceived helpfulness and reputation of the Baldwin Center, Quantitative Skills Program, and Writing Project among students.

Students taking service learning courses complete a brief questionnaire at the end of the semester to evaluate the usefulness and perceived importance of the experience. In 2005–06, IR completed a content analysis of the comments from these questionnaires for

the last several years. That analysis prompted a Spring 2006 survey of students who had completed two or more service learning courses.

College-wide assessment and evaluation: Assessment efforts at the College level have centered on documenting what faculty members do in their teaching, understanding how students engage and experience the curriculum, and examining students' perceptions of their own learning. (For example, see Writing Pedagogies above.) Although these efforts have not provided direct measures of student learning, they have provided the College with important insights about educational practices and student experiences of them that have informed policies and helped to prompt or guide new initiatives. Summer working groups used student writing as a starting point to examine faculty expectations of student writing, standards for writing across the curriculum, and the teaching and assessing of writing within particular disciplines and courses. This year the College is piloting eight "writing intentional" courses designed to teach writing more deliberately in mid-level courses in all academic divisions. From this starting point, the College intends to continue a focus on writing for some years with two large goals in mind: first, infusing the deliberate teaching of writing through the curriculum; and second, establishing common standards and assessment practices for student writing.

To establish a baseline for understanding the learning outcomes of the College's new distribution requirements, IR designed a survey touching on many of the learning goals of the new requirements and administered it to graduating seniors in Spring 2004 and Spring 2005. This effort to assess student perceptions of learning is grounded in the clearly articulated goals for liberal education that now provide a set of standards to guide assessment initiatives in the coming years. The College also participates in the annual CIRP survey administered to entering first-year students every fall; seniors are routinely surveyed prior to commencement; and generally there is a student survey administered in the spring that focuses on a special topic.

Collaborative work on assessment: Bowdoin has participated in discussions of assessment among liberal arts colleges in the northeast. Along with Wellesley, Bowdoin co-hosted a meeting of deans and institutional research directors in Summer 2003. Out of this meeting and discussions at NEASC annual assessment conferences came a collaborative proposal to the Teagle Foundation. Currently, Bowdoin is participating in a Teagle Foundation grant, along with Bates, Colby, Smith, Trinity, and Wellesley. That research focuses on a study of first-year student development in the face of different systems for advising and requirements at the six colleges. The baseline of data, collected from records of student course choices and through comparable surveys and in-depth interviews with students on each campus, will provide a basis for an enlarged project that will follow a cohort of students at each campus through four years.

The College is also one of fourteen participants in a project on organizational learning funded by the Spencer Foundation and led by Richard Light at Harvard. This project engages each of the participating institutions in developing two innovations, assessing them carefully over four years, and engaging with colleagues from the other schools in regular discussions of what we are learning about innovation and change. Bowdoin's two

initiatives involve faculty development regarding the teaching of writing and the impact of the two "bridge" programs that the College sponsors (see Supporting Student Success above).

Resources for Assessment: Three years ago Bowdoin received a grant from the Davis Educational Foundation to support development of assessment activities built upon the notion of "reflective teaching." That grant provided for the employment over four years of an additional full-time professional staff person in IR to augment existing assessment activities, to conduct pilot assessments of student learning in at least two major programs at the College, and to engage increasing numbers of faculty in the practice of reflective teaching. It will be important for the College to continue to conduct ongoing assessment.

Award of Credit and Academic Integrity

Responsibility for ensuring the integrity of the Bowdoin degree resides primarily with the faculty through the Curriculum and Educational Policy, Recording, and Off-Campus Study Committees. The Office of Student Records and Off-Campus Study Office share this responsibility. The College's policies on matters of academic credit and its graduation requirements are clearly stated in the *Bowdoin College Catalogue*, available in both print and electronic media. The Registrar and Off-Campus Study director review these statements each year and update them when policies or requirements change. Within the past ten years, the Recording Committee has vastly improved the way it handles student petitions. Faculty and students now realize that asking for an exception to an academic policy (e.g. dropping a course after the deadline) is a serious matter and requires an exceptional medical or personal circumstance.

Bowdoin currently offers courses in traditional time periods and modalities and does not offer, nor does it accept for transfer credit, learning experiences that are primarily distance learning, online, correspondence, or experiential. Students receiving a degree from Bowdoin must successfully complete sixteen credits, or one half of the minimum thirty-two required, at the College.

In 2003 the Office of Student Records, working with the College's Information Technology department, created *Bearings*, an online student information system to which both students and their advisors have full access, and which includes a degree progress component. In a student's senior year, the Office of Student Records conducts a degree certification, checking to be sure that each of the College's graduation requirements have been met before the student is cleared to receive a degree. No student has ever been unable to complete the degree within the normal four years because of unavailability of courses. The implementation of the new curriculum has required a revamping of the degree progress system on *Bearings* and its centrally administered degree certification system. We are working on a new student records system to replace *Bearings*.

For students entering the College in 1999, a new standard for Latin Honors at graduation took effect, limiting Latin Honors to the top 20% of the graduating class. Most

departments offer one level of honors, but a substantial minority still differentiates highest honors, high honors, and honors.

Institutional Effectiveness

The faculty has established a clear and ambitious vision of liberal education and agreed upon a new set of general education requirements for students that will take full effect in 2006 beginning with students in the Class of 2010. The curriculum has been opened to more experimentation and collaboration among faculty. Faculty decisions have significantly reduced the number of large classes. Expansion of the faculty along with an improved system of review of major programs has strengthened the academic program and has led to rethinking and redesign of departmental curricula and requirements. Unlike the College of 1996, which was sometimes described as having a “sink or swim” environment, the Bowdoin of 2006 has put in place a variety of supports to help talented students of varied backgrounds achieve academically. Through faculty leadership and with the support of IT and the Library, faculty members are more engaged than ever in refining and adapting their approaches to teaching. Faculty members are increasingly involved in thinking about broader assessment strategies, and the College is engaged in several major collaborative projects on assessment.

Monitoring the effectiveness of the College’s academic program is the responsibility of the faculty, more specifically the responsibility of the Curriculum and Educational Policy Committee, chaired by the Dean for Academic Affairs. Changes made in the academic program over the past decade have been guided by CEP and have been well informed by data and information provided by the College’s Office of Institutional Research. From the new curriculum, to off-campus study, to class size, and student engagement, discussions at committee meetings were informed by much descriptive and evaluative information, including transcript analyses that showed how students were fulfilling the old general education requirements, student survey responses that explained how in-class behaviors changed when class size changed, and student survey responses that detailed students’ perceptions of learning that occurred while studying in a foreign country. Though it is never discussed at Bowdoin, it is indeed the case that Bowdoin is quite far along on the “culture of evidence” continuum.

The Office of Institutional Research regularly reports data on such things as enrollments, faculty FTE, class size, and course demand for academic departments as well as for the Dean. These data are used by departments for a variety of purposes, including course planning and position proposals. The Director of Institutional Research attends CEP meetings and responds to all of that committee’s requests for data and information. Topics under discussion within CEP or within other committees often become the basis for a special study or student survey. The faculty have already made plans for an evaluation of the new curriculum in 2010–11, an indication that the faculty are concerned with the effectiveness of the College’s new curriculum.

With these accomplishments come continuing and new challenges. The most significant challenges facing the College in the short and long term relate to assessment, advising, student success, independent student work, off-campus study, and space.

Continued work on assessment is vitally important as a basis for ongoing review and improvement in the academic program. Current projects underway on writing, on the first-year student experience (Teagle), and on bridge programs, along with expanded engagement of departments in assessment as part of self-studies, promise to move the College toward this objective.

We recognize that advising of students in their first two years is uneven and that the College must do more to provide support for students in choosing courses and developing a thoughtful perspective on designing their own educations. A new collaborative initiative on advising is underway, growing out of faculty meeting discussions of the problems with pre-major advising and of the implementation of new requirements for entering students. The faculty are prepared to rethink the structure of advising and first-year orientation, with the support of the Academic Affairs and Student Affairs offices.

As the College has created supports for student success in the curriculum (English 60, for example) and through resources such as the Baldwin Center, Quantitative Skills Program, and Writing Project, faculty members have sustained a commitment to helping students outside of class. Recent reviews of these centers and data that are still being compiled suggest that faculty remain uncertain about the nature and sources of support on campus and have varying views of their own roles in assisting students. A challenge and priority for 2006–07 is to draw together varied conversations on this issue and identify leadership and process for informing and engaging faculty on this issue.

Close connections between students and faculty are central to the College’s tradition, to its conception of liberal education, and to student experiences at Bowdoin. Expansion of summer student research and continued opportunities for independent study with faculty are central to achieving those close connections. The capital campaign is expected to deliver new endowment support to expand support for student fellowships in all disciplines. At the same time, it will be important to examine the differential patterns across disciplines in the use and availability of independent research experiences and to encourage broad conversation about the goals of and approaches to such independent work. The Dean for Academic Affairs and CEP will lead examination of these issues in the years ahead, aided by the report in 2006–07 of a faculty group on summer research.

At some point, the faculty will need to engage in discussion of the variation in goals for off-campus study across departments and on the part of individual faculty members. Formulating the right questions for such discussion will fall to the Dean, President, and Off-Campus Study Committee.

Space issues will increase in the next decade, as the College adds faculty lines. Although the long-term campus plan includes construction of academic space on the site of the current hockey arena, this will not be available in the near term. Meanwhile, most

buildings that house departments have no room for expansion. Interim solutions are likely to require location of faculty away from their home departments. The Dean's Office and departments will have to develop creative ways to establish collegial support in these sites. Additional space issues on the short-term planning agenda are teaching space in the visual arts and, as noted earlier, relocation of the Arctic Museum.

Standard Five: Faculty

The character and quality of the educational experiences of Bowdoin students depend on the excellence and engagement of the faculty. These qualities in turn rest on the College's capacity to recruit, hire, evaluate, and retain excellent faculty and on the extent to which it supports their work as outstanding teachers, committed scholars, and contributing College citizens throughout their careers. Current capital campaign goals reflect institutional commitment to these aspirations, and development of resources, procedures, and program since the 1996 Self-Study have advanced these goals considerably. This new capital campaign, like the last, also supports significant growth in the size of the faculty in order to expand the academic program.

During the last decade, the College has significantly expanded the size of the faculty; established standard procedures across departments and programs for reappointment, tenure and promotion; increased significantly its support for faculty research through small grants, start-up and matching grants, and sabbatical supplements; reshaped its implementation of salary policy so that it achieves the College's target annually; and strengthened support for faculty development. The College's standard 2-2 teaching load, varied supports for research and artistic work, and competitive salaries help Bowdoin attract its first-choice faculty candidates to the campus. The major challenges in the years ahead include continuing to support faculty in meeting and sustaining the College's high expectations for teaching, research, and College service and in striking the appropriate balance among these throughout their careers; furthering faculty diversity; and managing the modest strains of a growing and changing faculty.

Growth and Change in the Size and Composition of the Faculty

Since 1996, Bowdoin has expanded the size of the faculty to expand the curriculum and decrease the student/faculty ratio from above 11/1 to about 10/1. Twenty-five and one-half new tenure-line positions have been added in the last decade, an increase of over 20% (TR5.1). These new positions, retirements, and resignations have meant significant hiring in that same period—76 of the College's current tenured or tenure-track faculty have been hired in this time, more than 50% of the tenure-line faculty. Although there has also been an increase in teaching FTE positions for non-tenure-track faculty from 8.75 to 14.5 (60%), the College remains committed to a model in which full-time tenure-track appointments predominate. Tenure-line faculty constitutes 90% of the authorized teaching FTE of 168. This growth in tenure-track and in FTE faculty has reflected both a modest expansion in the student body and the commitment of a greater proportion of College resources in support of the academic program.

In 2005–06, 64% of the tenure-line faculty was tenured (compared to 74% in 1996). Ninety-nine percent of the tenured and tenure-track faculty have completed terminal degrees in their fields, and 77% of other faculty have completed such degrees.

Diversity of Faculty

Both the number and the proportion of women faculty members have grown steadily since the last reaccreditation review. In 2005–06, 44% of the tenure-line faculty is female, up from 35% ten years earlier. Women now make up 39% of the tenured faculty and 53% of the tenure-track faculty.

The number of faculty of color at the College has doubled since 1996 but still constitutes just under 10% of the faculty (9% of tenure-track faculty). In 2005–06, 10% of the faculty is international (without U.S. citizenship). In the context of these modest overall increases in diversity, the College has had serious challenges in attracting and retaining African American faculty. The College is committed to meeting these challenges and to further increases in faculty diversity as one important means of bringing varied perspectives and experiences to the campus with the goal of enriching education.

To broaden approaches to faculty hiring, Bowdoin has undertaken several new initiatives, expanding the places in which we advertise, involving alumni of color in identifying possible candidates, and establishing connections with graduate student organizations at institutions with higher percentages of graduate students of color. Most importantly, the Dean's Office encourages departments and programs to become more active in widening applicant pools (for example, by reviewing lists of recipients of national fellowships such as those granted by the Ford Foundation and contacting graduate schools to identify and encourage potential candidates). Deans now organize debriefings of each search. The Dean for Academic Advancement has played a significant role in helping to develop these strategies. In addition, in 2006 the College will be evaluating how to implement a proposal to add to faculty diversity through a program of visiting senior faculty, post- and pre-doctoral fellows, and artists-in-residence.

Challenges of Growth and Change in Faculty

Growth and change are not without costs—largely in terms of the enormous energy that faculty members and deans put into the search, hiring, reappointment, and tenure processes. These costs are exacerbated by Bowdoin's practice of replacing faculty on full-year leave, and occasionally on one-semester leave. Over the last five years, the College has undertaken an average of 30 to 40 searches annually (including eight to twelve tenure-track searches). The growth in the size of the faculty—and an increasingly common pattern in which faculty on leave remain on campus—also places significant pressures on facilities for the academic program—offices, laboratories, and classrooms.

Procedures for Attracting, Reviewing and Retaining Faculty

Structuring Positions

Qualifications and preparation for the different categories of faculty are outlined in the Faculty Handbook Sections IV B, E, F, H, and I. Bowdoin permits spouses/partners to share tenure-track positions and does have half-time tenure-track positions. Visiting

faculty members are usually full-time faculty appointed for a specified, short-term period as replacements for tenure-line faculty on leave. Visitors are expected to take on some departmental work in addition to their classroom teaching, such as independent studies and some advising, but are not generally expected to serve on committees. They teach the same loads as tenure-line faculty and are eligible for most of the same support for professional work as are continuing faculty (professional travel, faculty research fund). Visiting faculty each year constitute roughly 20% of the active, full-time teaching faculty.

Adjunct faculty members are typically hired to teach on a per-course basis, normally one course a year on a regular or one-time-only basis. They are hired to meet unexpected demand for specific courses, to fill gaps in curriculum created by partial faculty leaves, and to provide teaching opportunities for spouses and partners of new faculty members.

An increasing number of tenure-track positions have been structured as shared, or joint, appointments between two departments or a department and an academic program. As part of the effort to standardize policies for such appointments, Bowdoin established Handbook procedures for joint interdepartmental review committees from the faculty member's programs. Although recognizing that interdepartmental appointments create the possibility of conflicts in standards or expectations, we have found that joint reviews work quite successfully in providing consistent feedback to tenure-track faculty. Although the College finds these appointments beneficial, it remains true that jointly appointed faculty must manage incremental demands for meetings and advising; and departments—especially those with larger numbers of jointly appointed faculty—have to deal with some dilution of attention to departmental activities and service.

Allocating Faculty Positions

The Curriculum and Educational Policy Committee reviews and reallocates vacant faculty positions and allocates new positions (Standards 3 and 4). The President also has the discretion to create new faculty lines to meet programmatic needs and achieve wider College goals. When an existing faculty member's retirement or resignation creates an opening, departments or programs must request reauthorization of the position. During the academic year, the CEP reviews proposals for recommendation to the Dean and President; the Dean and President decide on proposals received in the summer.

Attracting and Hiring Faculty

The hiring of faculty involves active collaboration between departments or programs and the Dean's Office, but the responsibilities for recruiting and screening candidates fall most heavily on faculty. Search committees typically consist of all tenure-line faculty within a department or program, although some comprise faculty from multiple departments (e.g., searches in Africana Studies). Search committees draft job ads, and the Associate Dean for Academic Affairs reviews and approves the ads, as well as a plan for posting them. Bowdoin, Bates, and Colby place a common ad for tenure-track openings in the three colleges, in part as a way to attract academic couples. All ads carry standard affirmative action language. As noted earlier, the Dean's Office encourages

departments to reach out beyond advertising in order to draw in wider pools of applicants. The Dean for Academic Affairs and the President ultimately have the responsibility for hiring new faculty and have the authority to close searches if they see reason to do so. A set of hiring guidelines outlines the process and standards for recruiting departments (TR5.2). At the conclusion of a search the Dean's Office prepares an appointment letter that outlines duties, salary, benefits, and the period of the appointment. Candidates must sign a copy of this letter and return it to the Dean to conclude the contract.

"Trailing" spouses or partners constitute one of the significant hiring challenges at Bowdoin, a problem exacerbated by Bowdoin's location outside of a major urban center. In the last two years, seven of twenty tenure-track candidates to whom we have offered jobs have asked us to explore employment possibilities for partners or spouses. For the present, the College has committed to hiring qualified academic partners or spouses to teach two courses as adjuncts over three years, and to engage a job placement advisor for partners/spouses seeking employment. The Dean's Office will continue to explore with the faculty ways to deal with this challenge.

Reappointment, Promotion and Tenure

In 1996 Bowdoin was on the verge of making the transition from a reappointment and tenure process that varied significantly across departments to one that reflected a single set of standards and procedures. Faculty procedures were amended in 1997 and 1998 to provide for College-wide reappointment and tenure review practices. The transition to these procedures has long been complete. Having a single system in place has permitted the Office of the Dean for Academic Affairs to ensure that departments and programs understand and comply with procedures.

In 2004, the College reviewed procedures and communications regarding appointment, reappointment, and tenure with a consultant from the College's insurer, United Educators. This review led to minor suggestions for refinement but an excellent report card. The documentation required and criteria used to evaluate faculty at the time of reappointment, tenure, and promotion are outlined in the Faculty Handbook Section I.

Reappointment procedures: The reappointment review emphasizes teaching but also highlights the College's high expectations for scholarship. Non-reappointments are infrequent but do occur occasionally. In 2000, the faculty voted to move the timing of reappointment from the end of the second year to the first semester of the third year. The change was adopted to allow a longer record of teaching to develop. The one drawback to the change is that departments now are pressed to review reappointment materials between November 15 and January 15, much of which is during winter break.

For the last five years, the College has required that in the first semester of teaching, new tenure-track faculty members meet with their department chair and the Associate Dean for Academic Affairs. These meetings focus on a common understanding of the reappointment process and provide an opportunity for a new faculty member to talk to

senior colleagues about such things as experiences in teaching, the transition to being a faculty member, and adjustment to Bowdoin. In addition, the Dean and Associate Deans meet annually with first year faculty members as a group to talk about their experiences at and perceptions of Bowdoin and ways that the College could improve.

Reviews of visiting, adjunct, and specially appointed faculty: In the last five years, the College has implemented formal review processes for visiting, adjunct, and special faculty appointments. By faculty vote, Bowdoin both formalized the process for review of lecturers and established a career track at this rank, which can include promotion to senior lecturer and opportunity for a sabbatical.

Tenure: The tenure review process is a rigorous and relatively transparent process. It is also one in which the vast majority of tenure decisions are positive – reflecting both attrition prior to tenure review (some through counseling by the dean) and the high quality of tenure candidates. The College expects that successful candidates will have demonstrated teaching excellence and high-quality scholarly or artistic accomplishment that establishes individuals in their fields.

Procedures for the review generally appear to be well understood and clear. However, recent experience has called attention to some ambiguities in the Faculty Handbook that will be examined by the Faculty Affairs Committee in 2006-07. In addition, the Dean for Academic Affairs plans to institute meetings with reviewing departments early in the fall to ensure that they understand fully their responsibilities for careful review of candidates' files and thorough letters of evaluation.

The role of the President in the tenure review has evolved so that he meets early in the process with the Committee on Appointments, Promotion, and Tenure (CAPT) after having reviewed the files of candidates and indicates any concerns or questions that he has about each candidacy. That meeting provides a reference point for the Committee and Dean, whose recommendations go to the President after completion of their reviews. Other elements of the procedure appear in the Faculty Handbook.

The Dean for Academic Affairs provides to the Trustee Academic Affairs Committee a detailed report about each successful tenure candidate and about the process leading to each positive tenure recommendation. That Committee also reviews CV's and letters from CAPT and the Dean recommending tenure. The Committee helps to provide an important check on both the process and the standards being applied but understands the importance of substantive decisions being made by faculty, Dean, and President.

Promotion: The promotion process follows the model of the tenure review. The standards at this level are fundamentally the same as for tenure but must also reflect a greater attention to contributions to the College community, as well as the expectation for candidates' sustained excellence as teachers and continuing success as scholars and artists. Because promotion is not routine, associate professors may postpone promotion review. The Dean's Office reviews the faculty members who have been at the associate rank longer than seven years, examines potential structural barriers to promotion at the

College, and meets with individual faculty as appropriate to talk about career development.

Retention of faculty: Retention of faculty at Bowdoin is generally not a significant problem, although faculty members have been attracted to larger institutions and have resigned because of spouse or partner issues. Over the past five years, four tenured faculty and seven tenure-track faculty have left Bowdoin for other positions or careers.

Parental leave: The College established a parental leave policy for all employees in the 1990s but discovered that faculty members did not use it. Over the last six years the Dean's Office and Human Resources have refined the application of the policy to the special calendars, work schedules, and demands of faculty and have made information widely available about the varied ways in which such leaves might be undertaken. The Dean's Office continues to work on this process to insure that leaves are accessible and equitable in the context of the varied timing and conditions of births (and adoptions).

Tenured Faculty Review

Merit salary review: The Dean allocates faculty salaries and reviews those determinations with the President. Salary increases reflect assessments of merit. However, because the 4,5,6 policy (see below under "Faculty Compensation") leads to different rates of salary pool increase across ranks, increases reflect not only merit determinations, but also adjustments for equity and overlap across ranks.

Information for the Dean comes from annual faculty reports of Professional Activities and cumulative data from student course opinion forms. As noted in the 1996 Self-Study, this system places responsibility with the Dean. The possibility of involving department chairs in salary reviews has been examined both in the Faculty Affairs Committee and in meetings of Department Chairs; neither group recommends changing the present system. Faculty have expressed concern that the system does not communicate explicitly the extent of merit determinations and the recognition of individual efforts and contributions.

Informal reviews of tenured faculty: In 2003, the Dean for Academic Affairs, after discussion with the Faculty Affairs Committee, established a process for informal tenured faculty reviews of teaching, scholarship, and contributions to the College community and profession (see Handbook, IV. J.). These reviews are tied to eligibility for sabbatical leaves. In preparation for the meeting, the Dean examines the faculty member's CV, professional activities reports, course syllabi, and student course opinion forms.

Supporting faculty retirement and career transition: In 1995 the Trustees established a Tenured Faculty Option Program (TFOP) to support tenured faculty in making a transition either to retirement or to another career (TR5.3). The program has twice been reviewed and renewed by the Trustees (in 2000 and 2005) with very modest changes. Over the life of the program, twenty-five faculty members have entered it in order to retire and three to make career changes. This program recognizes the importance and challenges of these transitions and the fact that many faculty members wish to sustain

their professional lives after leaving teaching. The College continues to offer office space to faculty during the two-year retirement transition and is trying to make space available to those who use it actively for some years beyond.

Evaluating Teaching

The formal assessment of teaching takes place at reviews for reappointment, tenure, and promotion and happens informally in the reviews of tenured faculty. We hope that this assessment recognizes and encourages varied teaching styles and values particularly evidence of teaching that challenges students and helps them to grow intellectually and personally. Such evidence comes particularly from course syllabi and materials and from retrospective student letters gathered at reappointment, tenure, and promotion. Self-evaluations of teaching help gauge the thoughtfulness of candidates about the practice of teaching and of the importance of continuing reflection, innovation, and improvement.

College-wide student course opinion forms (TR5.4) are distributed and tabulated by the Office of the Dean for Academic Affairs. (Although data from these forms enter into reviews of faculty, other sources of information, as noted above, play an important part in College decisions.) We also hope that faculty members are using the forms for self-examination and improvement, but this reflection is left to individual faculty.

Department chairs as well as the Dean's Office have access to the forms and where there appear to be teaching issues will initiate meetings with the faculty member. In support of formative assessment of courses at the mid-term, the Consultants for Teaching (see below) have offered their assistance in providing ongoing learning evaluations.

Faculty members continue to debate the role of classroom observation in assessing teaching and periodically return to the question last voted by the faculty in 1997. That decision was not to include such observations among the formal means for teaching evaluation at reappointment, tenure, and promotion.

Supporting Faculty Excellence

The intellectual life and scholarly engagement of the faculty are central to the continued excellence of Bowdoin, and the College has continued and enhanced its commitment to support of faculty scholarship, research, and artistic work. That commitment is apparent in the College's nominal 2-2 teaching load, expanded support for faculty research and artistic activity through internal grants, plans for a strengthened sabbatical program, opportunities for interdisciplinary discussion, and enhanced support for external grant seeking. At the same time, the College has increased support for faculty members to continue to refine and develop their skills as teachers.

Faculty compensation: Bowdoin has placed a priority on achieving, at the aggregate, competitive levels of faculty compensation that permit the College to succeed in hiring and retaining faculty in a national market and that recognize faculty excellence. Until 2005, the implementation of a 25-year-old 4-5-6 policy of the Trustees focused on comparing average salaries at each rank with the goal of increasing faculty compensation

pools so that average Bowdoin salaries at each professional rank were comparable to those of the fourth-, fifth-, and sixth-ranking institutions in a list of 18 similar colleges (TR5.5). After consultation with the faculty, the implementation of 4-5-6 changed in 2005 to eliminate problems of comparing averages, to provide more timely information for budgeting, and to ensure that Bowdoin would meet its commitments under the policy (TR5.6).

The new approach to 4-5-6 has been in effect for two years and the College continues to meet its objective. The challenges of the new implementation are twofold. First is the fiscal challenge that results from growth in faculty salaries at a rate substantially in excess of inflation. Second is the real challenge to morale in a small college community that results from higher increases for faculty than for administrative and hourly staff.

Sabbatical leave: Bowdoin expects much of its faculty, who devote considerable time to teaching, students, and crucial institutional tasks such as hiring and reviews, curriculum development, and administrative work. As a consequence, time is the scarcest item for faculty—especially sustained time to do research, writing, and creative work. Sabbatical leaves create intervals that provide large blocks of time that faculty can commit to scholarly engagement and excellence. The current sabbatical program provides one semester of leave at full pay after twelve semesters of teaching. Tenure-track faculty are eligible for their first sabbatical pre-tenure, in their fourth year at the College. The College also makes available ten to twelve competitive sabbatical supplements (two-thirds of a semester's pay) per year. Their limited scope and availability encourage faculty to seek outside funding as well.

After a review of sabbatical policies at other colleges, the Faculty Affairs Committee proposed a flexible sabbatical program that would provide the equivalent of one semester at full pay after ten semesters of teaching. Although some other colleges offer "richer" sabbatical programs, our judgment is that the proposed program provides an appropriate balance between our strong commitments to teaching and to scholarship. The current capital campaign includes endowment funding for this sabbatical program and for increased numbers of sabbatical supplements.

Faculty Scholarly and Artistic Work

The College expects faculty to be actively and productively engaged in their disciplines and recognizes that time, financial support, library and laboratory resources, and collegial contacts are crucial to that engagement. In addition to sabbatical leaves (described earlier), a variety of mechanisms encourage faculty scholarly and artistic work.

Start-up funding for new faculty: Over the past decade, the College has established significant start-up research funding for new faculty. This funding helps to make the College competitive at the time of hiring and has been especially important in bringing new scientists to the campus with sufficient equipment to begin their research programs at Bowdoin. For artists, humanists, and social scientists such funding provides support for travel, equipment, and other needs.

Support for grant and fellowship seeking: In 1997, the College shifted the work of its Corporate and Foundation Relations Office to focus more heavily on supporting faculty research grants in addition to preparing institutional grants. The CFR office began a well-attended "Grants for Lunch" series to bring faculty together to discuss aspects of grant preparation and to learn about grant opportunities in a wide range of fields. A second staff member joined the office in 1999 to focus almost exclusively on supporting faculty grants. A CFR newsletter regularly publicizes grant sources and deadlines. The results of CFR efforts in collaboration with faculty have been striking—as indicated, for example, by an increase in indirect cost grant payments from \$76,000 in 2000 to \$256,000 in 2005. From the late 1990s until 2006, the level of faculty grant-seeking increased significantly. In FY 2005, the College submitted 77 proposals, 37 of which were faculty proposals. Of the total proposals, 45 were funded, for a 58% award rate. Faculty grants totaled \$2.8 million in FY 2005.

Competitive internal grants for faculty research: Through the generosity of an alumnus, the Fletcher Family Fund was established in 2001 to expand resources available to fund faculty research and travel projects, page costs and subventions for publications, and other research needs through small, competitive grants. The growing endowment for this fund outpaced demand in its early years and enabled the College to increase the maximum size of grants to \$4,000 from \$1,000 ten years ago.

Support for professional activities and travel: Funding for professional travel has expanded since 1996 from \$800 to \$1,200 annually per individual faculty applicant.

Public recognition of scholarship and artistic work: In 2003, the College established a position in the Office of Communications (closely coordinated with Academic Affairs) for a writer to describe and celebrate the varied work of faculty scholars and artists. This position has enabled the College to post a series of highly readable and accessible stories about faculty work that have become a centerpiece in the College's presentation of itself to the world through the Web and other media.

Faculty intellectual life and community: In a series of focus groups held by the President in the spring of 2002 in preparation for the capital campaign, faculty members expressed interest in building a greater sense of connection with their colleagues. These discussions generally focused on structures for informal chances to meet—often expressed as the desire for a faculty club—and College resources for faculty to be intellectually engaged across disciplines. In response to these concerns, new venues have been created for informal faculty gatherings, and the capital campaign includes several components that will support faculty in engaging one another across disciplines.

In the absence of a faculty club, the President established in 2004 a regular, subsidized faculty lunch that would give colleagues a chance to gather on their own. In Fall 2005, he also initiated a Friday afternoon social gathering in the newly opened Thomas F. Shannon Room of Hubbard Hall.

The capital campaign goals include endowment of an interdisciplinary institute that would provide substantial funding to allow groups of faculty from across disciplines to put together every other year a thematic program of courses, visiting scholars, faculty reading groups, symposia, and events. Planning to develop a framework for such an institute has not yet begun. The campaign also includes significant funding for an Institute for Coastal Studies that would connect faculty across the disciplines (TR5.7).

Teaching

For the College to achieve its mission, faculty members must excel as teachers and continue to be engaged with and reflective about pedagogy. Most faculty at Bowdoin are eager to talk seriously with colleagues about teaching. The challenge to the College is to support high-quality and useful opportunities for faculty to engage in discussions of pedagogy and advising and to develop their own courses and approaches to teaching.

After review and recommendation by the Committee on Teaching, the College created the position of Associate Dean for Curriculum and Faculty Development in 2004. This position built on the previous work of a Mellon-supported Dean for the Sciences who had worked on curricular and research issues in the natural sciences. The new position has responsibility for the implementation of changes in the curriculum and supports faculty in the development of their careers as teachers and scholars/artists. The Associate Dean has organized the Consultants for Teaching as a response to interest of new faculty; assessed and collected online teaching resources in a Web site; and organized monthly meetings for untenured faculty to discuss issues of teaching, advising, and scholarship.

Consultants for Teaching: The consultants are drawn from among the faculty and are available to any interested faculty member for occasional confidential consultation about teaching. Consultants are trained to act as non-directive facilitators for helping interested faculty members develop their own best teaching practices. Consultation takes many forms, including classroom observation; in class, mid-course reviews with students in a course; help in interpreting student course opinion forms; and analysis and review of course syllabi, assignments, and other materials. Consultation is confidential and is not part of any process of evaluation of faculty for reappointment, tenure, or promotion.

Committee on Teaching (COT): This faculty committee continues to explore ways to generate conversations about teaching among the faculty. Throughout the academic year, the COT sponsors a variety of topical discussion groups for faculty and staff. As an *ex officio* member of the committee, the Associate Dean for Curriculum and Faculty Development supports the work of the COT, as does the Director of the Baldwin Center. The activities of the Committee on Teaching reflect an effort to expand its role to pick up the legacy of the Hewlett Working Group on Pluralism and Unity (Standard 11).

Untenured faculty group: The Office of the Dean of Academic Affairs organizes informal monthly gatherings for untenured faculty to discuss issues of teaching, advising, and scholarship. Although each meeting is focused around a particular topic (e.g., leading

whole class discussions, giving feedback on written assignments), much of the time is devoted to unstructured talk about issues raised by the participants.

Curriculum Development Fund: The Faculty Resources Committee awards grants that support projects leading to new course development and the enrichment of existing courses. The fund also supports experimentation in courses—for example, a half-credit course taught over spring break on rural and urban schooling and a collaborative first-year seminar cluster focused on the topic of modernity.

Course enrichment funds: Since 2000, Academic Affairs has provided extra funding to support special activities in courses through this fund. Supported activities have included trips to New York City art galleries, student attendance at a women's studies conference, and a master class by a professional actor.

Summer working groups: The Office of the Dean for Academic Affairs funds a variety of summer working groups of faculty to address College-wide issues such as advising, or general education, as well as pedagogical topics (service learning, the use of GIS in teaching), cross-disciplinary subjects (consumerism, militarism and gender in China), and departmental or programmatic curricula (restructuring Asian Studies curriculum, a retreat for Environmental Studies faculty to reform core courses). Individual faculty and departments submit proposals to the Dean's Office each spring for such working groups and on occasion the Dean or College committees may sponsor a group.

Educational research and development: Information Technology's Educational Research and Consulting (ERC) team works with faculty and students to test new pedagogical methods, develop on-line tools, and write grants, while providing support for technology-related faculty research and instructional activities. ERC also helps to sponsor workshops on the uses of technology in teaching. For a more complete description of the work ERC does with faculty, see TR5.8, <<http://www.bowdoin.edu/it/erd/about.shtml>>; and, for examples of projects, see <<http://www.bowdoin.edu/it/erd/>>.

Engagement in the College Community

In addition to devoting themselves to teaching and scholarship, Bowdoin faculty members carry on the important business of their departments and programs and of the College, participate actively in the cultural and intellectual life of the institution, and engage with students outside class in many venues. Faculty also seek more opportunities to engage with their colleagues in discussions of shared issues and of pedagogy. It is not surprising that Bowdoin faculty voice concerns about the multiplicity of these demands, time pressures, and a perceived lack of recognition or reward for engaging in them.

Workload: The 1996 Self-Study identified similar faculty concerns about defining faculty workload and perceived workload inequities, and studies of this issue were underway in the Faculty Affairs Committee at the time of the Reaccreditation Team visit in Fall 1996. Those studies led ultimately to a chair compensation policy that has been in effect since 1997; a policy on canceling courses of five or fewer students; and a proposal

to the faculty to adopt a refined metric for measuring and reviewing faculty workload that was substantially modified by the faculty and voted in 1997. Further revision of this policy in 2001 (by faculty vote) requires a focus on teaching load patterns and their periodic review, primarily to protect untenured faculty members from unfairly burdensome teaching patterns.

The standard course load remains four courses per year, and variation remains across departments, with the normal load in most of the science disciplines at three courses plus laboratory responsibilities and five in some of the languages. In addition, faculty teach independent studies and supervise honors projects. Course releases are uncommon, and the chair compensation policy assumes that chairs and program directors teach a full load. There remains considerable individual variation in the amount of time spent teaching and in the number of students taught among faculty.

Chair recognition and compensation: In 1998, the faculty voted support for a general policy for compensating chairs by a choice among salary supplement, supplementary leave compensation, or accelerated sabbatical. The policy also excused department chairs from service on the College committees with heaviest workload—Appointments, Promotion and Tenure; Curriculum and Educational Policy; and Governance. This policy took effect in 1998 and continues in place with only modest change (TR.5.9).

Chairs in some of the largest and most complex departments, and in those with the heaviest traffic of personnel decisions, have increasingly expressed concerns over the demands of the chair role and the personal and professional costs of accepting chair responsibilities. The challenge of making this important responsibility manageable for busy teachers and scholars and of deciding whether or not to differentiate recognition of the demands of chairing departments or programs of varying size and complexity awaits the Faculty Affairs Committee as a major agenda item in the next several years.

Faculty governance: In the spring of 2006, the Committee on Governance launched a review of faculty governance that will continue into 2006–07 (Standard 3).

Academic Integrity

In 2004, the faculty launched an effort to teach entering students about academic honesty as a result of concerns about plagiarism and an acknowledgement that faculty members have a responsibility to communicate expectations and to make it unlikely that violations will result from uncertainty or ignorance. Faculty asked that first-year seminars address issues of academic honesty and plagiarism. For two years faculty and librarians led workshops for first-year students on academic honesty. As an outgrowth of these and through collaboration with Colby and Bates led by librarians, a “Web course” was developed to introduce students to these issues. The College now requires that entering students complete the Web course (<http://academic.bowdoin.edu/academics/plagiarism/>).

Laboratory Instructors and Department Coordinators

A talented and dedicated staff of laboratory instructors plays a crucial role in the teaching of laboratory sciences. Beginning about 1998 staff of the Office of the Dean for Academic Affairs began to meet annually with laboratory instructors to learn about any concerns or issues they might have. In 2004–05 as part of the review of position definitions by Mercer Human Resource Consulting (Standard 11), appointments were lengthened to 41.5 weeks in order to reflect more accurately the preparation and take-down times required to carry out the responsibilities of these positions and the responsibilities for development of protocols for new experiments.

Department coordinators are similarly talented and dedicated and play a crucial role in the smooth running of academic departments and programs. In 2005–06, twenty-three coordinators (17.34 FTE) supported thirty-one departments and programs. These jobs vary considerably across departments and with changes in the occupancy of the role of department chair. The Dean’s Office organizes regular meetings of this group and other academic support staff for information sharing and professional development. Establishing a career ladder for coordinators has been a major focus over the last two years.

Institutional Effectiveness

During the last decade Bowdoin has expanded the faculty and changed its composition significantly while maintaining fundamental values that highlight the dual importance of excellent teaching and active scholarship and artistic work. The processes of appointment, tenure, and promotion have long been standardized and have smoothed the ability of the College to incorporate large numbers of new faculty members. The heavy pace of recruitment and assessment of faculty has absorbed considerable faculty energy, especially because these processes are taken seriously. Definition of governance issues and examination of current and differential chair responsibilities are on the agendas of the Governance and Faculty Affairs committees. Crucial roles of department chairs in these and other processes have been recognized through a chair compensation policy. And Bowdoin has revised its faculty compensation policy to ensure that we can implement it each year and sustain highly competitive salaries and benefits.

The College has attended to strengthening support for the scholarly work of faculty members through expanded resources and support for start-up funding, matching funds, internal research grants, equipment funding, sabbatical supplement grants, and expanded support for outside grant-seeking. The new capital campaign includes substantial endowment goals to strengthen the sabbatical program, to expand sabbatical supplements, and to fund activities in support of faculty intellectual engagement across disciplines. The establishment of the position of Associate Dean for Curriculum and Faculty Development was intended to support faculty in both scholarship and teaching.

Bowdoin has focused more resources and leadership on faculty development of teaching and curriculum. Major innovations include the availability of summer funding for faculty

working groups on varied topics (from departments, programs, and groups of faculty), the development of the Consultants on Teaching, refocusing of the work of the Committee on Teaching, and new opportunities for beginning faculty to engage with one another about teaching and the College.

Among the many challenges that Bowdoin faces ahead, and among the major responsibilities of the Dean for Academic Affairs, the most significant is to continue to support faculty members in meeting and sustaining the College's high expectations for teaching, research, and College service; in striking the appropriate balance among these; and in helping faculty to manage multiple demands of these roles. Successful completion of the capital campaign and implementation of an improved sabbatical plan are vitally important to supporting faculty engagement as scholars and teachers.

In addition, the College is committed to furthering faculty diversity with the leadership of Academic Affairs and the active participation of academic departments. Success requires recruiting departments to embrace diversity goals, to discuss assumptions and process, and to work actively to broaden applicant pools. Support for these efforts comes from Academic Affairs and the Dean for Academic Advancement.

Standard Six: Students

ADMISSIONS

Overview

During the past decade Bowdoin has experienced fundamental changes in the composition of its student population. A student body that ten years ago was predominately white and mostly New England-based, with a significant percentage of recruited athletes and fewer students who participated in the arts, has evolved into one that includes twice as many students of color as it did a decade ago, has nearly 50% fewer recruited athletes, represents a broader national and international profile, and offers a newly flourishing arts community. The transformation of the Bowdoin student community is the product of myriad influences: some generated by internal initiatives, some the result of collaboration with like-minded institutions (NESCAC), and some the inevitable outcome of significant demographic changes in the United States and abroad. Yet it is worth noting that the primary impetus for change has been the unwavering will and commitment of those who are entrusted with the legacy of the institution: presidents, trustees, and faculty.

The Office of Admissions is responsible for helping to create a community that reflects institutional aspiration and has, therefore, focused much of its efforts on five broad goals over the past decade: increasing the diversity of enrolling students, with a particular emphasis on racial and ethnic diversity; sustaining and increasing the academic/intellectual credentials of incoming students; finding the appropriate role and balance for athletic admissions in an institution with 31 varsity sports and 475 incoming students; bringing to the campus students from areas of the nation and the world with limited exposure to the College; and expanding the pool of enrolling students who have demonstrated talent and interest in the arts.

The Admissions Process

Bowdoin begins its recruiting efforts each year by sending information about the College, via direct mail or e-mail, to more than 30,000 high school students. As a result of research conducted in 2000, the College has substantially revised its recruiting literature (viewbooks, introduction brochures, financial aid booklets, Web sites), and has created multi-media presentations for use by staff in the field and by alumni and alumnae.

In the early years of the past decade, Bowdoin saw an application decline from 4,435 in 1996 to 3,821 two years later. From 2003 on, however, applications rose every year, exceeding 5,000 last year for the first time in its 200-year history and rising 7.5% to a record 5,401 in the admissions cycle just completed. While the average admission rate from 1997 to 1999 was 32%, this dropped to just over 24% for the five years beginning in 2001, and decreased to an all time low of 21.6% this past year (TR6.1).

More than 2,000 students are interviewed for admission on the campus, and an additional 1,100 students are interviewed in their local areas by graduates of Bowdoin who are members of the Bowdoin Alumni Student Interviewing Committee (BASIC). Admissions staff travel extensively nationally and internationally to identify and recruit applicants, and the College hosts both potential applicants and admitted students at various times and in a variety of programs throughout the year. Applications to transfer into Bowdoin have ranged between 113 and 166 over the decade and the College normally enrolls 5-10 transfer students each year (TR6.2).

Bowdoin is distinguished from many of its peer institutions by its policy of allowing students the option to submit standardized testing (SAT I and II, ACT) as part of their applications, or to apply to the College without providing test results. The absence of standardized testing information in many applicant files has required the College to develop a process for evaluating candidates that is unusually thorough and rigorous. Two or more admissions readers evaluate each application. In addition, the vast majority of applications are reviewed a final time by the Admissions Committee or a senior reader. The evaluation of a candidate focuses on academic performance, rigor of high school program, writing ability, teacher and counselor recommendations, extra-curricular participation with an emphasis on substantive achievement and leadership, and personal qualities.

While this long-standing protocol (1970) has indeed provided impetus for an unusually thoughtful and holistic review of candidates for admission, it is not without challenges in Bowdoin's current admissions situation. Competition for admission is dramatically more intense than it was thirty-five or even ten years ago. Indeed, while an increasing number of institutions have adopted the "test optional" admissions rubric, none maintains nearly as competitive an admissions process as Bowdoin. In addition, whereas more than half the applicant pool did not submit standardized testing in the early years of this policy, in recent years non-submitters have not exceeded 25% of a pool whose qualifications have been stronger with each passing year (TR6.3). It becomes increasingly difficult to deny admission to a student with strong academic performance and superior testing in favor of a student with similar grades but no submitted test scores.

Diversity

The College's efforts to build a pluralistic community have been all-encompassing in the past decade as students, faculty, alumni and alumnae, Trustees, and administrators have cooperated in community-wide efforts to recruit, matriculate, and retain a diverse student body. Among the many recommendations of a College task force formed to study the state of minority admissions at Bowdoin in 1999-2000 was an expansion of the Admissions Office by two staff members to recruit in markets with significant populations of students of color, and additional funding to offer campus visiting opportunities to prospective and admitted students of color. Both yielded significant dividends.

For nearly twenty years (1975-1995), Bowdoin's reliance on drawing its class from traditional "feeder" high schools resulted in little success in recruiting a diverse student body. As an alternative strategy, the admissions staff developed extensive and effective relationships nationally with non-traditional programs, church-sponsored educational initiatives, summer outreach programs for disadvantaged students, and newly targeted high schools with diverse student enrollment to identify and engage students who would not normally be aware of or have access to Bowdoin. In 2000 the College created the *Joshua Chamberlain Leadership Scholarship* to bring to Bowdoin five to seven students per year who have overcome hardship and challenge to become leaders in their schools and communities. More creative outreach and the Chamberlain Scholarship Program helped accelerate Bowdoin's efforts to become more diverse, and provided evidence to the community that the College was committed to diversity in its many forms. Myriad other recruitment activities, supplemented by the full support of the community and an extraordinary fund-raising effort to increase Bowdoin's scholarship budget by 46% over five years, have enabled Bowdoin to increase the proportion of first-year applicants of color from 8.8% in 1998 to 14.4% for the admissions cycle just completed, and to create a community that today includes 26% students of color, compared to 13% a decade ago (TR6.4).

Academic Quality

Bowdoin is first and foremost an institution dedicated to the life of the mind, and the mandate to the admissions staff is to bring to the community students who will use the College's intellectual resources most fully and effectively. To help in those efforts the College created the Bowdoin Faculty Scholars' Program in 2001. Designated as the top 100 academicians in the admitted pool each year, Faculty Scholars are awarded a one-time \$3,000 research grant to use in an area of their choosing. There are approximately seventy-five Faculty Scholars currently enrolled at the College. The admissions yield on this group is approximately 15-20% each year: lower than the general yield, but twice the yield for those top students before the creation of the program (TR6.5).

In addition, Bowdoin's increased visibility and higher selectivity have drawn more top students into the applicant pool. While applications in the past eight years have risen 37.3%, those from students with SAT I scores over 1500 have increased 125.5%, and those with scores between 1,400 and 1,490 increased 59.1%. Bowdoin also is a sponsor of National Merit Scholarships, and from 2001 to 2005 enrolled between eighteen and twenty-eight National Merit Scholars each year. For the admissions cycle just completed, this cohort has surged to a record thirty-nine. By all objective measures, the academic quality of Bowdoin students has improved, even as the College has become more diverse, with increasing numbers of students from less-advantaged backgrounds—socio-economically and educationally (TR6.6).

Athletics

Athletics plays a significant role in the life of the Bowdoin community. The College supports thirty-one varsity sports and nearly 35% of the student body participates in at

least one sport during the year. As the number of sports, the number of participants, and the competitive pressures of Division III increased during the past decade, fundamental questions about the role of athletics within the community emerged, as did legitimate questions about the opportunity costs of admitting athletes to fill thirty-one teams at the expense of other highly qualified applicants in the Bowdoin pool. In 2002 in concert with other members of NESCAC, Bowdoin adopted an admissions model that creates targets for the number of recruited athletes admitted in each entering class. This aims to reduce the number of recruited athletes admitted, foster competitive balance within the NESCAC schools, and raise the academic profile of athletes, while recognizing both the value of athletics in NESCAC communities and the need to pursue excellence on a national playing field. As Bowdoin has integrated the NESCAC guidelines into its admissions practices, the number of recruited, rated athletes has dropped by nearly 50% from levels in the late 1990s.

Geographic Outreach

For much of its history Bowdoin was a regional institution, drawing its student body in large measure from the six New England states, and in prior generations enrolling a significant percentage of each class from Maine. During the past decade, the Middle Atlantic states and California have provided the bulk of the rest of the entering class. Indeed, the same five states have constituted the top five sources of students in every year: Massachusetts, Maine, New York, California and Connecticut. The New England and Middle Atlantic provided an average of 70.2% of the entering class from 1996 to 2005, though the New England cohort declined from 51.3% to 45.3% and the Middle Atlantic total rose correspondingly from 19.3% to 24.3%. Recent demographic changes in the United States, as well as institutional initiatives to create a pluralistic community in all its forms, make it imperative that the College seek students from beyond its traditional geographic constituencies (TR6.7).

For the recruitment cycle at hand, the office has been reorganized to assign admission officers to specific recruitment territories, with each staff member responsible for both core markets and areas of potential growth. Emphasis will be on eight states that have at least once in the past decade provided eight or more entering first-year students in a single year. Three (Illinois, Minnesota, and Missouri) are in the Midwest, two (Washington and Oregon) in the Pacific Northwest, two (Florida and Texas) in the Sunbelt, and one (Colorado) in the Rocky Mountain area. Greater effort will also be made in Ohio, where Bowdoin in the past appears to have been significantly less successful than other northeastern colleges and universities.

The recruitment of international students represents another major challenge for the Admissions Office. Over the past five-year period, overseas students have constituted only two or three percent of each entering class (TR6.8). Should Bowdoin attempt to enroll a larger number of students from other countries? If so, should recruitment efforts focus on specific countries or regions? Can significant financial aid support be generated for international students? These are questions that merit discussion by those who are charged with shaping admissions policy.

Historically, recruitment has been the responsibility of the admissions staff, but small numbers of traveling staff (nine this past year) trying to cover more areas with limited resources will require the College to involve more members of its extended community in recruitment efforts. If Bowdoin is to continue to expand its national reach, alumni and alumnae will need to take a greater role in recruiting. The College currently relies on a network of alumni and alumnae (BASIC) to help identify and interview promising students, but that network has functioned unevenly—particularly in regions beyond New England. The challenge going forward will be to engage alumni and alumnae constructively, effectively, and in large numbers to increase Bowdoin's national profile.

The Arts

The Admissions Office has spent considerable time in the past decade recruiting and admitting students with interest and talent in the arts, including using dramatic, musical, or artistic talents as a significant "tip" in the admissions process. Bowdoin's last self-study in 1996 detailed a disconcertingly small percentage of students who believed Bowdoin was the "kind of place where students can appreciate the arts," but that environment has improved significantly from the perspective of prospective students. The renovation and construction of Wish and Pickard theaters has given the arts a demonstrable momentum at Bowdoin (and in the admissions process) as applicants now view Bowdoin as a place that offers substantive and rewarding theatrical opportunities to talented students. Recruiting top musicians remains problematic given the paucity of rehearsal and performance space, but the renovation of Curtis Pool into a first-class concert hall with full rehearsal and practice facilities should be a major boon to the recruitment of those students.

STUDENT AID

Bowdoin is committed to maintaining access for all admitted students. For those with need, this means providing financial assistance to supplement family efforts through grants, loans, and campus jobs. Our stated policy is to meet the need of all enrolled students and as many entering students as funds permit. In fact, we have budgeted for and achieved our need-blind admissions goal for twelve consecutive years. (We have not been need-blind for international applicants, transfer students, or those admitted from the wait list.) The Student Aid staff evaluates a family's financial need annually or more frequently if circumstances warrant.

In the 2005–06 academic year, 42% of all enrolled students received Bowdoin College grant support. The average award of grant, loan, and job for the Class of 2009 was \$29,375. The financial aid budget for FY 2005–06 was \$17,197,000. To meet the College's ongoing commitment to student aid, the College anticipates continued growth in the financial aid budget; the financial aid goal in the capital campaign is \$78.5 million. The aid budget for FY 2006–07 is set at \$17,380,000. With the exception of the National Merit Scholarship program (and the Faculty Scholars' Program described above), all aid is need-based.

Expanding, Endowing, and Managing Financial Aid

Over the past five years the College has committed itself to expanding resources for financial aid and building endowment to ensure that it meets the increasing costs of aid while taking pressure off the operating budget. The proportion of students receiving grant aid has continued to expand, from 30% in 1974, to 38.1% in 1996–97, to 41.4% in 2005–06 (TR6.9). Of the aid budget for 2005–06, 65% came from endowed resources, up from 50% for the smaller budget in 2001–2002.

The financial aid grant budget increased from \$11,659,250 in 2001–02 to \$17,057,500 in 2005–06 (TR6.9) and currently represents about 16% of the College operating budget. The College raised \$35 million for financial aid from 2001 to 2003 and has a capital campaign goal of \$78.5 million of new endowment for financial aid.

Significant advances in the delivery of financial aid services and dissemination of information include: College Board software to track the status of aid applicants and calculate their financial need; online (paperless) application and awarding processes; routine e-mail communication with parents and students; an informative, in-depth Web site; and electronic forms. The Student Aid Office also assigns a professional staff person to each family for the student's four years at Bowdoin. The Student Employment Office is part of the Student Aid Office.

Employment and loan offers are an important part of each student's contribution, but the College is attentive to limiting students' debt burden as well as their work obligations. Students employed on campus typically work 8–10 hours per week, earning an average of \$1,500–\$1,800 during the academic year. Student loan offers currently average \$4,000 per year. Cumulative debt at graduation for aid recipients is approximately \$15,500; servicing these loans after graduation requires less than \$180 per month in repayment. The default rate for Bowdoin borrowers is among the lowest in the nation.

The Student Aid Office makes application materials, policy information, and personal data readily available to families and students. Every aided family at Bowdoin College has a secure personal Web portal on which application status, award details, and loan history are available in real time. Links to filing instructions, application and borrowing Web sites, and loan repayment calculators are among the many resources available. Full disclosure of policies, procedures, and borrowing outcomes are also available on the Student Aid Web site and in print.

STUDENT LIFE

Over the past decade, student life at Bowdoin has changed dramatically. Many of the programs and services now provided by the division of student affairs did not exist previously or have been transformed. The reinvention of the residential program and a higher level of student leadership and engagement have been at the center of this transformation. The College has eliminated fraternities and created a College House

system. Active student leaders in student organizations, College Houses, and the residential life staff now steward a vibrant residential and campus community with developing traditions. These changes in residential life have drawn students back to live on campus and have enabled the College both to attract and to include a much more diverse student body. At the start of the decade, Bowdoin's focus was on building a pluralistic learning community, and it has made great strides in that direction.

Residential Life

Overview: The 1996 Self-Study identified a series of issues about the structure of residential life: the weakness of "community," the disconnection between residential and intellectual life, dispersion of dining, movement of sophomores away from the center of campus and of juniors and seniors off campus, and the heavy reliance on fraternities for "social life." When the NEASC team visited campus in the fall of 1996, Bowdoin had just launched the Commission on Residential Life (CRL), a Trustee-led commission that evaluated all aspects of the residential experience at Bowdoin, including the fraternities.

In February 1997, the Board of Trustees voted unanimously to endorse the CRL Report, "Building Community at Bowdoin College," including its statement of "Values of a Learning Community" and its recommendation to phase out the fraternity system by May 2000. A coordinated effort followed to increase and improve College housing at the center of campus, to renovate and expand central dining, to acquire and renovate fraternity houses for use as part of the new College House system, to mobilize student leadership to make the transition and invent a new system of residential life, and to organize Student Affairs around the mission of building and sustaining a pluralistic learning community. The principal goals of this change in residential life were to bring students back to the campus and to build a stronger sense of community at a community characterized by a culture of respect—respect for individuals and individual differences, personal safety, and the Honor Code and academic honesty. A central question in reflecting on student life, thus, is the degree to which Bowdoin has achieved these goals.

New facilities: New residence halls and the development of the College House system have helped to transform residential patterns. In 1996, 78% of students lived on campus. Today, 95% of students reside on campus in College residences. In 1997, 59% of seniors lived on campus; in 2005, 81% of seniors lived on campus. This is significant in terms of the growth in the sense of community and students' engagement in campus life. However, it does pose challenges in terms of bed space on campus. In 2005, 1,084 upperclass students lived on the campus, which has a maximum total housing capacity of 1,101 for upperclass students.

New central dining facilities at Thorne Hall opened in 2000 and accommodate 575 students. Students not only eat there but, along with faculty and staff, linger over meals and engage in conversation. The design metric for capacity of 2.25 students per seat per 2.5-hour meal time was based on experience in the old Wentworth Hall. Despite students' scheduled lives, they appear to stay longer at meals, with a resulting estimated metric today of 1.75 students per seat.

The College House System: The College House system, initiated in 1997, is now fully established with strong student interest in serving as House leaders. In 2006, 214 students applied for 150 positions as College House residents/leaders. In 2004–05, the College Houses sponsored approximately 250 programs in their facilities. The College acquired all fraternity houses (which were owned by the not-for-profit fraternity alumni corporations), and invested \$29 million to renovate several of them into College Houses.

The College received two grants from the Andrew W. Mellon Foundation to support faculty involvement in student life and public intellectual life on campus. Among the programs sponsored in the College Houses over the past six years, approximately 100 involved faculty. Faculty/student meal tickets, which allow students and faculty to invite each other to a meal, are regularly used. (In 2004–05 and 2005–06, 880 and 776 tickets respectively were used for this purpose.) There are many more opportunities for intellectual engagement among students, faculty, and staff than there were a decade ago, with programs like Dinner with Six Strangers, Loose Leaves, and From the Fishhouse Reading Series. These offerings have helped shift the campus culture to one that is more academic, but have yet to capture the participation of the full student body and faculty.

A pluralistic campus community: Development of the College House system along with expanded support for student leadership and organizations have been important catalysts for a significantly strengthened sense of satisfaction with experience at Bowdoin. Senior Exit interviews reveal that student satisfaction in key areas related to community has increased markedly (TR6.10).

A 2003 Consortium on High Achievement and Success (CHAS) survey that assessed the satisfaction and success of students of color on campuses reinforces this view of campus community. Students of color at Bowdoin rated satisfaction with their college experience more highly than did students at other participating colleges on every one of 31 measures, from academic life to the residential experience to the administration's responsiveness to student concerns and social life on campus (TR 6.11).

In Fall 2005, Student Affairs created the Campus Climate Team, which includes the Dean of Student Affairs, other Student Affairs divisional staff, and the Dean for Academic Advancement, to monitor climate for students and to suggest strategies for improvement. That team is also attentive to issues of social class difference that are of concern on campus. One of the team's initial projects was to conduct qualitative interviews with students of color, first-generation students, and gay/lesbian/bisexual/transgendered students. This data is being analyzed and will help inform future programs and practices. Student Affairs has added staff to provide support for students from different backgrounds—an Assistant Dean/Director of Multicultural Student Programs, an international student advisor, an advisor/advocate for Asian student organizations. Also, the Women's Resource Center broadened its mission in 2004–05 and is now known as the WRC/Queer Trans Resource Center and has a part-time staff person working with the Bowdoin Queer Straight Alliance (BQSA) to assist in their programming efforts.

Alcohol policy and management: The choice whether or not to drink alcohol establishes a social dividing line between drinkers and non-drinkers. Thus, alcohol use patterns challenge the College's efforts to strengthen a pluralistic community. In particular, it is our impression that students of color are more apt to be non-drinkers than are other students and are more inclined to avoid social scenes that are alcohol-centered. To address this dividing line, much more programming of events without alcohol now occurs in the Smith Union. There are more successful co-sponsored parties between College Houses and the Russwurm African American Society (where alcohol is not served) as well as organized dry weekends during which the College Houses host parties without alcohol.

The most significant shift in alcohol policy has been the ban on hard liquor on campus and regulation of the volume of keg beer authorized per weekend night. The former has helped reduce the number of cases of acute intoxication or alcohol poisoning to one hospitalization in 2003–04, two in 2004–05, and two in 2005–06. The College will continue to reduce risk by providing training to party hosts; having Security staff work closely with hosts and student Residential Life staff in party planning and monitoring; and continuing to err on the side of caution, shutting down parties where hard liquor is present, and continually reinforcing the message that the College is primarily concerned with student safety.

Other trends regarding alcohol are discouraging and will be a priority for the new Dean of Student Affairs. (See TR6.12 for health and wellness survey data.)

Student Engagement and Leadership

The College relies heavily on student leadership to initiate, plan, and execute most of the programs that take place on campus. The serious engagement of student leadership began when a student committee led the implementation of the newly designed College House system in the spring of 1997. Since then, proctors, RAs, House leaders, Outing Club leaders, student government members, and team captains have set the tone, expectations, and norms of conduct on campus. The Bowdoin Outing Club, 100 student organizations, Student Government, the athletics department, Information Technology, and the Community Service Resource Center all provide leadership opportunities for students. College training programs in Residential Life, Athletics, the Outing Club and the Community Service Resource Center emphasize leadership skills in the context of the College's statement on the Values of a Learning Community.

Judicial Board: The careful work of the student-led Judicial Board has made it highly effective and well regarded by faculty and students. There is now a clear campus ethos that violence has no place at Bowdoin (see Student Handbook) and this message is reinforced by the Judicial Board. Faculty, some of whom used to handle academic honor code violations locally, have expressed during Faculty Meeting greater confidence in the Board process. Over the past five years, the Board has heard on average each year five social code violations and eight academic code violations.

Bowdoin Student Government (BSG): Students have reorganized the representative structure to include class officers and leaders from residence halls and College Houses. BSG appoints student representatives to most faculty and Trustee committees so students are centrally involved with College planning and decision-making (Standard 3).

Residential Life: Today proctors, RAs, and House leaders are at the center of the community-building effort on campus. Each year, approximately 140 students apply to join the 62-person student Residential Life staff, a staff that has historically been more racially diverse than the student body as a whole. The 2006–07 staff is 33% students of color compared to a student body that is 26% students of color. These students, along with the College House leaders, participate in an extensive training program at the outset of their experience and throughout the year. These students “model the way” for other students and plan hundreds of social, cultural, and educational programs and activities both for their individual buildings and for the campus at large.

Student Activities: Opened in 1995, Smith Union has become the central crossroads and programming space on campus. On average, eight programs took place in the Union each week in 2004–05, substantially more than the two or three programs per week when the Union first opened ten years ago. The Student Activity Fee (which now grows annually with increases in tuition) is assessed to each student annually and provides the resources for campus programming, particularly in the Smith Union.

The student-led and staffed Student Activity Fee Committee, which allocates \$560,000 annually, changed its process in 2001 from group-based to event-based funding. The new system rewards active organizations with strong leadership and enables new student groups to find funding previously unavailable. This change in the annual spring allocation process has significantly increased high-quality programming on campus.

The Community Service Resource Center: The newly established center is a focal point for student, faculty, and staff engagement in the community through volunteer programs, support for service learning, campus-wide public events (kNOw Poverty week, Common Good Day), and leadership training. Twenty student-led service organizations organize volunteer activities for students. Students donate over 25,000 hours annually to local service organizations. Student-organized and -led alternative spring breaks engage students in intensive service work in locations ranging from New York to Thailand, and “Pre-O” service trips play an important role in the pre-orientation program.

The Bowdoin Outing Club (BOC): The BOC is the largest student organization on campus with over 385 dues-paying members in 2005–06 (of whom 70, or 18.2%, were students of color). During 2004–05, the BOC organized and led 85 trips with 1,650 participant days, not including the 38 pre-Orientation trips in which 337 (out of 480) members of the first-year class participated. The Leadership Training (LT) Program is a keystone in the structure of the BOC organization and a model for other campuses. Looking ahead, one great challenge of the BOC is to have the membership and cohort of leaders better reflect the diversity of the student body.

Intramurals: In 1996, administrative responsibility for intramural sports moved from Athletics to Residential Life to build on the residential basis for many of the intramural teams. Intramurals are now the College’s largest and most popular extracurricular activity. In 2005–06, intramural teams had 1,983 registrants, up from 1,002 in 1996–97.

Reorganizing the Student Affairs Office

Over the past decade the Dean of Student Affairs Office developed a mission statement and reorganized, professionalized, and systematized the work of the office. This reorganization entailed hiring new staff, including a Dean and Assistant Dean of First-Year Students to focus on first-year students and their transition to the College. Students who will need extra support are now “flagged” by Admissions. The deans identify students in need of the greatest assistance during the first year, help monitor their progress and find supports for them, and then transition them to upperclass deans. This very personal approach has resulted in a small number of academic suspensions (fourteen per year on average over the past five years) and strong student retention (the second-year retention rate and five-year graduation rate have averaged 95% and 90% respectively for the past five years).

In 1999, the Dean’s Office created the position of Director of Accommodations for Students with Disabilities and shortly thereafter re-wrote the Accommodation Policy for Students with Disabilities to ensure that the programs, activities, and services of the College are accessible to all matriculating students, including our approximately 100 students with learning, attention, physical, and/or psychiatric disabilities. Student contact with the Dean’s Office continues to increase steadily (1,946 scheduled meetings with students in 2002–03; 2,339 in 2003–04; and 2,435 in 2004–05), reflecting confidence in the quality of the office.

The 2001 Faculty Survey, administered by the Institutional Research Office, asked faculty to rate the level of change they had seen at Bowdoin over the previous three years. Among the areas faculty cited as showing the greatest improvement was “college resources to assist students who have academic difficulties” (71% reported improvement). Less dramatic, though also positive, gains for students were indicated in perceptions of the “overall intellectual climate,” “opportunities to learn from people at Bowdoin who are different from you,” “opportunities for intellectual interaction with students outside of class,” and “College resources to assist with academic advising.”

The Student Affairs Office has made other programmatic enhancements that have strengthened the sense of community and the health and well-being of students. Traditions such as the Convening and Commencing Dinners and International Student Orientation are examples. The completely redesigned Pre-Orientation and Orientation programs and the newly introduced ReOrientation Program serve the goals of building community, assisting academic decision making, and helping students meet transitional challenges. Other programming includes special retreats and forums on disabilities, body image, relationships, and diversity for students, faculty, and staff.

In Fall 2006 we expect to complete a major revision of the Sexual Misconduct Policy. The Sexual Assault Response and Resource Team (SARRT) was established in Fall 2005, and the SARRT has provided input on the new policy and begun discussing campus-based training to assure effective responses to cases of sexual violence.

A Readmission Committee was established in the fall of 1999 to provide a forum for consultation regarding the readmission of students from academic suspension, disciplinary leave, and/or medical leave of absence. Bowdoin also revised policies and practices associated with the Family Education Rights and Privacy Act (FERPA) to ensure appropriate and consistent management and disposition of student records. We also designated a person to handle student visa and I-20 issues and stay abreast of changes to federal immigration law.

Student Services and Support

Health, counseling and student wellness: Over the past ten years, Bowdoin has reorganized its Health and Counseling services to provide a higher level of coordinated care to students. The staffs of these offices meet regularly to share essential clinical and prescription information and to collaborate as a clinical team on eating disorder treatment. The Health Center is now directed by a full-time physician and staffed by board-certified physician assistants and nurse practitioners, and a registered nurse, increasing the level of care provided and student confidence in this care. The Counseling Services staff has grown from 3.5 FTE to 5.4 FTE over the past ten years. The College now also benefits from the services of two consulting psychiatrists working one day each per week in the Counseling Service.

In 2004, the College undertook an external review of these services with resulting changes in organizational structure, administration, student health insurance, quality assurance, and planning for improved facilities.

Both services have experienced a significant increase in demand. In 2005–06, the Counseling Service staff met with 350 students and provided 2,345 counseling sessions (average of 6.7 sessions per student), which represents a 9% increase over the highest number of sessions ever provided (in 2003–04) and an increase of 27% more clients seen than ten years ago. Number of clients has increased from an average of 254 between 1995 and 1999 to an average of 315 between 1999 and 2004. Three of the five clinicians are staff of color and students of color represented 35% of the total student client base in 2005–06. Growth in utilization has been even greater in the Health Service. Since the re-implementation of a physician-director model in 1999–2000, the number of student appointments has increased 73% to 6,914 in 2005–06, with annual increases of 10–15%.

In the context of increased public attention on issues of stress-induced illness and disorders, Bowdoin has developed a wide range of wellness programming, and this proactive outreach has certainly contributed to the higher student utilization of Health and Counseling. An intra-divisional Health and Wellness Committee coordinates these efforts. Extremely popular training sessions in yoga, meditation, visualization, and even

belly dancing aim to help students find a new balance and new ways to cope with stress. In addition, the Athletic Department has offered courses in Pilates, spinning, water aerobics, and the like, which have been popular and well subscribed. Dr. Jeff Benson writes a weekly “Ask Dr. Jeff” column in the *Bowdoin Orient* to educate students about health issues. Campus buildings and events have been tobacco-free since 2003.

Spiritual Life: In light of growing student and community interest in the spiritual development of students, we established in 2002 the Spiritual Life Advisors Office, bringing together the advisors of the Bowdoin Christian Fellowship (BCF), the Catholic Students Association (CSA), and Hillel. In 2001, the College raised endowment support for programs supporting Jewish student life and affiliated with the national Hillel organization.

Career Planning: Bowdoin’s Career Planning Center (CPC) has moved to an approach based on technology and personal contact in providing education and services to a growing number of students during all of their undergraduate years. Over the past five years, the CPC has seen a 37% increase in student contact (including a 29% increase in non-seniors). The CPC collects electronic career profiles on “e-Bear,” and currently has e-Bear profiles for 62% of the student body, including 48% of the first-year class, allowing job and internship opportunities and other career-related information to be directed to students based on their specific interests.

The Bowdoin Alumni Career Network has become a significant network of contacts for undergraduates and young alumni and has been strengthened by the involvement of parents. Last year, Bowdoin alumni were involved in over 75 CPC-sponsored programs on and off campus. Off-campus activity has grown; in 2004–05, the CPC hosted four major off-campus recruiting events, in Boston, New York (2), and Washington. Recognizing that a critical step for students exploring careers is to secure a good internship during college, the CPC has worked to promote internships. At the time of graduation, 79% of the Class of 2005 reported having done an internship during college, compared to 57 % in the Class of 2000.

In 2002, the College reorganized post-graduate scholarship and fellowship advising, and the faculty established a standing committee on fellowships on which the Director of Career Planning serves. In 2006, a record number of Bowdoin seniors (nine, with one alternate) have been awarded Fulbright Scholarships, in addition to other national awards (e.g., two Watson Fellowships and a Beinecke Scholarship).

Health Professions Advising: Health Professions Advising now has its own office. Faculty support the director by preparing recommendations and appraising the strength of each candidate for the institution’s recommendation. This new structure has served candidates well, as those who have applied through Bowdoin have enjoyed medical school admission rates of 87.5% or better over the past six years.

Athletics

Intercollegiate athletics play an important role at Bowdoin, engaging about 46% of students in intercollegiate competition, 33% at the varsity level. During the past decade, the College has expanded the coaching staff to improve the quality of coaching and to address disparities between the men's and women's programs. Alpine skiing was eliminated as a varsity sport (now it is a club sport), and women's rugby was elevated to varsity status because of exceptional student interest. More women have been brought into the coaching ranks and the College has nearly achieved gender parity in participation. Significant strides have also been made in support of positive team cultures. The broader climate for college athletics, particularly at the highly selective colleges and universities, has prompted rethinking of athletics and admissions.

Staffing and teams: Under the leadership of the Athletic Director, four full-time head coaching positions, five coaching internships, and a strength and conditioning coach have been added to the staff.

Admissions and performance: The debate about athletics and admissions and student performance during the past eight years has caused both shifts in admissions practices, as noted earlier, and careful internal scrutiny of the academic performance of student athletes. At Bowdoin, student athletes' academic achievement is now more or less comparable to that of all students. At the end of the 2005–06 fall semester, the all-student cumulative grade point average was 3.23, and the cumulative GPA for student athletes on intercollegiate and club teams was 3.22. In 1999–2000, these numbers were respectively 3.19 and 3.07. These are averages for all athletes; there are significant differences in team-by-team performance.

Promoting positive team climates: In 2004, the College adopted a well-developed policy governing the review and promotion of head coaches. This policy—implemented by a committee of faculty, staff, and senior head coaches—has more clearly defined coaches' roles as educators. The Athletic Director initiated in 1999 a Captain's Leadership Training Program so as to more fully capitalize on the role of team captains. In addition, a Captains' Council now advises the AD on issues of importance to Bowdoin athletics. In 2005, the AD established an Athletic Council to facilitate community service and community building efforts by team members.

The quality and character of team climate is especially important given that athletic teams play a large role in shaping the social norms on campus. Teams are often a centerpiece of student athletes' social lives. The visibility and solidarity of teams is envied by some students and can be seen by faculty as competing for student attention and energy with the academic program. An ongoing challenge for coaches and the College thus is to continue to work at the balance between developing strong and positive team identities and integrating and engaging student athletes in other areas of college life. Developing a co-curricular transcript and tracking involvement and leadership will help us assess engagement and impact within and beyond athletics.

Gender equity: The 1996 Reaccreditation Self-Study commented on concerns during the 1990s about gender equity in the athletic program at Bowdoin. Since that time, the College has made significant strides in creating greater gender balance among head coaches, moving toward parity in athletic participation rates of women and men, and in establishing women's athletics on an equal footing with men's. In 1996, the head coaches of women's basketball, men's and women's tennis, and sailing were men; in 2005–06, they were women. In addition, the College added a full-time women's lacrosse coach and part-time head coaches in volleyball and women's rugby. Each is a woman.

According to the most recent report to the NCAA on gender equity, male and female athletes have almost reached parity by number (52% male compared to 48% female in 2004–05). Women's basketball, field hockey, and ice hockey have traveled to the NCAA Final Four during this period. These and other women's sports have established themselves among students and the broader community as highly respected and well-attended athletic activities on campus.

Diversity of student athletes and coaches: A significant challenge for the Athletic Department going forward is to diversify the head coaching staff and the team rosters, neither of which is currently fully reflective of the broader community. Currently, only one head coach is a coach of color. Team rosters are more homogeneous than the student body from which they come. Among the 575 students who play on a varsity sport at Bowdoin, 98 (17%) are students of color compared to 26% in the student body, although these percentages vary significantly by team. A priority activity for 2006–07 is to work with the new Dean of Admissions and Financial Aid and the head coaches to create meaningful incentives for coaches to identify and successfully recruit students of color who will succeed academically while also contributing to Bowdoin teams.

Athletic facilities: The College built a new squash facility in 2001 in response to changes in rules for the game. A lighted artificial turf field opened in 2002 to provide a game field for field hockey and lacrosse and to support all spring teams that need to practice during mud season. The Magee Track was resurfaced and a new women's soccer field built in 2005. The College is currently planning a new 13,000-square-foot fitness center to replace the ten-year-old 4,000-square-foot Watson Fitness Center and a new ice hockey arena to replace the 50-year-old Dayton Ice Arena.

Institutional Effectiveness

Admissions and Financial Aid

Bowdoin continues to attract large numbers of very able applicants and to benefit from fairly high yield rates. It has made significant strides in diversifying the student body and expanding its geographic representation. The capital campaign promises expanded support for endowed financial aid to address Bowdoin's important commitment to broad access for students. With success comes a challenge to avoid complacency in a competitive and rapidly changing admissions and financial aid landscape. We know

from experience that supporting a diverse student body requires constant attention. Admissions and financial aid will conduct careful analysis of each year's admissions results, annually review recruiting strategies, and continue to use staff resources to strengthen BASIC as ways to manage these challenges.

Admissions and financial aid staff will continue to examine with the President, senior officers, faculty, and Trustees the impact of continuing cost increases on the economic diversity of the student body and on yield rates; patterns of merit aid at other colleges and the ways that they affect Bowdoin admissions; the trade-offs between being need-blind and being need-aware; and the choice between equity packaging for aided students and preferential packaging for selected aid recipients. The College is committed to directing financial aid both to lower-income students and to middle-class families who cannot afford Bowdoin and will continue to review its success in achieving that goal. It also will continue to try programs and approaches to encourage the most academically talented students to select Bowdoin, to understand demographic changes and respond to them, to maintain a commitment to Maine students in the face of declining high school populations in the state, and to attend to strategies for sustaining a personalized admissions process in the face of increasing applicant pools.

Student Life

In the past decade, Bowdoin has transformed student life at the College. Ten years ago, Bowdoin was experienced by students as a fragmented community and had very limited racial and socioeconomic diversity. The culture of the campus was greatly influenced by fraternities and athletic teams, and too many of the associated traditions were exclusionary, unhealthy, and anti-intellectual. Today, the student community is dramatically more diverse and engaged. Fraternities are gone. Leadership opportunities abound for students and educational, cultural, and social programming is at its highest point. A vibrant residential life program that centers on student leadership provides opportunities for all students, and new traditions that build community through shared experiences have largely replaced those that pulled people apart.

The Student Affairs division utilizes a multitude of methods to monitor the effectiveness of its responsibilities and programs and to guide its planning for the future. Throughout the transformations that occurred during the last decade, Student Affairs relied on the Office of Institutional Research to gather data from students, to do routine or special surveys, and to do studies that monitored change and progress. The division has benefited tremendously from the extra staff support made available during the last three years as a result of a grant from the Davis Education Foundation. This grant has made possible several important student life studies, including a study on student time use, last year's study on health and wellness, and qualitative interviews with students of color, GLBT students and first generation college students about their experience. Over the coming year, the division hopes to rely on the support of this grant yet again to study whether men are more or less engaged than women and how their engagement in academic and co-curricular life differs. Support from Institutional Research in the form of data, routine surveys, and focus group development is ongoing and routinely utilized

by committees such as the Recording Committee, the Student Affairs Committee and the Health and Wellness Committee to inform policy decisions and identify programmatic opportunities.

Opportunities and challenges remain. As we look ahead, a number of topics and questions need our attention. To address these, we will build on the strong collaboration between Student Affairs and Academic Affairs and Admissions to create intra- and inter-divisional work groups made up of staff, faculty, coaches, and students.

Enhancing our learning/living community: A key theme of the 1996 Self-Study was "intellectual engagement." Although the College has made significant progress in developing activities that connect students and faculty/staff outside the classroom, we would like to do even more to ensure that academic, social and athletic life are integrated venues and not distinct silos. A newly created working group, chaired by the Dean of Student Affairs and the Dean for Academic Affairs, and including students, faculty, and staff will consider promising ideas and examine key questions, among them: Do the College Houses and their associated activities appeal to each class and group of students? Is there a place for affinity housing in our inclusive residential system? How do we generate dialogue beyond the classroom to ensure that students are learning from one another and faculty and staff in our pluralistic community? To what degree are athletes integrated and engaged in other areas of college life? How are faculty and staff involved and engaged in these areas?

Stewarding a pluralistic learning community: To build on the educational value of a diverse community, the College must be attentive to encouraging student growth through interaction and dialogue. We are attentive to the potential for athletic teams, College Houses, and the Outing Club to become too isolated from or unrepresentative of the general campus community, which limits the potential growth of their members. A newly created working group chaired by the Director of Multicultural Student Programs and the Director of Athletics will identify barriers to participation and work to ensure that they are integrated and representative of the College. We plan to develop a co-curricular transcript that allows us to track student participation and leadership.

Strengthening advising: Student Affairs and Academic Affairs will continue their partnership in training faculty advisors, leading discussions of the advising process, and developing new resources to support advising (Standard 4).

Addressing the role of alcohol in student life: Alcohol use tends to create a dividing line in the community and IR data reveal increasing numbers of Bowdoin students are playing drinking games, binge drinking, and drinking to get drunk. A newly created working group chaired by the Director of Student Life and the Director of Residential Life will work to reverse these trends and determine how we can ensure a vital social life for all students including those who don't drink. The College will hire peer health educators to facilitate peer-based discussions about alcohol and other health-related concerns; and ask athletic captains and coaches to take leadership on this issue and help design policies and programs to reverse these trends. The Health and Wellness Committee will convene

regularly to identify programmatic gaps and opportunities and better coordinate our efforts.

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Standard Seven: Library and Other Information Resources

The Library and Information Technology (IT) play a central role in supporting teaching, learning, and research. Even in the age of the Internet, the Library remains a crucial resource for faculty and students, and provides a central place for students to study and to gather. During the last decade technology has transformed every aspect of the College, including the Library. The Internet, the Web, search engines, text, image and music databases, MP3 devices, and powerful analytic tools such as GIS and other new software resources have enriched teaching and pedagogical approaches, changed research, altered scholarly communication methods, and reshaped library and information technology services. These changes have demanded new resources, constantly changing staff expertise, new organizational structures, and high levels of collaboration between Library and IT staff. The Library and IT have responded to these challenges and provide high levels of services and support that win the praise of students and faculty.

Library

In ten years, the Bowdoin College Library has changed dramatically in appearance, collections, and services. Over that period, the College completed a major renovation of Hawthorne-Longfellow Library. Librarians re-engineered services to capitalize on new technologies and expanded collections to include online indexes, journals, and research databases, and digital text, image, and sound collections; and designed Web-based gateways, customized research tools, instructional services, and integrated, seamless search systems. Library teaching efforts have broadened to support information literacy, and reference services have been reconfigured. With colleagues in IT, librarians have created new partnerships with faculty to support the academic program.

As it looks forward to the next ten years, the Library faces challenges in managing collection growth in the face of continuing growth in the faculty and demand for acquisitions, rising costs of materials, limited budgets, and space constraints. Collection development must balance demands for digital and print resources and be coordinated with Colby and Bates, with which we collaborate closely. The College will develop a space plan for the Bowdoin Library, taking into account the resources and limits of branch libraries, IT needs for a centralized facility, and consortial collection management and offsite storage activity with Colby and Bates.

Organization and Staffing

Historically, the Library has been closely linked to the faculty. The Librarian reports to the Dean for Academic Affairs, is a voting member of the faculty, and attends meetings of department chairs. A standing Library Committee, advisory to the Librarian, serves as the official link between the Library and the faculty.

The Library is organized into five administrative units: public services, technical services, special collections and archives, digital initiatives, and administration (TR7.1). It includes four branch libraries (science, art, music, and the Language Media Center) as

well as Hawthorne-Longfellow Library. There are 32.71 full-time equivalent (FTE) library positions: 14.8 librarians and 3.0 professional staff for a total of 17.8 FTE positions, and 14.91 support staff who work in teams across departments (TR7.2). The Library also employs 188 student assistants who represent 14.9 FTE. Overall, the Library's FTE has decreased marginally during the last 10 years (TR7.3). To manage the rapid pace of change, the Library has regularly redefined positions, moved "hours" from one area to another, redesigned processes, and retrained existing staff. These efforts have enabled the Library to meet the needs of a significantly larger faculty and somewhat expanded student body, but library staff feels stretched.

Instruction and Research Support

To support classroom instruction, librarians have developed a four-stage library instruction program (TR7.4). Library course instruction increased by almost 50% over the past ten years, to 90-100 sessions each year, and librarians now introduce Information Literacy (IL) skills in roughly 35-40% of first-year seminars. The instructional program has expanded as librarians have strengthened a liaison program with faculty to support IL, curriculum design, classroom teaching, collection development, and faculty research. E-reserve service was introduced to provide digital access to text, images, and music and language audio files. In FY 2006, 284 courses used e-reserves.

Over the last decade reference support was increased and diversified. Librarians introduced new online reference services (e-mail, instant messaging, and live chat reference), and established individual consultations for students and faculty. Each senior honors student is assigned a librarian liaison. Librarians also develop online help pages and electronic research guides for specific disciplines and courses.

Reflecting Library efforts to provide access to an expanding universe of materials for students and faculty, interlibrary loan (ILL) borrowing has grown by 67.7% in the past ten years. Two user-initiated consortial borrowing services were introduced: MaineCat, a state of Maine resource-sharing INNReach system, and NExpress, a similar consortial service with Wellesley, Williams, CBB, and Northeastern, which piloted article-level, user-initiated borrowing service. Librarians have also implemented WebBridge, a journal article link resolver that connects users to the full text of e-journals directly from electronic indexes and databases and offers pre-populated loan request forms for articles unavailable in the Library's collections.

The Library regularly collaborates with faculty, IT, and the Colby and Bates libraries on projects that bring new information resources to the students and faculty. As noted in Standard 5, librarians teamed with faculty to teach entering students about academic honesty. With support of a CET/NITLE Mellon grant, a CBB team developed an academic honesty Web site that new students must complete in their first semester (Standard 5). With Mellon Foundation support, the CBB libraries built and supported the first campus videoconferencing system and administered a faculty stipend program to support effective collaboration in teaching and learning in an information-rich electronic

environment. Librarians, faculty, and IT partnered to obtain a CET/NITLE grant to investigate effective support models for GIS at liberal arts institutions.

Special Collections staff established a Web site for the Senator George J. Mitchell papers; developed electronic finding aids to rare book and manuscript collections, enhancing accessibility and encouraging use of these collections; and Web-published a digital image gallery featuring 800 images of campus buildings from the College Archives. The department also implemented a campus-wide records management program and modified policies and procedures to accommodate sweeping technological developments in archives management.

Collection Development and Resources

The explosion and cost of electronic resources, continuing demand for books, and inevitably limited budgets and space pose central challenges for collection development and management at any library, and Bowdoin is no exception. Although in Spring 2006, the Library celebrated the milestone addition of its one-millionth volume, growth of the book collection has slowed considerably as new electronic resources have expanded the scope of the collection but absorbed larger proportions of the budget. The central challenge for the Library is to continue to meet the needs of the academic program and support faculty research in the face of these realities.

Like other libraries, Bowdoin's acquisition materials have moved steadily from books to electronic resources over the years. E-resource collections have expanded from 274 titles in 1996 to over 21,000 e-journals, over 200,000 e-books, and over 150 online indexes and databases in FY 2006. Over 230,000 records for digital resources have been loaded into the library catalog, providing merged access to print and electronic library holdings. Expensive journals and electronic materials, particularly in the sciences, exhaust greater percentages of total materials funds, leaving fewer dollars for book purchases. Ten years ago the Library spent \$605,398 to buy 13,777 volumes; in FY 2005, it spent \$518,344 to add only 8,372 volumes. In the same period, periodical expenditures more than doubled from \$517,143 to \$1,286,752; the number of print subscriptions was reduced by 21% while 4,500 electronic titles were added. These patterns especially affect faculty in the humanities, fine arts, and the social sciences, where demand for books remains high. The challenges for collection development are increased by the fact that annual budget increases have not been able to keep pace with the annual price increases for journals, books, and electronic resources. Bowdoin ranks ninth in the 21-College Comparison Group in its total FY 2005 acquisitions allocations.

The centerpiece of the long-range strategy to re-envision collection development is a collaborative project with CBB. Building on the success of a Mellon planning grant, in Spring 2006, the CBB Librarians submitted a successful proposal to Mellon to establish a collaborative collection development and management plan for the three colleges. A September 2006 grant of \$280,000 will include shared off-site storage and print retention policies; investigation of formalizing collaborative purchasing and licensing of digital materials; and most importantly, a joint collection development model. At its core will

be an analysis using software tools of the overlaps and differences in the collections of the three libraries; these data will drive decisions about de-accessioning little-used materials or those duplicated in electronic form.

In the short term, to ensure optimal use of budget dollars, librarian liaisons and academic departments are reviewing book approval plans, and a journal review project is underway to identify print titles for cancellation. The Librarian has presented information about Library budget challenges to the Library Committee to enlist faculty participation in these projects. The Collections Librarian position has increased to .75 FTE to focus on improved collection development oversight. In the longer run, collection development will be aided by achievement of the \$2 million goal for added endowment for library acquisitions in the capital campaign. Currently, roughly half of the acquisition budget is supported by endowment, grants, and gifts.

The age, size, and complexity of the collection and the rapidly expanding array of digital resources pose other collection management issues. Library collection preservation activity must expand to a more comprehensive program of preservation assessment, repair, replacement, and reformatting of collections. Digital reformatting and Web-publishing of paper-based resources, especially of Special Collections materials, have become reasonable expectations among library users, but the Library lacks staffing and resources needed to develop a comprehensive digitization program. The Library and IT have founded a campus-wide Digital Asset Management group to identify common administrative and faculty needs related to the storage, description, and presentation of collections of digital objects; to develop guidelines for metadata and digital image processing; and to investigate software options for establishing a digital repository.

Facilities

Even with the advent of new technologies for getting access to information, the Library remains an important study and gathering space for students and faculty. To enhance that space, the Library completed a five-year, two-phase renovation of the Hawthorne-Longfellow Library (H-L) in Fall 2005. The renovation achieved aesthetic, functional, and technological upgrades and brought the 40-year-old facility into codes compliance. It provided new student study spaces, group studies, a faculty research room, new Special Collections facilities, a technology commons and expanded electronic classroom, as well as installation of added compact shelving, and new lighting, carpet, and furniture. Infrastructure upgrades included a fire suppression system, improved climate control for Special Collections and Archives, wireless technology, and faster network hardware.

Planning for resolving current space issues and imagining future space needs is a major priority for the Library and College. The overcrowded Art and Music branch libraries pose the most immediate challenge. Resolution of these issues will be a major focus of the space planning process described below. Another concern is the lack of handicapped access to three of the four branch libraries. Space utilization in the Language Media Center and in the Hatch Science Library (the only library with adequate space) also will

be part of the comprehensive space analysis. Space planning connects closely to the collection management planning described above.

Hawthorne-Longfellow also has limited capacity to accommodate growing collections and no space to fulfill aspirations for an expanded Special Collections workroom; a preservation lab to treat aging, fragile collections; a digital services center co-managed with IT; and a 24/7 study lounge requested by students. Administrative and IT offices are housed in H-L, with no immediate plan for these functions to move elsewhere. The Library currently has 35,000 seldom-consulted volumes stored off-site. The collection development collaboration with CBB will examine the possibility of de-accessioning seldom-used books if they are available at other libraries.

Hawthorne-Longfellow has building envelope deficiencies that permit continuous moisture intake and create excessive interior condensation. Although some preventive measures have been taken, deterioration is ongoing.

As a basis for rethinking space utilization and projecting future space needs, the Library Collection Team is developing new ten-year collection growth projections and reviewing collection development policies. We anticipate engaging a library space planner to lead staff in evaluation of options for changing space utilization in H-L and the branch libraries. The need of IT for more centralized facilities must be considered together with Library needs to determine whether sharing of facilities is possible.

Assessment and New Initiatives

To monitor effectiveness in response to the many changes of the last decade, the Library has established a culture of continuous assessment and implemented a comprehensive program to inform service improvements and strategic planning. In 2005 the Library concluded a self-study and participated in an external review (TR7.5). Student and faculty focus groups led to the introduction of many digital services: e-reserve service, support services for honors students, restructuring of faculty library orientation, Library gateway redesigns, online point-of-need services, and a marketing brochure for faculty called “ – @ the Library” (TR7.6). The LibQual+ survey led to introducing WebBridge, increased purchases of digital collections (e.g. EEBO and ArtSTOR), enhanced access to e-journals through Serials Solutions, restructuring library data systems for portal use, and librarian advocacy for campus portals.

Supported by a grant from the Davis Educational Foundation, librarians partnered with Institutional Research to investigate changes in students’ perceptions of their information literacy over four years at the College. Librarians have also piloted and will administer an IL skills assessment tool for first-year students. The results of both surveys will be correlated to provide a true comparison of students’ perceptions against their actual IL skill level. Another project involved interviews with 80 students undertaking honors projects to learn how they developed information literacy skills and their views of the effectiveness of group library instruction. The survey outcomes led to development of a

Library Literacy Statement (TR7.7) endorsed by the Library Committee, and inclusion of information literacy as one of the goals of the new curriculum and first-year seminars.

Management and Strategic Planning in a Rapidly Changing Environment

The Library undertakes ongoing strategic planning. It also is engaged with IT in a joint planning effort to identify initiatives that would benefit from increased collaboration, to align mutual goals and priorities and to integrate technology into teaching and research. Another joint group is working on digital asset management strategies. The two departments work together with mutual respect, developing a shared knowledge base and shared approaches to supporting the academic program.

Information Technology

Organization and Staffing

Information Technology at Bowdoin supports the mission of the College—teaching and student learning—and faculty research as well as the essential administrative functions that allow Bowdoin to operate effectively. The College has reorganized its technology services several times since the last review, attentive to the concern expressed in the 1996 self-study that the “College has been slow to develop its information technology infrastructure, particularly in the academic program.” Since that report Bowdoin has moved ahead significantly and is well positioned to support both the academic program and the administrative work of the College.

The initial development was the creation of the Educational Technology Center (ETC) in 1997. Separate from Computing and Information Services (CIS), it was directed by a person reporting first to the Librarian and then to the Dean for Academic Affairs. Substantial endowment resources were directed to support educational technology in 2000. The ETC brought more attention to supporting faculty in specialized teaching and research activities, but provided inadequate support for most faculty, and created inefficiencies from a divided technology staff and escalating technology costs. Together these issues caused a reconsideration of strategy and approach.

In July 2003, the College filled a newly created position for a Chief Information Officer because of the strong and vital role technology plays across the College. The CIO led the collaborative analysis and redesign of the College’s technology strategy and resource allocation to support student learning, faculty research, and institutional management. Reporting to the President and overseeing a staff of about 40, the CIO is responsible for the IT budget, communication, strategic planning, and integrating technology development and services across the College. With creation of this position came consolidation of ETC (along with audiovisual services from the Library) and CIS into one Information Technology division. Subsequently, the staff groups have been brought together and reorganized around new strategies for collaboration, knowledge management, communication, cost efficiency, responsiveness, and staff development. These changes have held the proportion of the College’s operating budget devoted to

information technology level, or slightly lower on an inflation-adjusted basis, while at the same time creating new IT services, strengthening student and faculty involvement, and supporting the implementation of major changes in software and hardware.

IT is now organized into work groups with extensive built-in interdependencies to enhance communication and develop synergies throughout the department (TR7.8). Although each group provides specific services, the groups also draw on the resources and expertise of others outside their groups. IT staff and groups have permanent assignments to support the administrative and academic program and floating assignments to provide additional IT pilot and project management, support, and services.

An Information Technology Strategic Plan 2006-2007 (TR7.9) identifies the challenges and strategies that will guide the IT department’s work in the short term. IT will also continue to work on developing effective internal processes and standards; draft policies for Information Security, Business Computing Systems, Computer and Network Usage, Data Access, Electronic Commerce are in development and will be sent through the appropriate administrative and governance channels. (TR.7.10)

Support for the Academic Program

IT has established a New Faculty Contact Team to ensure that new faculty have the necessary equipment and are aware of IT services when they arrive on campus. The success of this team has led IT to initiate an advocates program, where each academic department will be given an IT staff person to act as a point of contact to ensure that the department is aware of IT services and that IT understands the departmental needs.

The Educational Research and Consulting (ERC) work group within IT focuses on supporting faculty and serves as an “academic incubator” to collaborate on major projects, such as an interactive Web site displaying the thirteenth-century Japanese scrolls of the Mongol invasion of Japan. As the projects move from a proof of concept to a major project, external funding is sought to support the projects.

Since 2005 ERC and the Office of the Dean for Academic Affairs have collaborated on a multi-day summer pedagogical workshop that enables faculty to learn a new technology and consider its pedagogical implications. The past two workshops have been *Enhancing Courses with Online Components: How to Use Blackboard with Your Course* and *Multimedia Narrative*. More than thirty-five faculty have participated in these workshops.

In 2005, IT made the Blackboard learning management system available campus-wide. During the first semester Blackboard was used by 40% of courses, and 27% of those relied on it as a major part of the course. An evaluation of Blackboard from both faculty and student perspectives led to improvements in the technological infrastructure and training, as well as the planned development of additional features in Blackboard.

IT has four Educational Consultants (librarians and trained instructional technologists who work in collaboration with library staff), who facilitate the use of technology

resources by offering training to both faculty and students through in-class sessions, one-on-one sessions, and informal gatherings to share best practices. Although the consultants teach over 80 different software applications, training sessions focus on the most widely used software (e.g., Microsoft Office, Adobe Creative Suite, Blackboard).

The Technology Consultants work with faculty to integrate technology into their teaching and research. Teaching projects have included setting up student collaborative environments (e.g., wikis or blogs) for specific courses, training and supporting students for digital video or Web site course assignments, and migrating textual or analog content to digital media (e.g., Art History 101). Given the increasing use of multimedia, IT developed Multimedia Services to support scanning, digital photography, and digital video and provide assistance with the management of digital assets.

The most common research projects involve technical assistance with setting up a database for data collection, storage, or dissemination (e.g., botany database, marine biodiversity database) and conducting geographic information systems (GIS) analysis (e.g., the movement of art galleries, mapping archaeological excavation sites, investigating surface currents).

Web Development

The Bowdoin Web site (2005 recipient of a Webby award) was designed, developed, and built entirely by IT staff and students. Working in collaboration with Trustees, faculty, students, the Office of Communications, the Library, and others, IT continues to redesign and update, maintain, and expand the content of the Web section by section, thereby improving the integration of content, information graphics, navigation design, and information architecture. During the Web site redesign a special project with the Library produced an improved site taxonomy; that collaboration continues today with a focused meta-data committee formed of members from IT, the Library, the Office of Communications, and academic departments. IT staff also work to support the uses of new media on the Web such as podcasting and to ensure that their use is consistent with site standards and creates a cohesive and aesthetic user experience. Additionally, IT staff assist the faculty with their Web pages so that their scholarly activities can be disseminated.

Help Desk Organization and User Services

The IT Faculty-Staff Help Desk provides telephone and onsite technical support. The five full-time staff members are trained and certified to support Windows, Linux, and Macintosh OSX platforms. Help Desk staff have received the Help Desk Analyst Certification offered through Help Desk Institute. Most Macintosh and PC software and operating system upgrades are managed and deployed centrally. All Help Desk and AV staff, as well as several others in IT, are trained and certified in video production tools. With the establishment of a dedicated hot line to the Help Desk and Equipment Services, any classroom emergency involving technology should be responded to within five minutes.

In addition, a Student Help Desk staffed by 20 students covers 64 hours per week and provides assistance by e-mail, telephone, live chat, an on-line knowledge base, and in response to electronically submitted work orders. That help desk is staffed during summer for incoming students and helps to plan and manage the "back to school event" for incoming students. Under a tent on campus as many as 300 new students have their computers scanned for viruses, receive assistance in getting access to the Bowdoin network, and have software installed.

Student print needs are supported by multi-function paper saving systems that queue print requests until the student releases them at print kiosks in primary labs across campus and at GREEN print stations scattered around the campus. Student kiosks are located in popular student gathering locations and can be used to check e-mail or surf the Web. The student computer loan program has been replaced by Stafford Loan supplements for students with need. The College also offers a managed laptop program for students. If students buy the recommended package, their computers are preconfigured with Bowdoin software, and they can have their computers repaired onsite without a long waiting time.

With the Office of the Dean of Academic Affairs, IT has established a stringent policy and process for Internet copyright infringement to comply with the Digital Millennium Copyright Act.

Institutional Effectiveness

To monitor effectiveness and to guide its strategic planning efforts, the Library has successfully established a culture of assessment. Beginning several years ago by training staff on the principles of assessment, the Library now uses a variety of formats and methodologies to collect and use data and information to assess a broad range of resources, services, and outcomes, on a continuing basis. Library staff are encouraged to participate in professional development activities and are evaluated in terms of their contribution to the advancement of the Library's goal to support the curriculum and faculty research. Librarians gather regular feedback on their library instruction sessions and use the results to improve their teaching content and methods. In addition, the Librarians are committed to continuing to capture data on students' IL skills at various points during their time at Bowdoin, which is a measure of educational outcomes. The Library collects a significant amount of management data and participates in a number of data-sharing consortia, so benchmarking is another useful assessment strategy used by the Library for evaluation and planning purposes. The Library is examining and developing new ways to gather data on student and faculty information-seeking strategies. The Library piloted a method last year of tracking people using the Library website, and data from that project helped Librarians understand how people used the website and how it could be redesigned to better suit people's behaviors. The Library's assessment efforts are well embedded within its management and planning structures.

The Library and IT provide vital and responsive support to faculty, students, and administrative offices, making state-of-the-art information and technology resources

available to enhance teaching, learning, and research. Staff in the two organizations work collaboratively on many projects and are planning for the longer-range implications of changing technologies and information resources for the library of the future and the evolving technology needs on campus. At the same time, the Library and IT each face challenges of managing space; reconciling limited resources with high expectations and demands from faculty, students, and staff; and providing training for staff who must continue to redefine their jobs in the face of evolving technologies.

Library space concerns focus on two branch libraries in the short run (art and music) and on Hawthorne-Longfellow in the much longer run. It is undertaking a space planning process that will attempt to envision the library of the future and also will be closely linked to efforts to rethink collection management and development through collaboration with Bates and Colby. The College hopes to accommodate many of the IT staff in a central location in McLellan, but does not currently have funding to finance the renovation of spaces near campus for offices that would have to move out of McLellan. These moves are on the short-term planning horizon.

The Library faces great pressures to meet the requests and expectations of the faculty that it serves within its acquisitions budget. Although the Library continues to work creatively to make materials available through interlibrary consortia, the explosion of expensive electronic resources contends with more traditional book purchasing. Expansions in the acquisitions budget must be regularly evaluated, recognizing that the budget can never keep pace with demand. Alternative solutions are important—as are, perhaps, somewhat altered expectations from library users. The collection management project will provide crucial information and guidance for these choices.

Planning for a sustainable technology system at the College is well underway. Using virtualization, industry and academic collaborations, and “working smart,” IT is building a leading edge technology solution Bowdoin can afford. Continued planning must take into account the likely growth in demand for technology (specialized labs, software, and support for incorporating technology into teaching and research), and must design for the future in planning, support, and implementation of those technologies.

Both IT and the Library face pressures to hire and develop staff as the worlds of libraries and of technology continue to change. The College recognizes the significant successes that both organizations have had in achieving this adaptability and the importance of sustaining that pattern.

The Library and IT face rapid change in models for supporting scholarship and teaching that makes long-term planning difficult but essential. The principal challenge is to understand together these changing models and their implications for the way that Bowdoin will support students, faculty, and staff with information resources in the future. Collaborative work by staff in IT and the Library has established the capacity of the organizations to work together, and joint planning activities have been initiated.

When the College deploys information technology that has the potential to impact student learning, an evaluation is conducted. The most recent academic technology implementation was a learning management system (Blackboard). In Fall 2005, Blackboard was implemented campus-wide with more than 150 courses using it during the first semester and more than 175 courses using it in the second semester. IT subsequently evaluated Blackboard from the faculty and student perspectives. Of the faculty that responded to the survey (46% response rate), 95% reported that the Blackboard was easy to use and 90% reported that it was technically reliable. The survey found that 91% of students (63% response rate) stated that Blackboard helped them access their course material and 65% of faculty reported Blackboard helps them communicate with their students.

The satisfaction of students, faculty, and staff at the College is an important measure of the IT Division's performance. The 2006 Survey of Seniors found that 79% were satisfied with computer and network facilities and support, a 30 percentage point increase from 2000. Regular surveys of faculty and staff on satisfaction with information technology services show a dramatic improvement over the past same period, and will continue as ways to monitor the effectiveness of the IT operation.

Standard Eight: Physical and Technological Resources

Overview of Campus

Bowdoin's beautiful and historic campus includes buildings of widely varied ages and many architectural styles on approximately 215 acres closely surrounded by residential neighborhoods. The College also owns numerous smaller frame and brick dwellings that ring the campus on three sides. Together they constitute the character and charm of the campus. Much of the main campus has been designated a historic district in the National Register of Historic Places. Known as the Federal Street Historic District, the district extends beyond the main campus to include several of the College-owned buildings along Federal, Maine, and College Streets.

Adjacent to the main campus are the Farley Field House athletic complex and other property holdings. All told, the College owns 121 buildings in Brunswick that total approximately 2.0 million gross square feet. In addition to its Brunswick campus, the College owns and operates a 118-acre Coastal Studies Center and marine laboratory in Harpswell, Maine, and a scientific field station on Kent Island, Canada, and has other minor property holdings both in Maine and Canada.

The campus is used intensively year round. The Events and Summer Programs Office schedules many events (such as lectures and symposia) during the evenings and the summer that enhance the academic program, attract visitors, enable use of facilities by local schools and other groups, and bring revenue to the College. Major summer activities include the Maine State Music Theatre and the Bowdoin International Music Festival, each of which has been affiliated with the College for more than 40 years. Upward Bound, which began at Bowdoin in 1965, is funded by the U.S. Department of Education and provides low-income high school students with preparation for college; the Bowdoin program has both summer and school-year programs and currently works with students from 18 Maine high schools.

Campus Planning

Bowdoin has undertaken a series of planning initiatives to ensure that the development and maintenance of College facilities support the mission of the College. The Campus Plan (Standard 2) stands as the core planning document. The Board of Trustees endorsed the Skidmore Owings & Merrill strategic plan in October 2004 and adopted its guiding principles, which recognize the campus's historic character and connection to the Town of Brunswick and endorse the notions of a mixed-use campus, walkability, environmental stewardship, building sustainability, and design planning and review (TR 8.1).

As part of the plan, SOM helped site future building locations and recommended growth and property acquisition strategies for the near term (2010), mid-term (2025), and long term (2050). Among its chief recommendations, SOM suggested that the campus grow southward, better connecting the main campus to the new residence halls and the athletic

facilities beyond them. The plan also suggested a new quadrangle in the area of Coffin Street. Many of the building projects recently completed or currently underway embrace the findings of the SOM report. The SOM report has been shared with the Town Council and Planning Board of the Town of Brunswick, as well as with neighborhood groups. The campus plan is intended to be dynamic in nature and will evolve over time.

In light of the plan, the College has created a Campus Planning and Design Committee composed of faculty, staff, and students. This group meets regularly to select architects, review building siting, and review design and aesthetic issues (TR8.2). The College also follows a master landscape architectural plan that guides the maintenance and renewal of campus grounds and informs the landscape plans for major projects. In addition, the Trustees have adopted a formal Real Estate Acquisition and Disposition Policy, most recently revised in February 2004. The policy identifies real estate priority zones and outlines a plan to purchase desired real estate as it becomes available.

The College communicates about its plans with Town officials and residential and downtown neighbors. Crucial to these relationships is a study, recently completed, of the College's parking needs and a comprehensive parking plan. Bowdoin is represented on the Local Reuse Authority for the Brunswick Naval Air Station and will try to acquire portions of the base property for future College use.

Capital Projects

Over the past decade, the College's building acquisition, construction, and renovation efforts have been extensive, focusing on central strategic goals related to the mission of the institution. These projects have been aimed primarily at improving the student residential experience and supporting the expanding academic program, in particular renewing and expanding outdated and cramped facilities in the arts and sciences. These projects have included both major renovations and new construction. Additional projects have expanded administrative space off the central campus and responded to problems inherent in old buildings. The College aims strategically to consolidate administrative space on campus and preserve the main quadrangle for the academic program.

Funding for capital projects at Bowdoin derives from a variety of sources, including grants, gifts, endowment, and debt. The College developed a capital expenditure plan in FY 2004-05 that presents a five-year perspective on proposed capital expenditures, including expenses related to the construction, renovation, maintenance, or acquisition of College property, the physical plant, and all major equipment (TR8.3).

Academic projects: Major capital projects during the past ten years have focused on College priorities in enhancing the arts and the sciences. In 2000, the College completed renovation of Memorial Hall, which now contains a modernized 610-seat air-conditioned Pickard Theater and a new 150-seat experimental theater. Currently underway is a \$20 million renovation of and addition to the Walker Art Building, which houses the College's Museum of Art. The museum is expected to reopen in Spring 2007. Construction of a new state-of-the-art 286-seat recital hall is underway in the former

Curtis Pool building at the center of the campus. The hall, which will include rehearsal space, nine music practice rooms, and other ancillary spaces, will open in Spring 2007.

The construction of Druckenmiller Hall and renovation of Cleaveland Hall were completed in 1997 to create a multidisciplinary science center for the departments of biology, chemistry, and geology. The College is currently designing and implementing a combined dehumidification and expanded air-conditioning solution that will be completed by June 2007 to deal with unresolved building issues. Searles Science Building was renovated in 1999 to house computer science, mathematics, and physics and provides the campus with a set of attractive classrooms. Kanbar Hall opened in September 2004. It houses parts of the neuroscience program, the departments of psychology and education and the College's Center for Learning and Teaching.

In 1997, the College completed construction and renovation of facilities at the Coastal Studies Center on Orr's Island, including a meeting center, terrestrial laboratory, and salt-water marine laboratory. Completion of a dock in 2006 will make the Center more accessible to the water and support a variety of research activities by faculty and students.

In general support of the academic program, the College undertook two major renovations and improvements in Hawthorne-Longfellow Library in 2000 and 2005. In addition, another frame house was renovated to house an academic department and relieve office space pressures on campus in 2000.

Classroom renovation is now a regular part of the planning cycle for major maintenance and capital projects. Planning has been led by the Associate Dean for Academic Affairs and involves close collaboration with IT and Facilities. Through FY 2005-06, renovations and/or upgrades of academic space (including classrooms and labs) had been completed in 17 locations.

Supporting a new residential life system: To build the new College House system, the College acquired and renovated six former fraternities and transformed them into College Houses. The new plan for residential life moved existing dining facilities from fraternities to a central location and thus required a new dining commons (Thorne Hall), which was completed in 2000 to complement renovated and expanded dining space in Moulton Union (1995).

Three new student residence buildings, Howard and Stowe Halls (1996) and Chamberlain Hall (1999), have helped to draw students back to the central campus. East and West Halls (2005) help to shape the new quadrangle on the south end of the campus as envisioned by SOM. Currently these two residence halls house 204 first-year students. In Fall 2005, the College embarked on a 28-month major renovation project to renovate the six historic brick residence halls located on the main quad.

The College is committed to providing housing to nearly all students and has achieved a historic high of 95% of students residing in College housing. We continue to assess our housing needs. Short-term leases of properties off campus have been executed. Under

the campus master plan, the Harpswell and Pine Street apartments will be removed and a substantial renovation (or replacement) of the Brunswick Apartments will accommodate the growing needs of upperclass students.

Other campus additions and renovations: The McLellan building opened in 1999 to provide administrative space and visual arts space away from the center of campus, thus opening up central campus space for reuse by the academic program and student life. A former fraternity became the Burton-Little House in 2000 and now houses the Admissions Office in a prominent and welcoming setting. In addition, Ham House was renovated in 2000 to house the Treasurer's Office, and Copeland House was remodeled in 2000 to house Development offices. In 2004 the College renovated a house to create space off the central campus for transitional offices for retired faculty.

As a result of special gifts, the Lubin Family Squash Courts were completed in 1999 and the Ryan Artificial Turf Field in 2003. To further strengthen the most popular student club, the Schwartz Outdoor Leadership Center was constructed in 2002. Finally, to support Bowdoin's active and important Children's Center, a new building adjacent to the campus on South Street was completed in 2003.

The historic Bowdoin Chapel interior was renovated in 1997-98, and a rehabilitation of the 120-foot twin towers was completed in 2004 as a response to building decay due to moisture infiltration. Major restoration is expected for the tower of Hubbard Hall and for Searles Science Building within the next two years.

Future projects: The current capital campaign includes a new hockey arena to replace the aging Dayton Arena, built in 1956. The location of a new arena on the athletic campus will free central campus space for parking and, in the longer term, will permit the construction of new academic space as part of the Campus Plan. In addition, the capital campaign will support the development of a new fitness center in the Morrell Gym. Other projects under study include finding a new home for the unique collections of the Peary-MacMillan Arctic Museum, the development of a preservation plan for the historic Stowe House on Federal Street, an Alumni Center, and a renovated Health Center.

Organizational Support for Facilities

Facilities Management: The Office of Facilities Management employs 135 full-time employees and includes the housekeeping, preventive maintenance, groundskeeping, and maintenance shops, and major maintenance and motor pool divisions. The College employs numerous professionals, including licensed engineers, electricians, certified boiler mechanics, and plumbers (TR8.4). The department serves the campus community in providing support and maintenance of all campus buildings and nearby facilities such as the Coastal Studies Center and the sailing and rowing club facilities. The department operates the central heating plant and several warehouse and storage locations on and off campus. The department also maintains a user-friendly work-order system and has recently completed a comprehensive review of deferred maintenance needs. In addition

to employing numerous tradespeople, the department employs the campus Sustainability Coordinator and a Manager of Environmental Health and Safety.

Capital Projects: The capital projects division employs three project managers in addition to the director. This group represents the College as owner on all major construction and renovation projects. The staff also coordinates sustainability features of construction projects and staffs the Campus Planning and Design Committee.

Facilities Maintenance and Renewal

The College is committed to regular renewal of its buildings and infrastructure. In addition to regular plant maintenance, the College has recently devoted significant resources to complete renovations of many campus buildings. For example, aging electrical transformers on campus have been upgraded as part of the renovation of the Museum of Art and the first-year residence halls. Over the past ten years, the amount of resources devoted to deferred and major maintenance has grown significantly. In 2004, Bowdoin engaged Sightlines Facilities Asset Advisers to review preventive maintenance, deferred maintenance, and staffing. The study concluded that Bowdoin has more buildings to maintain than its peers and a unique age distribution of its buildings (more new and more old). Financial and personnel resources dedicated to maintenance exceed or are comparable to those of peer schools.

Sightlines advised that the College could improve the way planned maintenance was budgeted and performed. To address these findings, the College has appointed a full-time maintenance coordinator who will enter data for a computerized maintenance management system. The Facilities Management Department is working with Sightlines on a cyclical repair and/or replacement plan of primary building components for each of the College's 121 buildings.

Funding for the capital renewal program comes from the College's operating budget and was \$3,785,000 for FY 2004-05; \$3,900,000 million in FY 2005-06; and \$3,029,000, a planned reduction, in FY 2006-07. This reduction was made for the short-term in response to significant capital investments made in building renovation that addressed several pending major maintenance items. For example, a number of longstanding ADA accessibility issues will be addressed by renovating the Museum of Art and the historic first-year residence halls. The College plans to rebuild the capital renewal/major maintenance budget gradually over the next several years.

Utilities and Energy Conservation

Energy efficiency and conservation are key components of maintaining Bowdoin's physical plant. In Fall 2004, the College changed its primary heating source from #6 to #2 heating oil. Consultants on the project feasibility study report that the conversion provides significant cost savings, extends the life of storage tanks, and provides significant environmental benefits, including emissions reductions of 57%.

A commissioned energy audit in 2004 projected steady increases in net electrical energy as a result of increased technology needs but also suggested a series of energy conservation measures. Several of these have been identified and funded in the Major Maintenance and Capital Renewal budget. For example, a burner in the main heating plant has been converted to allow it to burn both natural gas and #2 heating oil. Other dual-fuel boilers will follow. The College has converted the furnace of one of the College Houses from #2 heating oil to biodiesel fuel in 2005-06 and expects to expand the use of biodiesel fuel at other locations. Energy-efficient lighting and appliances are purchased as part of Bowdoin's procurement policy, and a hybrid fuel car was recently added to the College vehicle fleet. Several new construction or renovation projects (Museum of Art, recital hall, and East and West Halls) include geothermal wells to reduce heating and cooling demand and costs. The College has arranged to purchase all of its electricity through green power and is testing the feasibility of installing solar electric panels at the Farley athletic complex.

Other Environmental Initiatives

As part of its stewardship duties, the College is committed to environmental awareness and its responsibility to a cleaner environment. In 2006, the College voluntarily signed on to the Maine Governor's Carbon Challenge and has been designated a "Maine environmental leader." The College has committed to a reduction of 11% of carbon dioxide emissions from 2002 levels by the year 2010. Efforts are also underway to become an EPA green power partner and to adopt an environmental management system (EMS).

For new construction, the College has adopted certification standards for Leadership in Energy and Environmental Design (LEED™) Green Building Rating. Since 2000 Bowdoin has incorporated many LEED™-type features into new building projects; the two new first-year residence halls received LEED™ silver certification in April 2006. Bowdoin has continued to improve its environmental initiatives with the development of its own building design standards for renovation projects (TR8.5). In addition, the College maintains a standard product purchasing list that includes low-VOC materials, products with recycled content, and energy-efficient lighting fixtures.

Environmental awareness also extends to cleaning and housekeeping. Where possible, the housekeeping division uses green cleaning supplies. In addition, the groundskeeping department avoids the use of pesticides and other harmful applications, especially on terrain included within the Town of Brunswick's aquifer protection zone.

Safety and Security

The Bowdoin College Department of Safety and Security provides 24-hour patrol coverage 365 days a year. The department embraces "community-oriented policing," a philosophy and organizational strategy that allows the department and members of the Bowdoin and Brunswick communities to work together to promote mutual understanding; identify problems; prevent, solve, and reduce the fear of crime; and

increase the level of safety and security. The department conducts regular programs with students, faculty, staff, and Brunswick residents on issues such as RAD (Rape Aggression Defense), personal safety, a Whistle Program (to call for help in an emergency), crime prevention, and alcohol/drug abuse. Safety initiatives in conjunction with Bowdoin Student Government encourage the use of blue light emergency phones located throughout the campus, promote pedestrian safety, improve campus lighting, and encourage walking in groups and watching out for the safety of other students.

Bowdoin also has formed a Campus Emergency Management Team to handle campus emergencies and disasters. The group meets annually and is currently addressing issues the College will face in the event of an outbreak of avian flu.

Technology Infrastructure and Support

As noted under Standard 7, Information Technology at Bowdoin has changed dramatically in the last decade. Of particular significance to this Standard are the developments in campus infrastructure that provide the hardware and software backbones for many campus functions.

Hardware Infrastructure

Bowdoin's network infrastructure was replaced in 2004 with Cisco networking and security equipment. This high-speed gigabit network connects the campus through a wired and wireless network reaching 84 buildings through 92 network closets. All residence halls, office spaces, and meeting and gathering spaces are wired, with over 13,000 active gigabit ports. Additionally, virtually the entire campus is covered by 802.11G (54 Mb/sec) connectivity. The network hosts more than 4,000 devices in a fault-tolerant environment including redundant connectivity to the Internet and between buildings. The College currently connects to the Internet over redundant gigabit links at 115 Mb/sec including I2 connectivity.

Bowdoin has built a redundant, reliable, and secure gigabit network that will support video, security cameras, facilities systems management, VoIP, storage, and other media services, and we will be migrating these new and existing services to one converged network communications solution. This will cut hardware, cabling, and maintenance costs while providing expanded and integrated online services.

Bowdoin has been connected to the Internet II network since 2004. Network security has improved as a result of the network equipment upgrade of 2004. Security steps include the installation of multiple firewalls, the division of the network into segmented VLANs, tools for bandwidth shaping, and the development of a comprehensive security policy (TR8.6).

The Bowdoin central data center holds all of the College's heterogeneous servers and systems: WinTel servers, Apple servers, UNIX and Linux servers, research and database clusters, and network core gear. The data center was enlarged in 2001 and new HVAC

equipment and a fire suppressant system were installed. In 2004, a new high-capacity uninterruptible power supply or UPS was installed, as was a new and larger generator.

In 2004, the College began a server consolidation based on a migration to a virtualized environment of HP blade systems/VMware, shared storage systems, and virtual machines. Formerly, vendor needs forced the College to have one application per server. We now run as many as 15 applications in one server (blade), realizing considerable economic benefits, more efficient use of rack space, higher availability and fault tolerance, and more efficient systems management.

In response to increased demands from faculty, staff, and students for uninterrupted services, highly available cluster environments have been built to support fund raising, financial services, e-mail, and learning environments.

Demands for digital storage of academic materials are rising exponentially. In response, Bowdoin doubled its enterprise-class mass storage in 2004 by extending the online storage to 24 Tb of tier-one Network Appliance mass storage and 8 Tb of tier-two Apple xSan. These additions are designed to meet the storage needs for the next three years and be extensible into the near future. Regular increases in online storage, management, and distribution of Bowdoin's digital assets will become part of the base IT budget.

Bowdoin's telephone system is the ROLM 9751 switch and voice messaging system that was installed in 1992. Voice recognition software was added in 2004 to allow voice dialing. IT has begun piloting the next generation of telephony, VoIP (voice-over Internet protocol). Cell services are being upgraded by adding a cell tower on campus. There are five locations and one portable unit on campus for high-end video conferencing that support both ISDN and IP conferencing.

Classrooms and technology laboratories: To provide consistent and reliable technology support in the classroom, IT has designed standard packages of equipment that are easy to use, affordable, continuously monitored, and that support all digital formats. In the last two years, 60% of the classrooms have been refitted with these standard packages, and several others have been provided with more specialized arrays suitable to their uses (e.g. high-resolution projectors). Lecture podiums are designed to hide laptops and control gear when not in use. Electronic control panels are consistent across locations. The College has at least a dozen computer labs ranging from three 24-seat PC labs to a 5-seat Macintosh lab.

Desktops: Bowdoin College owns 750 primary faculty/staff desktops and 231 laptops. Of these, about 30% are Macintosh, 70% are Windows, and a few are UNIX or Linux. All College-owned desktops are replaced at least every 4 years. There are 207 additional desktops in labs. There are 324 printers on campus. Bowdoin is moving from individual printer/copiers to networked multifunction printing/copying devices that are strategically placed to cut costs and provide better service to students, faculty, and staff.

Software Infrastructure

IT designed, developed, and launched a completely redesigned Bowdoin Web site in 2004 with collaboration from the Library, the Office of Communications, and the Office of the Dean for Academic Affairs. The Blackboard learning management suite replaced the College's proprietary course management system in July 2005 (Standard 7).

Several improvements were made to the Bowdoin e-mail system in 2005. Two (redundant) SPAM and virus filtering devices were installed to block unwanted e-mail before it reaches our mail environment. The Sun One e-mail server environment was repositioned in a Sun cluster with multiple mail servers installed to divide the load and provide redundant services to the community.

Bowdoin has had for years a customized and underused content management system (CMS) that provides for limited Web self-service by administrative users. IT installed a commercial CMS over the summer of 2006 to support a Web self-service solution for the whole campus in the fall.

Administrative applications: To support the institutional mission, Bowdoin's management systems have been upgraded significantly during the last few years to provide more effective tools. Much of this work was focused on replacing aging College-developed systems with vendor-based systems based on "best of breed" assessment.

The College has implemented Blackbaud's Alumni/Development and Financial Raiser's Edge systems (the latter with a College-developed reporting tool to provide easy to use financial reporting features for more than 300 staff members). Other recent conversions include inventory tracking, work order, and key systems for Facilities; an Admissions system (Powerfaids); a dining service inventory and meal-planning system; and NetCommunity for Development. Human Resources/Payroll offices are in the process of converting systems from one selected in 1999 to prepare for Y2K to one allowing a more technically proficient means of capturing and reporting on human resource data. In addition, the College has installed a 24/7 door security system for all residences and all new office/classroom buildings. A one-card system provides meal-plan control and ties to vending machines.

Online student registration and student records system conversion is the next major software development project. A vendor has been selected and will work with the College to adapt its system to our requirements. We expect implementation in Fall 2007.

Institutional Effectiveness

The effectiveness of Bowdoin's physical resources is monitored primarily through committees and specific planning efforts. The Master Plan, endorsed by the Trustees in 2004, is the core planning document for the campus facilities. The Facilities and Properties Committee, a committee of the trustees, engages in evaluation, budgetary, short term and long term planning for new construction, property acquisition and the

upkeep of the physical plant. The Campus Planning and Design Committee, a committee of faculty and staff, carries out the principles of the Master Plan, reviews major capital projects and associated design issues. An Environmental Management System ("EMS") has been adopted by senior management and will be shared with the campus community in the fall, 2006. Led by the Director of Facilities Management and Operations, the EMS will benchmark certain environmental goals such as recycling and air emissions on an annual basis. There is also a Master Landscape Architectural Plan. Both the Master Plan and the Landscape plans are reviewed regularly or at least every five (5) years. Under development is a plan for preventative and regular maintenance of the College's physical assets. With the assistance of an outside consultant, the College has developed a comprehensive database of buildings that includes information on lifecycle and deferred maintenance items. This database will be updated annually and will serve as an evaluation and planning tool for the development of priorities and budgets for major maintenance (non capital) items.

An ambitious program of renovation and new construction has provided support for initiatives in residential life and the academic program and has renewed many campus buildings. The College is fortunate to be the steward of a beautiful, historic campus. Challenges for stewardship of the campus include developing a budget for routine and continual maintenance and developing further planning for academic space upgrades. As with most campuses, space needs to be configured with an eye to the future and possible reuse. The College will also need to update its master landscape plan to preserve the beauty of campus grounds.

As the College grows to 1,700 FTE students and hires new faculty and instructional staff as an outcome of the capital campaign, pressure for new space will emerge. New space requirements together with aging buildings and rising energy costs create real challenges for the future. For example, the academic program requires improved space for visual arts, an arts library, renovated classrooms, and space for new initiatives, including the Center for the Common Good. In addition, aging facilities at Rhodes Hall and the need for additional administrative space require attention and possible transitional space. Senior officers have taken responsibility for this planning.

By Fall 2007, all of the first-year residence halls will have been constructed or completely renovated. The attention will then shift to improving the quality and quantity of housing for the upper classes.

The College remains committed to complying with the ADA in all future construction and major renovations, and this is an important review element for the Campus Planning and Design Committee. Special emphasis will also be placed on life safety and infrastructure needs.

As the College looks forward, it must continue to be sensitive to its neighbors and its surroundings. A thoughtful plan for the use or disposition of College properties will be needed. Parking plans must also be developed with sensitivity. Of particular importance

to the College will be the conversion of the Brunswick Naval Air Station to civilian use by 2011, and developing plans for the College to acquire property for possible future use.

The College has significantly strengthened the IT infrastructure while attempting to control costs. In 2006 the College is well positioned to support fully both the academic program, including the research needs of faculty and students, and the administrative functions of the College. The physical infrastructure is current and able to meet anticipated needs for the near-term.

The maintenance of the information technology infrastructure and security is dependent on continuous measurement. Every two years an outside agency (OLESEC) is brought in to evaluate technology and data security at Bowdoin. The network traffic server operations are measured and monitored hourly for anomalies. The file servers, which store over 30 terabytes of research and teaching materials, are monitored for when servers are near their capacity.

The greatest infrastructure challenges for IT include full implementation of a voice-over IP system to replace the aging digital phone switch and adapting software to support online registration and Student Records. Both processes are well underway. More broadly, IT will continue to seek creative and cost-effective ways to manage the growing costs of IT infrastructure renewal and to meet the rapidly expanding storage requirements pressed, for example, by new uses of technology in art and the sciences particularly, as well as by student demand. Partnerships with vendors and active participation in planning have proven to help meet these challenges, and the College will continue to pursue them.

Standard Nine: Financial Resources

Overview

Over the past decade, the College has grown significantly in available resources. The endowment increased from \$250.5 million on June 30, 1996, to \$578.2 million on June 30, 2005. Contributions to the College have also been significant. Total giving increased from \$18,195,771 in FY 1995–96 to \$38,147,672 in FY 2004–05 (TR9.1). Unrestricted gifts to Annual Giving grew from \$4.1 million to \$7.1 million in the same period.

Correspondingly, the operating budget and expenses of the College have grown. In 1996, the annual operating budget of the College stood at \$60 million, compared to a budget of over \$100 million in FY 2006 (TR9.2). As with many of our peers, tuition and fees have continued to grow, outstripping inflation and other economic indicators (TR9.3). Dedication of sufficient resources to the academic program and the student experience has remained paramount in setting priorities. At the same time, the Board of Trustees and senior management have reaffirmed their commitment to financial aid, both financially and programmatically (Standard 6). Finally, this decade has witnessed a significant investment in the College's physical plant through the acquisition of properties, the construction of new facilities, and major renovations. The College's capital expenditures are more fully discussed in the Financial Planning and Assessment section below and in Standard 8 regarding Physical Resources.

The Changing Budget and College Priorities

Overview of the budget process: The Treasurer's Office annually prepares the budget with the senior officers and President of the College, and in consultation with the College community. The Financial Planning Committee of the Board of Trustees meets frequently and provides valuable advice about the developing budget. In addition, a group of key budget managers across campus works closely with the Treasurer's Office in preparing budget worksheets and providing important analyses. Open meetings are held to share the preliminary budget with the campus community. The Financial Planning Committee votes to recommend the preliminary budget to the full Board, and the budget is now presented for final approval at the May Board meeting, rather than the February meeting as was the practice prior to 2003. Any revisions or adjustments to the fiscal year budget are presented to the Board at the October meeting. In addition to the Financial Planning Committee of the Board, a campus Financial Priorities Committee is briefed on the budget and discusses major policy issues during a series of meetings throughout the year. The Treasurer chairs the Financial Priorities Committee, which includes the President, members of the faculty, students, and administrative and support staff.

Presentation of the budget: Beginning in FY 2002–03, the College changed its presentation of the operating budget to a format based on sources and uses of operating cash, solely for purposes of planning and day-to-day operations. The presentation modifies generally accepted accounting principles (GAAP) by excluding non-cash items such as depreciation and including debt service principal payments. Designated and restricted funds are included as revenue to the extent that they are expended, rather than

at the date of their receipt. The Financial Accounting Standards Board (FASB) ruled in the early 1990s that operating results should include non-cash items such as depreciation, exclude debt principal payments, and consider all board-designated funds as unrestricted, regardless of how those funds ultimately will be used. While these rules attempt to provide consistency of financial reporting among colleges, they can be misleading for the internal management of operations. The sources and uses method of budgeting is designed to provide transparency of the College's cash position and an additional level of internal management reporting. Bowdoin's presentation of the operating budget is net of financial aid, which is deducted from gross tuition and fees. The sources and uses presentation includes as an expense the annual debt service on the College's outstanding bonds and notes (TR9.4).

As illustrated in Appendix 9.4, each year's budget document sets forth the recommended sources and uses of funds. Following the tables are line-by-line notes to explain each budget item, and a table documenting all sources and uses of operating cash, including capital expenditures of the College (equipment purchases, building improvements, etc.). The only capital expenditures not included are major new construction and renovation projects summarized in a separate capital funding plan (TR9.5).

For audited financial statement purposes, capital expenditures are treated as an asset, rather than an expense, and depreciated over time. These differences in the timing of the reporting of expenses are noted in the applicable sections of the budget and are reconciled to the audited financial statements in an appendix to the budget.

Since moving to the sources and uses format in FY 2002–03, the College has recorded three years of operating cash surpluses and is projecting balanced budgets in its five-year model. This surplus enabled the College to set up several important reserves, including a health claims reserve and an operating contingency fund. For example, the College ended FY 2004–05 positively with revenues exceeding expenses by \$1.5 million on total expenses of \$94.3 million (excluding depreciation and other non-cash items). Nevertheless, after adjusting for non-cash items, the College has recorded a financial statement operating loss (after depreciation) over this same period. While the College administration, Trustees, and rating agencies understand that the reason for the financial statement losses is primarily caused by the College not funding depreciation, they also recognize that important expenditures are budgeted for capital items in the capital/renewal major maintenance and IT equipment lines.

Overview of Changes in the Budget

In the five-year period from FY 2002–03 to FY 2006–07, Bowdoin's operating budget grew from \$87.1 million (actual) to \$105.3 million (budgeted)—a 20% change—while financial aid has grown 28% over the same period (from \$13.5 million to \$17.3 million).

The comprehensive fee (net of aid), unrestricted contributions, and the endowment distribution continue to make up the College's three major revenue sources. Together,

for FY 06–07, they constitute 81% of operating revenue. Payroll and benefits for faculty and staff are the largest category of expenditures at 60% of the total.

With the growth of Bowdoin's budget over the past several years, the commitment to the academic program has been unwavering. The percentage of total expenses allocated to instruction and research has risen from 30% to 37% over the past decade. In addition, academic support (principally for technological resources, the Library, and the museums) has grown significantly over the same time, particularly in the form of major capital renovations to both the Library and the Museum of Art.

With respect to personnel, Bowdoin, like many of its peers within the COHFE cohort, has witnessed the steady growth of staff to support the academic program. For example, the number of laboratory support staff in the sciences grew from 10.47 FTE in 1996 to 16.69 in 2005. On the capital side, significant improvements have been made to classrooms, faculty offices, and other academic space. For example, during the past decade, the College added 133,517 new square feet for the academic program.

Revenue: Net tuition and fees as a proportion of total revenue has remained relatively constant, representing approximately 50% of total revenue (TR9.6). Auxiliary income accounts for another 5% of income in 2006–07. The annual distribution from the endowment will constitute approximately 22% of revenue; contributions, bequests, and designated funds another 18%. These percentages have been relatively stable over the past five years. For example, in FY 2000–01, the distribution from the endowment made up 20% of operating revenue as compared to 22% in the current year.

Expenses: Approximately 60% of the budget is spent on payroll and benefits for faculty and staff. With approximately 640 full-time-equivalent staff and teaching faculty of 170, the College expects payroll and benefits to cost \$63.7 million in FY 2006–07.

The College sets faculty compensation based on a long-standing policy known as 4-5-6. The Faculty Affairs Committee reviews the implementation of this policy annually (Standard 5). Unlike faculty compensation, staff compensation follows no prescribed formula. In recent years, pay increases have fluctuated, ranging from an average increase of over 5% in 2000–01 to 1.1 % in FY 2002–03 and 3% in FY 2004–05.

During FY 2002–03, a challenging economic period, the College eliminated approximately 30 positions through a combination of staff reductions, early retirements, and attrition. More recently, the College engaged Mercer Human Resources Consulting to assist in the reviewing the compensation structure and developing a new pay structure for staff. The project that began in 2004 and concluded in 2005 reduced the number of pay bands and recalibrated staff salaries according to current market salary survey data. After reviewing the data, Mercer found that Bowdoin's overall pay structure was competitive. Their initial cost estimate of market-based salary adjustments was not anticipated to exceed .5% of base staff payroll or \$125,000 for FY 2005–06 (TR9.7).

Mercer's review also reaffirmed that Bowdoin's benefits package is very competitive as compared to the College's peers. That package includes health insurance, a retirement

plan, a supplemental retirement plan, a tuition reimbursement plan, and pre-tax dependent care and health care accounts for its active employees. In addition, Bowdoin offers post-retiree health care and retiree health care to pre-65 retirees (TR9.8).

The College self-insures its point-of-service health plan but examines this decision annually. Over the past five years, the College's cost of maintaining quality health insurance has increased over 105%. In some years, benefit design changes have been implemented to help dampen the corresponding increase in premiums. In 2002, Bowdoin engaged Mercer to perform a study of the College's health benefits. That study concluded that the College should offer a single health plan (as opposed to two previously offered) and made several other recommendations, including the need to promote wellness initiatives within the community (TR9.9). Bowdoin continues to participate in many surveys to ensure that its benefit packages and offerings are competitive and reasonable.

Operational costs constitute the remaining 40% of operating expenses. Budget discipline over the past several years has kept operating costs relatively flat with little or no real increase in some categories. The one major exception to this has been the growth in the utility budget, discussed below. Because operating costs have remained relatively flat, several programs have experienced constraints, most notably in the Library.

As a result of adjustments to heating systems described in Standard 8, the College can respond to price changes in the spot and futures markets by switching between the two fuel sources. Over the past few years, utility expenses have posed a significant budget challenge. In October 2005, for example, the College had to increase its annual utility budget by 36%. Bowdoin has taken a number of practical steps to control costs.

While the heating plant accounts for approximately 35% of the utility budget, more than half of the utility budget is for electricity. In 2004 the College hired an energy consultant to make recommendations regarding energy use and conservation on the campus. Many of the report's recommendations have been adopted and are further discussed in Standard 8, Physical and Technological Resources. In addition, the College hired Competitive Energy Services to develop more sophisticated energy procurement strategies, including multi-year contracting, spot and futures market purchasing, and daily monitoring of the relative market price of natural gas and #2 heating oil.

Other efforts to control costs include streamlined procurement procedures, developing standard contracts, and establishing contracts with several vendors for preferred pricing. In 2003, the College retained Marsh USA Risk Services, Inc. to review its insurance portfolio and competitively bid its property and casualty coverage. This resulted in improved coverage at competitive pricing. The College has also streamlined its travel and vehicle use policies. Other efforts to streamline Requests for Proposals and to bid contracts competitively and engage in buying consortia have yielded significant savings.

Approximately 7% of annual expenses is dedicated to technology equipment and expenditures (Standards 7 and 8). Expenses relative to capital projects and deferred maintenance are covered in Standard 8, Physical and Technological Resources.

In the FY 2005–06 year, 6% of the operating budget was dedicated to payment of debt service. In FY 2006–07, debt service declines to 5% of the overall operating budget, due to a refinancing that took place in April 2006 (see Managing Debt below).

Financial aid to students has grown significantly over the past decade. From a sources and uses perspective, the operating budget is presented net of financial aid. In other words, the operating budget when combined with financial aid spending totals overall spending of \$122,635,000. From a financial statement perspective, the College's audited financial statements in June 1996 reported \$8.3 million of financial aid discounting on \$31.4 million of tuition and fee income (excluding room and board), or a 26% discount. By June 2005, financial statements reported \$16.1 million of financial aid on \$52.6 million of tuition and fee income (excluding room and board), or a 31% discount.

Endowment Management and Performance

Bowdoin's endowment is managed with the goal of balancing the conflicting goals of generating a steady stream of funds to support the current operations of the College while preserving endowment assets for support of the programs and initiatives of future generations of Bowdoin scholars. Using the basic tenets of modern portfolio theory, the endowment is diversified across multiple asset classes with differing correlations and risk and return characteristics. Bowdoin manages the endowment by allocating funds to external investment managers with expertise in specific areas of investment opportunity. No assets are managed internally at the College.

Bowdoin's endowment, at June 30, 2005, was valued at approximately \$578.2 million, representing endowment assets per student of approximately \$345,000. In FY 2006 the endowment supported 22% of the operating budget, with a spending draw of \$23.4 million. The College uses a 5% spending rule based on a 12-quarter average of endowment values. Approximately 40% of the endowment is restricted to use for scholarships and financial aid, with this percentage expected to grow with the current capital campaign initiative. Fiscal-year 2004–05 investment performance for the endowment was 13.6%, with three, five and ten-year annualized performances of 13.4%, 6.8%, and 11.5% respectively. In all time periods Bowdoin has exceeded the median return and has over the three- and five-year periods generated top-decile returns.

To enhance endowment performance and management, the College reorganized the Trustee Investment Committee and hired an internal investment manager in 2001. Led by the Vice President of Investments, the investment office is housed in the Treasurer's Office and is staffed by three professionals. In identifying potential investments, the College investment staff in collaboration with the Investment Committee carries out extensive due diligence, entailing both quantitative and qualitative research on market opportunities, investment strategies, and structures. The staff model also includes

handling the day-to-day operations of the endowment and working closely with the Controller's Office on investment accounting and back office processes.

Managing Debt

The College understands that debt is, in fact, leveraging the endowment. It is Bowdoin's policy to refrain from using debt to fund current operations. In that context, the College currently enjoys an Aa2 debt rating (TR9.10). As of May 2006, the College had \$113.1 million of long-term bonds outstanding, 89% at a fixed rate and 11% at a variable rate. Bowdoin issues long-term debt through the Maine Health and Higher Educational Facilities Authority. The current weighted cost of long-term capital is 4.60% and the average life of outstanding long-term bonds is 16.3 years. The College also maintains a \$10 million letter of credit facility to help manage cash flow and unanticipated expenditures. The College has an uncollateralized note payable and has three capital leases for the purchase of computer networking and equipment. In setting the appropriate level of debt, Bowdoin has established a debt subcommittee of the Financial Planning Committee. Among other issues, the subcommittee evaluates the cost of capital as compared to projected investment return on the endowment.

The two most recent bond issues occurred in 2005 and 2006. In 2005, the College issued \$30 million of debt to renovate six first-year residence halls and to partially fund a new recital hall (Standard 8). In 2006, the College issued \$9,375,000 par amount of bonds to refinance certain outstanding bonds, to take advantage of favorable interest rates.

Fund Raising

Achievement of the College's mission requires continuing growth in support from alumni, parents, foundations, and other resources for endowment, capital projects, and current uses. Over the past decade Bowdoin has successfully expanded that support, providing an excellent foundation for supporting the College's aspirations for the future.

In 1998 the College concluded its record-breaking New Century Campaign with \$136 million raised over five years. During the six post-campaign years (1998–99 through 2003–04), the College raised nearly \$185 million and almost doubled its annual giving program to over \$7.1 million. During that same post-campaign period, the Parents Fund grew from about \$500,000 to over \$1,000,000. The current campaign is scheduled to run through June 30, 2010, with a \$250 million target. Of this amount, \$158 million will fund endowment initiatives (principally financial aid) and close to \$100 million will fund capital and other spendable purposes.

These achievements were made possible in part by new initiatives such as a 50th Reunion Giving Program and the creation of an effective Major Gifts/Capital Giving program which has continued to grow. This program has been strengthened by careful oversight of the Planned Giving program and a resulting growth in Deferred Life Income gifts. The College has also increased foundation support (as well as faculty research grant support), in part by expanding the Corporate and Foundation Relations program. In preparation for

the current capital campaign, the College completed a 40,000-constituent record data conversion to new development software and established models for endowment fund reporting as well as donor stewardship initiatives. Efforts to enhance connections with alumni have also been crucial to the cultivation of sustained giving to the College. Two examples are the creation on campus of the Young Alumni Leadership Program (involving 40 students in 2005–06) to prepare seniors for alumni leadership roles, and a significantly enhanced Reunion Weekend program that integrates intellectual and family-oriented programming with class-specific celebratory events. Reunion Weekend attendance typically tops 1,700 alumni and family celebrants.

Financial Planning and Assessment

The College uses a five-year financial model to anticipate changes in the College's financial picture. That model was significantly revised in 2002–03 to conform to the sources and uses budget presentation. This model anchors planning discussions at the senior management and Trustee committee level. The tool is designed to be dynamic and is updated regularly as priorities and funding sources change. In January 2006, the finance staff produced a ten-year version of the model to provide a window into the long-term effect of endowment performance on operations (TR9.11 and TR9.12). The model currently includes the assumption of an on-campus student body of 1,700 FTE by 2009 and modest assumptions on the performance of the endowment, currently modeled at 7% per year, compared to actual performance over the past five, ten, and twenty years of 6.8%, 11.5%, and 12.3% respectively.

In addition to the ten-year model, the College developed a list of financial indicators in 2003. These indicators use key financial benchmarks to compare Bowdoin to many of its peers. Developed with input from the Financial Planning Committee of the Trustees, these indicators have been a helpful and meaningful way to evaluate Bowdoin's financial performance and results. (See TR9.13 for the most recent set of financial indicators.)

In addition to these planning and assessment tools, Bowdoin has invested in administrative software systems to improve the reliability and integrity of its financial data. Since 2001, the College has upgraded its administrative systems with Blackbaud's *Raisers Edge* and *Financial Edge* to provide integrated support for development and financial management and immediate access to financial data by staff and faculty. As noted in Standard 8, Human Resources/Payroll Departments are converting systems. The overall administrative systems improvements are expected to cost around \$3 million when complete.

Audit and Ethical Oversight

PricewaterhouseCoopers LLP (PWC) audits the College's financial statements (see TR9.2 for copies of audited financial statements and TR9.14 for copies of auditors' management letters). In addition to the annual audited financial statements, the College retains PWC to opine on the use of federal funds (principally financial aid and faculty

grants) and retains a local auditing firm to audit the College's retirement and health benefits plans (TR9.15).

In 2003, the Trustees' Audit Committee adopted a new charter to clarify its oversight role (TR9.16). The revisions resulted in large part from the sensitivities arising from corporate scandals such as Enron and the subsequent Sarbanes-Oxley Act of 2002. Although the Sarbanes-Oxley law is not directly applicable to non-profits, the charter was revised to address the role of the Audit Committee in relation to other Trustee committees, the committee's review of financial risk and institutional risk, and the role of the Trustees in relation to the independent auditors. Since these changes, the Audit Committee has become a much more active committee of the Board. Among other responsibilities, it regularly evaluates the work of the audit firm employed by Bowdoin.

In 2003, the College also adopted a Code of Conduct, approved by the Audit Committee of the Board of Trustees, which provides guidance on conflicts of interest and acceptance of gifts and sets forth whistleblower protection standards. The policy is available on the Web site at <http://www.bowdoin.edu/hr/handbook/02_general_policies/4697.shtml> along with other College policies at <<http://www.bowdoin.edu/about/admin/#>>.

In late 2004, the Audit Committee recommended that the College enhance its communication to employees regarding the Bowdoin College Retirement Plan and prudent investing. In 2005, the College revised the fund choices available to employees when selecting where to invest employee and employer retirement account contributions and provided information and education to employees (TR9.17).

In 2005-06, the College began an ongoing initiative to more thoroughly document its financial policies and procedures. An early success in this regard is the recently published grants manual (<<http://www.bowdoin.edu/faculty/cfr/grants-manual/>>). Other financial policy initiatives currently underway include a careful documentation of cash receipts and disbursements, investment of cash reserves, and the management of restricted endowment spending. The administration of more than 1,500 separate endowment funds can be a challenge, especially when fund terms become antiquated or impractical. Through a systematic review of funds and reformation of certain fund terms in the last few years, Bowdoin has broadened the terms of a number of funds. Efforts are underway to strengthen the internal audit functions at the College in the wake of the Sarbanes-Oxley Act of 2002 and SAS No. 60.

Institutional Effectiveness

Bowdoin is financially strong. Following the change to a sources and uses budget methodology, the College's finances are far more transparent and better managed than a decade ago. Resources have expanded significantly as a result of excellent returns on the endowment and significant successes with annual and campaign fund-raising. The College has used expanded resources to support its central mission, employing funds to enhance the academic program and the student residential experience.

Future budget challenges include rising utility costs, rising costs of health care and other benefits, maintaining competitive pay for faculty and staff, and funding capital renewal and deferred maintenance. In addition to establishing institutional contingency reserves, the College plans reserves to guard against increases in health care costs and utilities.

There will be continuing pressure to hold down increases in tuition and maintain a strong commitment to financial aid, and the Trustees and senior officers regularly reassess the costs of attending Bowdoin and the implications of those costs. We recognize that new program development cannot be solely supported by increases in tuition income. Nor can it be achieved by further expansions of the student body. Instead, Bowdoin will rely upon continuing expansion of fund raising and strong investment returns. Performance to date in both areas gives us confidence that the College can achieve both.

Nonetheless, the years ahead will challenge us to be clear about priorities in allocating resources. As we move forward the College will have to maintain discipline by not expanding staff and faculty without endowment support, continue to review and control financial aid spending, and maintain debt at relatively low or moderate levels.

The College's Planning and Development Office refines and assesses its ongoing program through the retention of a professional fund raising counselor, who annually reviews its staff, budget, programs, and fund raising and alumni relations results. In addition, the office submits its fund raising results to the Council for Advancement and Support of Education and the Council on Aid to Education and uses those organizations' comparative data to evaluate the success of its programs. The Chief Development Officer annually submits data to NESCAC schools and assesses Bowdoin's results in comparison to other programs in these frame of reference institutions.

Continued success in the College's fund-raising program will require the development of creative approaches and more sophisticated segmentation of our appeals to fund our many needs. These include fulfilling ongoing capital and endowment initiatives while sustaining significant growth in annual unrestricted giving; laying a foundation for future endowment growth through deferred giving; building better networking capabilities within the College's cross-departmental volunteer networks (Alumni Relations, Admissions, Career Planning); and implementing new technologies to strengthen our outreach programs. Bowdoin has a relatively small constituency compared to many of our peers, and our success will hinge largely on recognition of and response to ever-shifting alumni demographics (gender, ethnicity, geography, occupation) and on awareness of generational differences in alumni communication and connectivity.

Standard Ten: Public Disclosure

Bowdoin College presents itself to prospective students and other members of the public in a variety of formats and settings. In each setting, the College strives for clarity and accuracy, while presenting a positive view of the student experience at Bowdoin.

The opportunities for public presentation of the College have expanded enormously over the last decade. Electronic communication creates new opportunities and challenges for maintaining accurate, consistent, and current images of Bowdoin. Requests for data about the College continue at a rapid pace and require care and consistency in reporting to ensure accuracy. The more varied the sources of information (offices on campus; individual student, staff, and alumni recruiters; Web pages) the more challenging the task of monitoring the accuracy and consistency of messages.

Publications

The College regularly produces a full range of publications, in both print and electronic form, that describe its programs, expectations, and policies for varied constituents, including students, prospective students, faculty, staff, alumni, and the general public. We are particularly aware of the importance of these publications, including the Web site, in helping prospective students and their families to make informed decisions about the College. The Office of Communications and Public Affairs works with academic and administrative departments throughout the College to ensure that these publications are consistent, complete, and accurate, and that they reflect the mission, obligations, and responsibilities of the College.

Major publications include institutional documents such as the *Bowdoin College Catalogue*, the *Student Handbook*, the *Bowdoin Prospectus* (or "viewbook"), and *Bowdoin Magazine*, as well as numerous sources of information about the College on Bowdoin's Web site <<http://www.bowdoin.edu>>. These core publications are supplemented by a variety of brochures, print and electronic newsletters, posters, and memoranda that describe, promote, and explain services, procedures, expectations, outcomes, and programs of the College.

Print Publications

Bowdoin's flagship publication, the *Bowdoin College Catalogue*, provides comprehensive information about the College, including an accurate and explicit statement about its accreditation status. It remains the official record of the College, even though we know that its printed format means it cannot be fully up-to-date, particularly regarding courses that are added to or lost from the curriculum through last-minute changes in faculty staffing. Each edition of the Catalogue includes the college calendar; general information about the College; statements concerning Bowdoin's mission, employment, and admissions practices, and athletics (including a New England Small College Athletic Association statement regarding alcohol); a historical sketch of the College; detailed information about admission policies and procedures; financial aid information and a list of expenses; and comprehensive information about the academic

program, including requirements, academic standards and regulations, information about special academic services and programs, and a complete listing of course offerings. The Office of Communications and Public Affairs provides editorial and production services for this project. Preparation and review of the Catalogue involves the Office of Student Records as well as the Office of the Dean for Academic Affairs, along with individual departments across the College. Every effort is taken to ensure that information presented in other print and electronic publications is consistent with that provided in the Catalogue.

The *Student Handbook* provides detailed information to current students about the organization of student affairs at the College; a calendar; a statement titled "Values of Our Learning Community"; descriptions of academic and residential life policies and of the Academic Honor Code and Social Code, programs and procedures; information about College governance; and directory information.

The *Bowdoin Prospectus* provides a glimpse into Bowdoin's academic and residential life programs for prospective students and their families and presents comprehensive information about admission to the College and detail about expenses and financial aid opportunities. Through narrative information and photography, the *Prospectus* offers a view of the campus setting, the characteristics of the student body, and the wide range of services and opportunities available to Bowdoin students.

Bowdoin Magazine, which is currently published three times each year, celebrates the accomplishments of Bowdoin alumni and provides a wealth of information about the life of the College; the achievements of students, faculty, and alumni; and the excellence of Bowdoin's programs. The magazine is mailed to alumni of the College, parents of current students, faculty and staff, and members of the senior class. It is also published in PDF form on the Bowdoin Web site, making it available to the general public.

Electronic Publications

The Office of Communication and Public Affairs manages electronic communication through an active partnership with staff in Information Technology and several other offices throughout the College. Readers of the *Catalogue*, *Student Handbook*, *Prospectus*, and other print publications are invited to visit Bowdoin's Web site for additional information about the College. Many of Bowdoin's printed materials are available electronically, but the College's Web site also contains a growing amount of information not available in print form. Specific sections of the Web site are organized to provide current information about Bowdoin to a wide audience in a timely manner. Here, constituents of the College and the general public can find current information and statistics about admissions, alumni, enrollment, faculty, graduation and retention rates, library operations, majors, finances, student fees, and technology, among others.

In the last two years, Bowdoin has taken specific steps to improve the organization and presentation of campus news and events, academic research and scholarly activity, and admissions and financial aid information on the Web. Revolving "banner stories" on the

home page provide visitors to our Web site with compelling information about faculty research, student accomplishments, and hallmark programs at the College. The audiences for these pieces are both internal and external.

The College has also moved to direct alumni and parents to the Web site through a monthly e-mail message (*Bowdoin News*) that promotes items of interest available on the site. The addition of audio content—"podcasts"—allows visitors to listen to interviews with faculty, students, and staff on varied topics, as well as to campus lectures, sporting events, and performances. In addition, the College publishes written transcripts on the Web of major addresses and statements by the President in order to make them readily available to alumni, parents, friends of the College, and the general public.

Communications with Brunswick

The College recognizes the importance of strong, cooperative relationships with the Town of Brunswick and our residential and business neighbors, and knows that building and maintaining these relationships requires open and regular communication. The importance of communication has been highlighted over the past decade, as Bowdoin has expanded, built new buildings, renovated old ones, acquired land, and made plans for the future. For example, the College has established regular meetings with town and state leaders, held open sessions with neighbors, and provided a public review of Bowdoin's planning study for future campus growth. College and town officials work together on such issues as commercial development, the maintenance and improvement of infrastructure, safety and security, event planning, and many others. Currently, the College is playing an integral role in ongoing discussions regarding future uses for land currently occupied by the Brunswick Naval Air Station.

The Association of Bowdoin Friends provides an important link to members of the community and another vehicle for communication about the College. It offers a regular program of activities, including events at the museums and student and faculty presentations. A calendar of events is available on the Web and is also published twice a month in the *Bowdoin Bulletin*—a printed events calendar mailed to members of the Friends and provided to select businesses, the public library, and other organizations. In addition, local residents are regularly informed about the many activities at the College that are open to the public through articles in local newspapers. Bowdoin Breakfasts draw substantial audiences to hear Bowdoin alumni, parents, and friends discuss important issues of the day.

Admissions Presentations to Students and Parents

Each year, approximately 5,000 students and families visit the College and participate in campus tours and information sessions. In addition, admissions staff and alumni volunteers visit over 500 schools and college fairs and talk with more than 5,000 individual students as well as student groups. The challenge is for Bowdoin to provide training and information for all presenters and to monitor their work as a way to achieve

consistency, accuracy, and clarity, while not losing the individual perspectives that they bring to their presentations of the College.

Student tour guides are selected competitively, participate in a four-hour training session, and shadow two tours before leading tours on their own. They receive and study an extensive information book with College statistics, policies, and "FAQ's." Once they start leading tours, they meet regularly under the direction of the head tour guides to review the tour process, identify unanswered questions, and share information and ideas.

Bowdoin alumni across America and in several locations around the world are actively involved in student recruitment activities through the Bowdoin Alumni Schools and Interviewing Committee (BASIC) Program. In the past year, the program has trained 1,174 alumni volunteers who represent Bowdoin at college fairs, interview candidates for admission, and contact admitted students. Each volunteer receives a BASIC handbook and updated materials from the College throughout the year. Admissions staff members also conduct three-hour training sessions for volunteers in select cities and meet individually with many volunteers during the year.

Public Reporting of Data

Bowdoin maintains an Institutional Research Web site with current information about the College (<http://academic.bowdoin.edu/ir/data/index.shtml>). It also contributes data annually to the Common Data Set established by the Higher Education Data Service and posts its copy of the data on the Web at <http://academic.bowdoin.edu/ir/data/cds-table.shtml>. The College also provides data annually to the American Association of University Professors (AAUP) and to the National Collegiate Athletic Association (NCAA). As required by law, the College annually submits data to the Integrated Postsecondary Education Data System (IPEDS), posts crime and hate crime data at www.bowdoin.edu/security/files/CrimeStats.xls, and posts student graduation and retention rates at <http://academic.bowdoin.edu/ir/data/retention.shtml>.

Third Party Comments

The public and members of the Bowdoin College community were notified of the purpose of the reaccreditation process and the dates of the evaluation team visits. This notification appeared in the student newspaper, *The Orient*; the College's monthly e-newsletter to parents and alumni; the alumni print newsletter *Whispering Pines*; and in the student and faculty digests on the Web. An advertisement soliciting public comment as part of the reaccreditation process was placed in the *Times-Record*.

Institutional Effectiveness

While the College's success in admissions, fundraising and other areas does give us some confidence in the quality and accuracy of its communications to varied audiences, the last significant marketing research was conducted in 1999. The Office of Communications and Public Affairs is currently conducting a national search for the position of Associate

Vice President of Communications for Marketing and Publications. A critical responsibility for the person in this position will be to develop and implement the means to periodically measure the effectiveness of Bowdoin's Web site, print collateral, and publications standards. Bowdoin faces challenges shared by other colleges—balancing print and electronic communication, managing Web content, and increasing Bowdoin's visibility in a communication-rich world. The mass of information available on Bowdoin's Web site (now 50,000 pages) grows significantly each year, requiring a greater allocation of human and financial resources to produce, edit, monitor, and update narrative, photographic, and multi-media content. As more and more members of the College community contribute materials to the Web site, the issues of management and consistency become more difficult and the utility of print publications must be reevaluated.

As the Web grows in importance, richness, and accessibility, the College must continue to reevaluate each of its print publications to make sure that it continues to serve an important role for its constituency and the College. Print publications remain institutionally important because they can be readily archived to provide a historic record of the College. Archiving electronic data remains a major challenge that we are resolving in the short term by producing paper copies of essential materials and in the longer term through the planning of a Digital Assets Management group (Standard 7).

The challenge of Web management is to maintain clarity, accuracy, timeliness, and consistency. It is not practical or desirable for a single office or even a team of individuals to monitor and maintain content throughout the Bowdoin Web site. The best way to ensure an accurate, up-to-date, and information-rich Web site is for the College to provide content management solutions and training that permit and encourage individuals and departments to manage sections of the site for which they have responsibility, and to have procedures and personnel in place to edit, revise, and approve content for sections of the site where such oversight is necessary and desirable. The deployment of an effective Content Management System (CMS) in 2006 will increase the capacity of staff and faculty across the College to provide content and monitor the current status of Web pages. Ongoing discussions among senior officers are aimed at developing the systems and authority necessary for proper oversight and careful management of the site.

In the months ahead, Bowdoin will continue to build on its efforts to provide useful information on the Web, including catalogue information that can be made more timely and accurate in electronic form. The College will also be examining the means by which it reaches prospective students and their families, and may issue a significantly redesigned admissions viewbook. The alumni magazine will also be redesigned and may increase from three to four issues annually.

Important to the College's mission and its aspirations is the goal of continuing the creative work of our Communications staff to make Bowdoin better known through national media and through local media in the midwest, west, and south.

Standard Eleven: Integrity

Bowdoin College is committed to truthfulness, transparency, and fairness in its relations with all internal and external constituencies. The administration of the College endeavors at all times to ensure that communications, deliberations, and reporting on matters are prepared and/or conducted in a manner that gives all participants the information necessary to comment and to participate appropriately.

The College's By-Laws proscribe discrimination on the basis of age, race, color, sex, sexual orientation, marital status, religion, creed, ancestry, national and ethnic origin, or physical or mental handicap. College publications carry statements of non-discrimination, and appropriate mechanisms are in place to communicate policies and ensure that they are followed. The College also adheres to its obligations under other federal regulations including ADA, EEO, and Freedom from Harassment policies. Much of this information can be found at <http://www.bowdoin.edu/hr/index.shtml>.

In the past ten years, Bowdoin has established or revised policies designed to support the College's mission and to sustain the highest ethical standards for College operations. The College has attempted to create systems that are clear and fair to all concerned, and there have been a number of changes in policy and procedure over the past decade. The effort in this Standard is to comment only on major changes in campus climate, policy, and procedure over the past decade.

Gender Equity, Racial Diversity, and Campus Climate

At the time of Bowdoin's last accreditation, both the self-study and the visiting team commented on diversity and gender issues. At that time, women and minorities were "seriously under-represented" at the senior administration level and the visiting team noted the lack of women in some departments. The undergraduate population had few students of color, especially African American students and Hispanic/Latino students, and the minority students who were at the College too often reported negative experiences and unhappiness. In the report of the outside review team the College was commended for the strides it had made towards achieving a more diverse community, but the visiting team remarked on "persistent, unresolved gender issues," suggested that a number of problems might be ameliorated by a more diverse faculty and administration, and asked "if the departments are as committed to affirmative action as is the administration."

Gender: Since 2002 the College has made significant strides in addressing gender issues. In 2006–07, four of the senior officers are women, compared to none in 1996. The proportion of women in the faculty has continued to increase, now totaling 39% of the tenured faculty and 53% of the tenure-track faculty in 2005–06 (Standard 5). Over the past five years 40% of the academic department chairs and program directors have been women, closely reflecting the representation of women in the tenured faculty. Reviews of salary distributions continue to show that the salaries of women faculty are comparable to those of male faculty, when controlling for rank and years of experience.

The administrative and support staff is composed of approximately 57% women, with a significant increase since 1996 in women represented at the director level and other higher levels in administration.

The Oversight Committee on the Status of Women and the Oversight Committee on Multicultural Affairs were established in the 1995–96 academic year as general College committees to involve faculty, students, and administrative staff in continuing oversight of important issues related to climate and equality at Bowdoin.

In the spring of 2006, the Oversight Committee on the Status of Women reviewed the issues set out in the 1996 reaccreditation self-study and reported to the Steering Committee that none were familiar to the current members of the committee, especially the more flagrant examples of harassment reported in the 1996 focus groups. Their review was far from exhaustive, but it was the sense of the Committee that life is noticeably better for women than it appears to have been ten years ago. Among the factors likely contributing to this perception are the number of women in senior administrative positions and directing departments or programs; elimination of fraternities and the creation of College Houses; changes in Residential Life with proctors and RAs creating community in their buildings; expansion of relevant orientation programs for staff and faculty along with significantly greater respect for sexual harassment training; the strengthening of Gender and Women's Studies as an academic program; and the substantial success and visibility of women's athletics that now occupy a place comparable to men's sports as reported in Standard 6.

Changes have occurred in practice to make the College more welcoming to women faculty. In particular, the implementation of the Parental Leave policy established in 2000 has been improved so that it is as accessible to faculty as it proved to be to non-faculty staff. This topic is covered in greater detail in Standard 5.

By 1996, Bowdoin had a functioning and high-quality Children's Center which has since expanded and moved into new space. Issues of cost, however, create challenges of access for staff. The size of the Center also limits access. Some of the concerns about hours of operation and their relation to the timing of demands for faculty engagement (e.g. faculty and committee meetings) have been resolved, with expanded hours of operations to accommodate attendance at the monthly, late-afternoon faculty meetings.

As noted under Standard 5, the College has also been pressed by faculty to examine its practices regarding spousal or partner hiring. Some faculty would like there to be a more clearly articulated policy on such hiring and hope for additional resources that would increase Bowdoin's capacity to hire spouses or partners on a continuing, part-time basis.

Racial and socioeconomic diversity and campus pluralism: As described in more detail under Standard 6, the composition of the student body has become considerably more diverse regionally, socioeconomically, and racially over the last ten years. These changes have helped create critical masses of students that, along with shifts in campus climate

noted below, appear to have made Bowdoin a more welcoming place for minority students, although students of color still tend to be less satisfied with the campus experience than are other students. Issues related to social class appear to remain below the surface and are on the agenda for the Campus Climate group described under Standard 6.

Racial diversity among the faculty has increased at the same time that we have lost African American faculty representation. Standard 5 reports on the strategies undertaken by the College to diversify the faculty.

The College adopted a new Affirmative Action statement in July 2005 (http://www.bowdoin.edu/hr/handbook/02_general_policies/3733.shtml). Over the past several years diversity hiring initiatives were established for non-faculty positions. The Diversity Hiring Coalition of Maine (DHC) was established in 2002–03. Since its inception Bowdoin has been a member organization and has listed employment opportunities on the Coalition's Web site. In addition to the job postings, the DHC offers other diversity hiring and applicant resources.

In 1995 Bowdoin became the first employer in Maine to add domestic partner benefits. Before Maine recently enacted legal protection for sexual orientation, the College included it on all Equal Employment Opportunity (EEO) statements.

Initiatives to improve campus climate for students: The elimination of fraternities between 1997 and 1999 played a significant role in changing institutional symbols and informal patterns of conduct that had reinforced the perception of Bowdoin as a men's college with women students in the first 25 years of coeducation. The turn from a social life dominated by fraternities, in combination with the greatly increased diversity of the student body, has also helped to establish a stronger sense of connection and community that crosses lines of gender, race, and class. Enormous amounts of student energy that previously went into activities that benefited a small portion of the student body now flow into on-campus organizations, College House programs, theater and dance, Bowdoin Cable Network, and other aspects of campus life. In recent years, data about student perceptions of campus community, sense of belonging, and engagement do not show differential patterns of response for men and women.

From 1998 to 2003, with funding from the Hewlett Foundation, a committee of faculty and staff planned and oversaw close to 50 events that focused on the objectives of improving teaching, encouraging diversity, and promoting community. The group orchestrated, for example, a series of workshops for faculty to provide strategies and guidance for promoting comfortable classroom climate with regard to multicultural, gender, and sexual orientation issues. Other workshops included Creating the Thoughtful Classroom and Women throughout the Curriculum.

The Bias Incident Group was created in 1988 to respond to acts of bias that violate the ideals of the College. The President calls the group into session, typically in response to public, anonymous acts (hateful posters, destruction of property, graffiti) for which

perpetrators cannot be identified and held accountable. The group shares with the Bowdoin community both the facts of the incident and a statement about their inappropriateness.

Staff Working Conditions, Job Structures, and Compensation

Administrative and hourly staff throughout the College work very hard, are dedicated to the College and its mission, and contribute vitally to the fulfillment of that mission. The College employs approximately 300 administrative personnel and 340 support staff members. It was a challenge to maintain morale while the College retrenched financially in FY 2002–03. Stabilization in employment prospects, subsequent work performed on a new job classification and compensation structure in 2004, wellness and employee safety initiatives, and holding down the share of rising health benefit costs borne by employees have positively influenced the staff work environment.

The College, like many of its peers, differentiates the reference points for faculty and staff compensation targets. In both instances, the College has the policy of paying fairly and competitively in the relevant marketplaces. For faculty, the 4-5-6 policy described in Standard 5 provides the benchmark for salary increase pools that then are distributed based on determinations of merit. For administrative and support staff, salary and wage pools are set in relation to general market data, and equity pools are employed to adjust salary and wage levels in those positions where comparative benchmarks suggest that adjustments may be appropriate. Staff total compensation is benchmarked against local and peer group market data. There are other aspects of support staff compensation such as pay differentials for evening, night, and weekend work; clear overtime policies; and overall benefits that demonstrate the College's commitment to fairness. As noted in Standard 5, the differential compensation increases for faculty and staff create some misunderstanding and resentment among staff that we address through communication and explanations about market conditions.

To reformulate its job classification system and to assess the competitiveness of Bowdoin salaries and wages in relevant markets, the College undertook a review by Mercer Human Resource Consulting in 2004–05. This review—and annual reviews by the College's Human Resources Department—adjusted salary and wage levels to reflect market conditions and established a new banding structure for administrative and staff positions. The Mercer work has built confidence in the new pay bands and allowed employees to better understand how the bands work. Work continues internally, with the assistance of Mercer, on building career ladders into a number of multi-incumbent positions (TR9.7).

One of the greatest current challenges for staff members in many areas of the College—as for faculty (Standard 5)—is to manage the pressures and expanded demands that have resulted from modest institutional growth, and in some cases by new job expectations that have developed with new technologies and the changing demands of the workplace. Employees have been challenged to work differently and to partner with colleagues across campus in new ways. Part of the new job classification project was to look at the

ways that individuals work today and to consider that when looking at classification and compensation.

Professional development activities are supported in all departments in a variety of ways. Many employees take advantage of conferences and training sessions run by the professional organizations to which they belong. A number of departments (dining, facilities, security) conduct their own intensive training and team-building exercises during the year. External consultants are brought to campus on a regular basis, and for a variety of purposes ranging from supervisory skills training to sexual harassment training. Bowdoin also participates in such programs as Leadership Maine and Wellesley's Management Institute for Women in Higher Education.

In 2003 the College also revised the way it recognizes employees for years of service, retirement, and other special recognition. The Polar Star Awards event is an annual employee gathering that creates a single afternoon of employee recognition. This festive event continues to be well attended with growing numbers of employees nominated for the five individual recognition categories of Innovation, Commitment, Customer Service, Leadership and Teamwork.

In 2000, the College published a revised Employee Handbook. At that time all policies were reviewed and updated and the new Employee Handbook was distributed to all employees. In 2005–06, as the College implemented new administrative systems, the Employee Handbook was again updated and placed on the College's Web site.

Handling Complaints

Procedures for handling grievances brought by faculty, staff, and students are outlined in the relevant handbooks. In general, procedures are relatively clear for administrative employees and students, and somewhat less clear for faculty, except for tenure and reappointment decisions, for which there is an Appeals Committee.

Procedures for handling of faculty or staff grievances are taken very seriously and investigations are conducted thoroughly. The College employs counsel when needed, but the community is largely self-regulating in carrying out grievance hearings as required.

Sexual harassment prevention training is required under Maine law. Bowdoin revised the annual training in 2003 and has revised and expanded it annually since then. It continues to be a challenge to increase the numbers of faculty members who participate in the training.

In September 1998, the Workplace Advisors Group was established to provide an informal means of addressing workplace issues. The advisors are staff and faculty who are trained to provide “a confidential, neutral, and informal process to facilitate fair and equitable resolutions to concerns that arise in the workplace.” They meet confidentially

with "visitors" but may share with the President, other senior officers, or the Director of Human Resources any patterns of concern that they observe in the workplace.

Integrity in Teaching, Learning and Research

Bowdoin has both an Academic Honor Code, established in 1964 and subsequently revised, and a Social Code. At the time of matriculation, all students sign the Academic Honor Code and Social Code pledge form. All alleged violations of the Honor and Social Codes are reviewed by the Dean of Student Affairs and his staff; matters are either referred to an individual dean for administrative handling or referred to the Judicial Board for a formal hearing.

As noted under Standard 5, Bowdoin gives systematic attention to issues related to plagiarism with its students and faculty. Now all first-year students are required to complete work on a Web site that introduces issues of plagiarism and techniques for proper citation of sources.

Bowdoin College is committed to academic freedom for its faculty to teach and its students to learn. The principle of academic freedom is set forth for the College in its mission and in the *Faculty* and *Student Handbooks*. Debate in the Student Government Association about a proposed (and defeated) "Academic Bill of Rights" in 2005-06 attuned students and faculty to these issues, particularly as they relate to student expression in classrooms.

The faculty endorsed a draft Intellectual Property policy in May 2006 (TR3.5) that will be received and reviewed by the Trustees in the fall. This policy will address the treatment of intellectual property created by students, faculty and staff.

Compliance with Federal and State Laws and Policies

Bowdoin manages its academic and research programs in accordance with the policies of the College, granting agencies, and federal, state, and local government as well as all applicable law. Responsibility for compliance rests primarily with the principal investigator of a project, but it is monitored by the Office of the Dean for Academic Affairs and the Controller's Office. The offices involved worked together to produce a Grants Manual in 2005 that spells out the steps and responsibilities for faculty and others involved in seeking and administering grants (Standard 9).

Important improvements in record-keeping and reporting for the Research Oversight Committee will begin in 2006-07, when the committee will have administrative staff support for its work. Reports summarizing the activity funded by granting agencies are typically organized by the Office for Corporate and Foundation Relations and completed with attention to the granting agency's deadlines.

In the area of student affairs and student records, the College is in compliance with all relevant regulations including FERPA, the Clery Act, and Title IX. Similarly, all

employee record-keeping complies with all relevant privacy and other regulations (HIPAA, FERPA, Title IX, etc.)

Information Technology has established policies about the uses of technology to accord with legal requirements and to establish ground rules to insure privacy and to prevent abusive uses of technology. These policies include the following, all of which are available in the team room and on the IT Web site: Faculty Computer Policy, Computer and Network Usage Policy, Bowdoin College Compliance Protocol - U.S. Copyright Act & The Digital Millennium Copyright Act Sound and Video Recordings, Web Site Privacy Policy, and the Web Site Terms and Conditions of Use Policy.

In the area of environmental health and safety, the College has designated a manager who works to assure compliance with applicable regulations, such as hazardous waste rules. The College has adopted an Environmental Mission Statement outlining its commitment to sustainable awareness, education, and policy. The statement is published in the *Catalogue* and *Student Handbook* and available on the Web site.

Employment Practices

Bowdoin's *Faculty Handbook*, *Employee Handbook*, and *Student Handbook* contain many of the policies and procedures that set standards for members of the community and the management of its programs. Major changes in each area are highlighted in the remaining text of this standard.

In 2005 the Director of Human Resources became the College's Affirmative Action Officer. The Dean for Academic Affairs monitors faculty compliance with appropriate requirements on an annual basis and the Associate Dean for Academic Affairs now serves as an associate Affirmative Action Officer and reports to the Affirmative Action Officer on faculty hiring. The current configuration strengthens affirmative action oversight by placing it much closer to the hiring process for both faculty and non-faculty staff. As noted earlier, the College's affirmative action statement was revised in 2005.

The hiring, promotion, and retention policies of the College for faculty and staff are presented in the relevant handbooks and on the HR Web site. The Human Resources office plays a significant role in employee relations and offers professional development and other opportunities. The Support Staff Advocacy Committee and the Bowdoin Administrative Staff Steering Committee provide programming for employees. A greatly-expanded Wellness Program serves many members of the community. There is a Benefits Advisory Committee to consult with senior administration on benefits issues.

In 2004, the College changed the scheduling of performance evaluations from a common June date to a new quarterly cycle that spreads the evaluations out. The change to this process means managers have fewer appraisals to complete at one time and can spend more time in conducting and writing the evaluations. Doing so is important to employees as well as to the College. We hope that this shift will help resolve a problem with the timely completion of staff performance evaluations.

At the recommendation of the Support Staff Advocacy Committee, the College established an Emergency Sick Time Bank for hourly support staff members. In the first year, 2,793 hours were donated by more than 18 support staff members, and 869.5 hours were awarded to 10 employees.

Financial Integrity and Oversight

Members of the Board of Trustees and all members of the administrative staff are subject to a Code of Conduct, adopted in 2005 by the Audit Committee of the Trustees, which includes a Conflict of Interest statement, copies of which are reviewed by the President and Audit Committee (Standard 9).

Institutional Effectiveness

The College will continue to monitor the perceptions of experiences of its students and its employees—primarily through standing committees, through the occasional creation of special committees when particular issues arise, and through the continued efforts of Institutional Research—in order to ensure that it maintains in practice the positive climate to which it aspires. Continuing examination of student climate remains a high priority for Student Affairs (Standard 6). In addition, future plans include an increase in training and development for administrators and support staff, especially manager/supervisor training. The College is looking at a more coordinated effort to provide annual supervisor training on general and specific relevant topics.

Over the past ten years, the College has taken steps to codify and make more transparent its policies and procedures in a number of areas. These steps give members of the community opportunities to participate as policies are confirmed or developed, and they allow the community to better understand Bowdoin's standards when they are presented. These are important characteristics of a small college community. However, these same issues also present a real challenge going forward. The complexity of the College as an organization continues to increase, and the demands on Bowdoin to make clear what is increasingly regulated and technical in many areas, requires a level of attention that is significant, but that we take as high priority.