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### Report of the President, Bowdoin College 1997-1998

Bowdoin College

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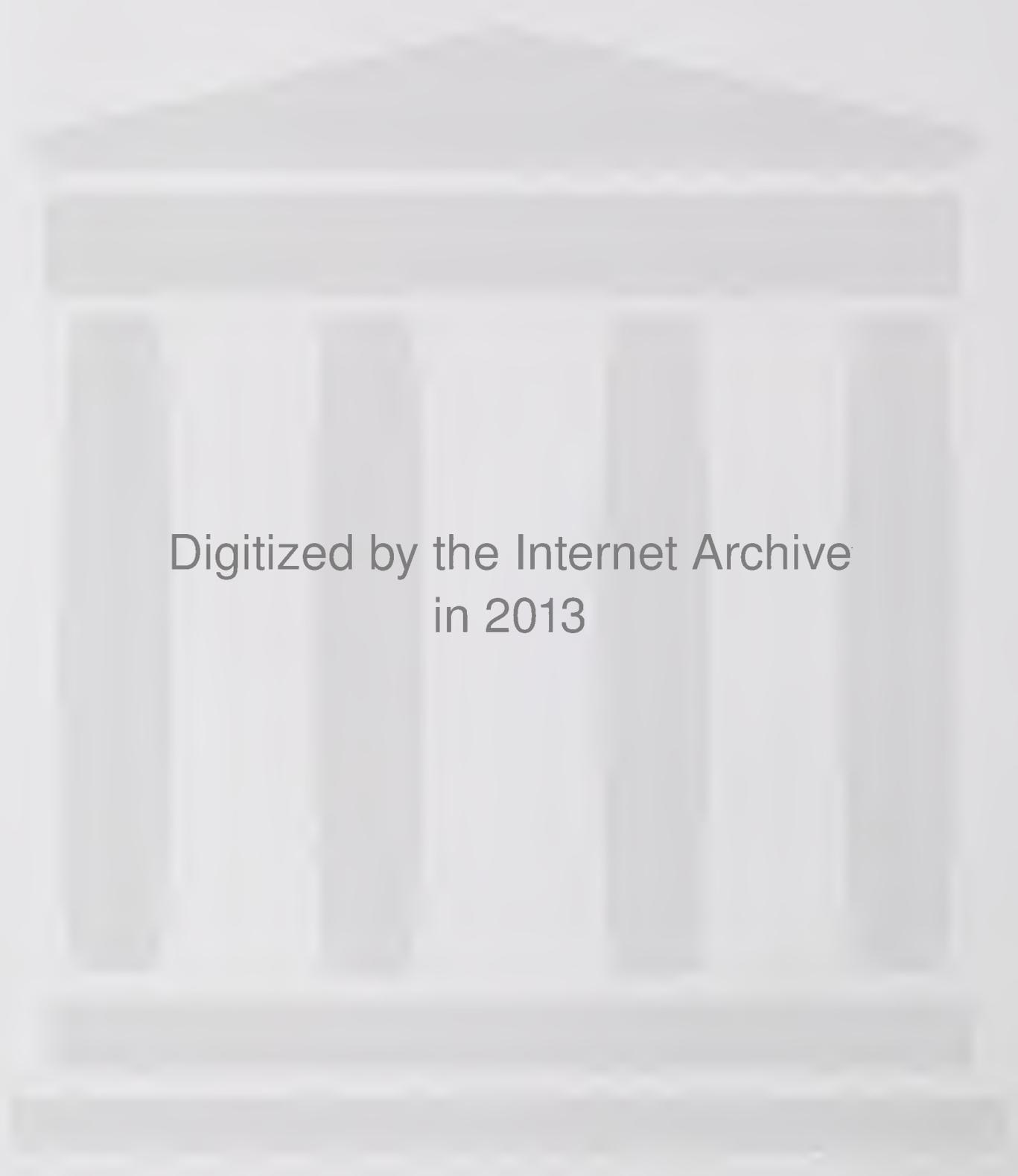
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**ANNUAL  
REPORT  
OF THE  
PRESIDENT  
1997-98**



**BOWDOIN  
COLLEGE  
BRUNSWICK  
MAINE**



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This is the report of the President for the 1997-98 academic year, the eighth I have had the honor to present to the Board of Trustees.

Fred Thorne '57, now chair of our Board of Trustees, was a member of the search committee that brought me to Bowdoin in the fall of 1990. In the course of our interview he posed a critical question: What, he asked, is the main factor that determines a college's excellence? Risking being thought a very dry stick, I said what I believed then and still believe is the case: money.

Now I know of mediocre colleges with lots of money. I also know that the quality of students, faculty, curriculum, and facilities are the immediate indices of excellence. Over long periods of time, however, there is simply no first-rate college that is not also a wealthy college, for it is wealth that underpins the student aid packages which give a college control over its admissions decisions, that determines faculty size and salaries, and that funds the construction and maintenance of facilities. Money must be spent wisely, but wisdom is no substitute for its existence.

It's a bit chastening to have to conclude this, given the grandeur and purity of our mission. My colleagues and I spend a great deal of time working as if money were not such an important driver. We spend enormous efforts selecting, recruiting and reviewing the very best faculty, students and staff members — and architects, auditors and contractors.

Our daily work is teaching, debating curriculum, planning and critiquing programs, coaching, and enforcing social and honor codes — and our honor code and admission to the college are not for sale. But this tends to be true for colleges of the second rank as well. The fact is that, lacking an adequate base of resources — of endowments, annual alumni funds, and solid fee structures — they cannot even aspire to the levels of quality of people and facilities that a college of the first rank simply assumes is its standard.



Nowhere is this truth more evident than in some of our public university systems. Economic recessions and taxpayers' rebellions have deteriorated over a few years the excellence that many state university systems had taken generations to build. Political opposition and conflict have gravely eroded the universities not just of the developing world, but of Europe, and notably Britain. All this implies a second truth: the money must be controlled by the institution and its board, not by entities and processes subject to political whim and vicissitude.

My work this past year, as you know, has had a lot to do with money. My purpose has been to secure Bowdoin's future in the first rank of American higher education by ensuring that we completed successfully The New Century Campaign — Bowdoin's immensely ambitious five-year raising of money. We shall be reporting separately and in detail on the Campaign, but, for this record, you'll remember that the target established in 1993, with a certain fear and trembling, was \$113.25 million. The Board, because of the lift provided by several very large gifts and a buoyant stock market, raised the target to \$125 million a year ago. The campaign concluded on June 30 with

Druckenmiller Hall, the cornerstone of Bowdoin's new science complex, was made possible by a gift from Stanley F. Druckenmiller '75, and was named for his grandfather, a Pennsylvania physician.



\$136 million in commitments. Of that, more than \$120 million is in hand, already working for the college.

It was a classic campaign, driven by urgency to meet core academic requirements of the college identified in the course of a year's planning on campus and with the Board. No funds have gone to a peripheral purpose. It was staffed by a small, highly professional, intelligent and energetic development office. But these were its preconditions and factors of production. This was not a campaign driven only by staff energy. What drove this campaign was the fact that the leadership of the Board of Trustees and the alumni leadership took moral responsibility for it and made its success an expression of their devotion to Bowdoin.

Additionally, alumni/ae rallied to the Campaign at the time when the College was making a shift from a system of residential life based on fraternities to one based on a house system, which has assuredly caused pain in some alumni/ae hearts. That the

Campaign succeeded has much to do with the leadership of Fred Thorne '57, its first chair, and Don Zuckert '56, who took over when Fred became chair of the Board, and it has everything to do with the nearly 11,000 alumni/ae, parents and friends of Bowdoin who gave of themselves and their resources.

There are several interesting aggregate numbers about this campaign, but I shall give only two in this report. The first is that, despite the huge investments in bricks and mortar — the desperately needed laboratories, classrooms, arts facilities, social spaces and athletic facilities that the Campaign will have funded — roughly 50 percent of the capital dollars raised by the Campaign will go not for buildings but for endowment. This was a major pledge we made in setting campaign policy: to raise money to create at least as much endowment keel under the ship as spars and canvas to make her fly. An important subset of this figure is that, of the allocation to bricks and mortar, about half has gone not for new space but for adaptive reuse and renovation of Bowdoin's excellent, existing historic buildings.

A second important general number: Bowdoin's endowment, which was worth in 1993 about \$185 million, thanks to these new endowment funds and shrewd investment management by the Trustee Investment Committee, was worth \$374 million in mid-September. To put it another way, Bowdoin's per-student endowment in 1993 was \$128,000. Today that per-student figure is \$241,000 — an especially significant figure since over precisely this same period the College has achieved its plan to grow from 1,420 students in 1993 to 1,550 today.

I can't overstate the importance of the endowment to the quality and value of a Bowdoin education. Think of this ratio: for every \$100 million of endowment, the trustees' spending formula pours about \$5 million a year into the budget — to financial aid, faculty positions and salaries, computer purchases and building maintenance. In addition, in the past five years we've

been able to leverage Bowdoin's growing endowment, at a time of attractive low interest rates, to finance \$25 million in improvements to residential life: new dormitories, renovated residential houses, and a major augmentation of dining in Wentworth Hall. In the process, the College was able to improve its bond rating from A1 to Aa3.

### CAMPAIGN STORIES

Reality, however, is not found in these aggregates and ratios. Let me pass along to you a few stories of the Campaign, which give an idea of the very palpable levers that it has inserted under the College to lift it higher in quality and distinction.

The first story. Stan Druckenmiller's amazing gift of \$35 million paid for the construction of Druckenmiller Hall and the renovation of Cleaveland Hall (\$20 million), endowment of the new Druckenmiller space (\$6 million), and renovation of the Searles Science Building (\$9 million), which began in late May. Here are some words used at the dedication of Druckenmiller Hall:

*Never was an institution more in need of such a building; and never was a building more perfectly adapted to meet that need . . . In recent years our facilities have not kept pace with the rapid advance of scientific instruction. Our laboratories have become antiquated, inconvenient, and inadequate. This splendid building gives our professors the facilities which modern conditions demand; and places us in this respect in the front rank of American colleges.*

As it happens, these were the quoted words of President William DeWitt Hyde when he dedicated Searles Hall a century earlier in 1894. But I, his successor, didn't even have to dust them off. And I doubt that my successor will have to a hundred years from now — such are the demands of science. Talented students, sensing the excitement of the field of learning, the building, and a growing, talented faculty, are flocking to biology and chemistry as never before in Bowdoin's history.



The second story. A few years back, the family of William H. Thalheimer '27 gave Bowdoin one of the most beautiful small peninsulas in Maine, 118 acres on Orr's Island. What should a middle-rich college do with it? Sell it? Develop it? In conversations with Leon '56 and Lisa Gorman, they made clear their love of Bowdoin; but they asked if there was any way it could splice with their love of Maine and sense of responsibility to it.

The result is their gift to create the Bowdoin Coastal Studies Center: \$1.26 million to build a terrestrial lab — completely powered by solar panels — a seawater lab for marine biology, and a renovated farm house for seminar rooms, and \$1 million to endow the program. The result: 20 minutes from campus, Bowdoin has established not only a serious science platform from which to study the coast of Maine, but it has preserved for future generations of Bowdoin faculty and students a treasure of pines, meadows and granite coast, and of beauty and calm. I said to Leon that I thought Leon Leonwood Bean, who developed the boot that makes it possible for human beings to appreciate Maine more conveniently, might be quite pleased to see his grandson create a heavenly foot print in which Bowdoin people can do the same thing!

A third story. For years Bowdoin students and faculty have excelled in theater and dance — broadly in the arts — but they

Ellen O'Shaughnessy '98 chats with Brownie Carson '69 at the dedication of the Coastal Studies Center. Development of the center was made possible by a gift from Leon '56 and Lisa Gorman.

Students work in one of the new lounge and study areas in Druckenmiller Hall.



have been confined to the ancient recesses of Pickard Theater and its subterranean theater under the main stage. There's certainly theatrical vitality: as soon as we create new spaces on campus, directors and actors flow into them. A month after Druckenmiller Hall opened, students produced *Kafka's Trial* in its atrium; this spring they performed *Cabaret* in Magee's Pub, in the Smith Union.

Barry Wish '63 thought we could do better by these determined students, and stop the loss of talented faculty and students discouraged by our facilities. His founding gift will enable us completely to renovate Memorial Hall, making it a modern 610-seat theater, while creating a new high-tech, 150-seat, black-box experimental theater, a graceful pavilion in the park, linked to Memorial Hall by a glass atrium. The building will also create a light tower at the northwest corner of the campus that will signal that one is arriving at Bowdoin College, and it will admirably balance our great strength in the sciences with an expression of equal seriousness in the creative and performing arts.

The fourth story. You may have seen the article about Linda Baldwin, of the class of 1973, in a recent issue of the *Portland Press Herald*. Linda was Bowdoin's first woman mathematics major, and she burns with the conviction that all women and men — especially in this age where bright students can arrive at college under-prepared — need to achieve a certain level of mastery in mathematics. Her gift of \$1.5 million will create and endow, in the renovated Searles

Hall, the Baldwin Learning and Teaching Center, the focus of which will be to promote innovative teaching and effective learning on campus.

The Center will concentrate not just on mathematics but broadly on students' academic skills and time and stress management, and it will anchor tutoring and study programs for students, while working with faculty members on developing fresh techniques for teaching. The work of the Baldwin Center will swiftly move beyond the remedial into the evolution and testing of more intelligent pedagogy, based on a better understanding of how students learn. The constant rejuvenation of teaching and learning is the core mission of a liberal arts college, and Linda's gift will reinforce it in perpetuity.

One final story. The Alumni Fund of the College, the major part of Bowdoin's Annual Giving program, is so important to the college's annual budget that it could not be jeopardized by the Campaign. Each year, a vast army of volunteers led by our Fund directors and Class Agents raise the indispensable unrestricted dollars that go directly into the operating budget. David Webster '57, Elizabeth Glaser '81, Ken Cole '69, Brad Hunter '78, and the rest of our fund directors and agents were determined that, apart from the raising of capital, everyone would be a part of the Campaign through Annual Giving — and that Annual Giving would increase each year of the Campaign. They exceeded beyond our wildest hopes: more than \$19 million was raised in Annual Giving over the five years of the Campaign,

an increase, compounded, of 5.8 percent a year — a testament to the organization and hard work of the volunteers and staff.

These are only a few illustrations dramatizing that, behind the abstractions and the aggregate numbers of The New Century Campaign have been the generosity, interests, loyalty and energies of hundreds of Bowdoin people. The way their gifts are now translating into teaching and learning at the College illustrates the practical expression of three central aspects of Bowdoin's long-term institutional strategy:

- The conviction that the life sciences — biology, chemistry, and biochemistry — will be crucial to disease therapy, economic development, food production and the environment, and will determine the legal and ethical questions of the next century. A liberal arts college of the first rank must produce not only first-rate scientists in these domains, but scientists of a certain sort.
- The arts, therefore, must also be at the core of a Bowdoin education. The sciences do not have a monopoly on truth. Questions of value, moral order and meaning, the truth of the human heart, purpose, a grasp of tragedy and grandeur — these dwell in the realm of the arts and humanities. Bowdoin's alumni/ae scientists tell us about what they gained in their courses in the fine arts as often as they cite their Bowdoin scientific training.
- Finally, we must reemphasize the vital processes of pedagogy and of learning—the ways that a college enables students to grasp and master difficult subjects and to feel confident in their ability to do so. This is what, in their exit interviews, seniors tell us that they have gained at Bowdoin, and which we must never cease to strengthen.

## SUPPORT FOR STUDENTS

It is on this centrality of student learning, and in the words of students themselves, that I will end this report. The excellence of student minds, their passionate aspirations to learn, create the temper of a first class college. The College's retention of control over its admissions process — to admit students only because of their ability to contribute to and profit from Bowdoin's magical four years — depends on financial aid endowments. In our campaign planning we calculated that Bowdoin could continue, precariously but with integrity, its program of admitting students to the College without taking into consideration their ability to pay our full fee, if we raised an additional \$30 million in financial aid endowments. The Campaign succeeded, in fact, in raising \$16 million in new money, but the Board, recognizing this centrality of financial aid, took advantage of a \$500,000 gift that had blossomed into \$11 million by virtue of a successful initial public offering, and also assigned that money to financial aid.

But we shall have an undying need for aid endowments, and I'll end this report by invoking the voices of a few students to say why financial aid matters so deeply, and to illustrate why, in their hands, the academic excellence enhanced by the totality of the Campaign will clearly bear fruit.

Associate Professor of Music Robert Greenlee leads the Chamber Choir in a rehearsal on the terrace of the Walker Art Building.



These are excerpts of letters written by students to the donors of their scholarship funds last spring\*.



I will be the first one in my family to graduate from college, and I must thank you and express to you my gratitude for making this possible. I immigrated to this country as a refugee when I was five years old. My family had some college background from Vietnam, but because of the chaos of the war, they were not able to finish college. They came to this country and learned to survive. My life is not as harsh as theirs. I think I was offered many opportunities. I was given the honor to attend a prestigious college. At Bowdoin, I was in the French program and was offered a chance to go to Bordeaux, France. From that trip I caught the traveling bug! I met people here who are from places like Morocco, Bulgaria and Russia. I met lifelong friends who I can talk, argue, and sometimes not talk with.

I've met professors who have also become my mentors and friends. I have also been introduced to nature — living in Los Angeles kept me back in this aspect! — and became an Outing Club leader.

I'm sorry I'm trying to encompass my whole life at Bowdoin for you in one letter . . . But you see, I had simple goals when I went to college; I just wanted to play the piano again, learn the Constitution and be able to travel. What happened at Bowdoin far exceeded my expectations. I've felt stupid, I've felt smart, happy, sad, challenged, enlightened, and glorious in all the years that I've been here.



I would like to take this opportunity to thank you for your support and interest in me as a Maine student attending Bowdoin.

Currently I am a double major in biology and sociology and hope to complete the

\*Students whose letters are excerpted have given permission for the College to share their words in this manner.

requirements for medical school as well. I was a president of one of the new College Houses this year and was an officer in the Outing Club as well. I plan to study away next semester in a sociology/anthropology program in Kenya with St. Lawrence University and return in December — just in time for another ice storm, I'm sure! — and will be in Bangor this summer working at Penquis CAP and the Shaw House under a fellowship from the Public Interest Career fund that is set up by a Bowdoin alum.

A little anxious about staying “in state” at first, I quickly came to realize that Bowdoin offers what few schools can: the chance to be truly involved in decisions that affect the school in the present and that will affect the school into the future as well. Working last year on a committee with the Dean of Student Affairs and a group of other students to implement the Commission report calling for the creation of the College House System was one the most definitive experiences I've had so far at Bowdoin.



I am a neuroscience major and I also have an interest in the Spanish language. I have found my courses challenging and have learned more in the past two years than I ever thought possible. There are so many opportunities to get involved on this campus. I ran cross country last year and plan on running again next year.

Even though I try to make an effort to reach out to less fortunate people, I often get so caught up in my studies and running that I do not think about how fortunate I am to be able to attend such a prestigious college. Yesterday, I had an opportunity to do so. While talking to one of the participants of the Special Olympics track and field events, I began to think of how lucky every person on this campus is to have these kinds of opportunities and the mental ability which gave us all the chance. This man I was talking to had severe mental and physical disabilities. I felt as if I was talking to a little boy in a middle-aged man's body. He was so excited to be on the Bowdoin campus because many members

of his family were Bowdoin alumni, including his grandfather, father, and brother. He said to me, “Maybe someday I will go to Bowdoin too.”

It was then that I further realized how much I take my intelligence and my opportunities for granted. I believe that you can begin to realize how lucky you are by helping less fortunate people out, but you can never fully realize what you have until you no longer have it.



I grew up in a small town on the southern coast of Oregon. It's a gorgeous area, and a wonderful place to live, but the academic opportunities available to me during high school were slim. As a result, I came to Bowdoin quite unprepared, and found I had a lot of catching up to do. (I even failed the entrance exam to general Chemistry!) I worked very hard in my first semester, and eventually managed to get up to speed in my classes.

Now, in my senior year, I realize what an amazing gift Bowdoin has given me. My classes and interactions with professors have opened up academic horizons that I didn't know existed four years ago. I have concentrated on the sciences in my course work at Bowdoin, and will graduate *summa cum laude* and Phi Beta Kappa with a chemistry major and mathematics minor. As a natural extension of these interests, I have discovered a love for physical organic chemistry — a subject I will study next year as a National Science Foundation Fellow at UC Berkeley.

My Bowdoin experience has not only prepared me for a career in chemistry, but it has allowed me to become confident in many areas of discourse. I chose Bowdoin because I wanted to come to a school which would give me a classical liberal arts education. It is through taking humanities classes and interacting with people whose interests and backgrounds differ greatly from my own that I have grown as a person. Thanks to the breadth and diversity of course selections available at Bowdoin I feel I am able to converse intelligently with scholars in many different fields. With the rest of my life to study chemistry, it

is encouraging to know that I have gained acuity in disciplines outside the sciences.

The generous contribution you have made to the financial aid program at Bowdoin has made my education here possible.

The sensibility, intelligence, generosity, talent and determination of these letters suggest the texture that gives unending excitement and purpose to the life of Bowdoin's president. He only hopes that the stories and vignettes in this report carry some sense of the meaning of the achievements of this New Century Campaign to those who caused it to succeed.

• • •

I now must regret the passing of distinguished members of the College, former Board members and members of the faculty whose contributions to the College are many and well-known.

Last summer, John Perkin passed away. A member of the Class of 1959, a music major turned stockbroker, an overseer of the College from 1973 to 1985, and a leader in the volunteer effort for Bowdoin's 175th Campaign, John was a valued member of our community, and we shall feel his loss.

Then, in the fall, we lost Ed Geary, Bowdoin's Longfellow Professor of Romance Languages *Emeritus*, an expert in linguistics and in 18th-century and contemporary French literature. A Maine native, Professor Geary received his A.B. from the University of Maine in 1942 and went off to serve in the Army and Army Air Corps in World War II. Following the war, he received his Ph.D. from Columbia University and taught at Columbia, Cornell, and Harvard before coming to Bowdoin. Professor Geary was still seen on campus often after his 1983 retirement, officiating at track meets, teaching Elderhostel courses, and conducting research on Longfellow.

These men, important to us, are remembered and missed.

**Robert H. Edwards**  
*President of the College*

I am pleased to offer this report on the academic life of the College during the 1997-98 academic year. This was my seventh year as Bowdoin's academic dean, and perhaps the most complicated and eventful of them. We recruited for a larger number of faculty positions than in any previous year. The Curriculum and Educational Policy (CEP) Committee began work in earnest on the curriculum review, which had been planned the previous year. It was the first year of implementation of the faculty's new teaching load policy, designed to identify and address inequities in the allocation of teaching responsibilities. The faculty debated and adopted changes in the course schedule designed to improve student access to classes. We laid plans to improve the College's competitive position by increasing the size of the faculty and enhancing support for faculty professional growth and curricular innovation. The academic building program continued at a pace unprece-

Members of H.P. Cummings construction team reviewing plans at Searles Hall. The renovation of Searles will provide an up-to-date facility for computer science, mathematics, and physics.



ented in the history of the College and reflecting the extraordinary success of The New Century Campaign.

These are only the highlights, but I'd despair of doing justice even to this much in the brief scope of an annual report. So this report will concentrate on a few points of particular interest and importance.

#### FRUITS OF THE CAMPAIGN

Academic culture has a well-earned, and mostly salutary, reputation for indifference to pecuniary concerns. People come to colleges and universities to learn and teach, talk and argue, read and write — to live together the life of the mind; they do not come to think about money, except possibly as an object of study. An academic officer would, therefore, not normally begin an annual report with an encomium to a fundraising effort. But The New Century Campaign will have such important and far-reaching consequences for the academic program of the College that it really should have pride of place.

As the president observes in his report, the campaign's successful conclusion was a defining moment of the last academic year. Its significance, from the perspective of the academic program, was not so much that the Campaign surpassed its official target, important as that was, as that the first fruits of the remarkable increase in our resources began to be discerned in the daily life of the College.

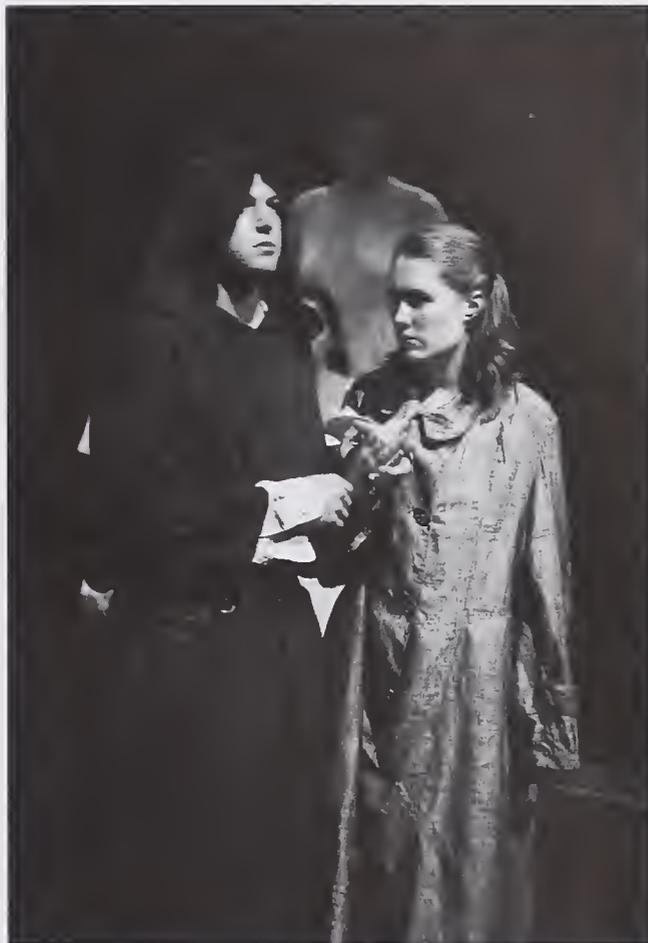
The Campaign's most visible consequences were the academic building projects, the first two of which were put into operation in the last year. The new science center, composed of Druckenmiller Hall and the renovated Cleveland Hall, opened formally last October; it provides sophisticated teaching and laboratory facilities for biology, chemistry, geology, and environmental studies. In its first full year of use, the complex has been all we'd hoped — not only a state-of-the-art center for instruction and scientific research, but also a welcoming environment that fosters collaboration

across disciplines and between students and faculty members.

The Coastal Studies Center, with laboratories for terrestrial ecology and marine biology and a farmhouse for seminars and meetings, was dedicated in May. Although it was not planned to begin regular operations until September, faculty members were already bringing students to the Center last spring; marine organisms (“critters,” in the vernacular of our scientists) took up residence in the laboratory in May and June.

The remaining element in the modernization of our science facilities is the comprehensive renovation of the Searles Science Building, groundbreaking for which occurred in late May. Searles will reopen in September 1999 as home to computer science, mathematics, and physics — our most computationally-intensive disciplines — and as a major classroom building, containing a mixture of classrooms, seminar rooms, and physics and computer labs. Druckenmiller, Coastal Studies, and Searles, taken together, represent an investment of more than \$35 million in high-quality infrastructure that will support the sciences at Bowdoin for many years to come, reinforcing a key strength of the College at a time when research-rich undergraduate science education could not be more important to the nation.

The Campaign also aimed to renew and improve facilities for the performing arts. There are two main components. The first is a renovation and expansion of Memorial Hall, encompassing a vastly-improved and technically up-to-date Pickard Theater and a new, 150-seat laboratory (or “black box”) theater, as well as seminar rooms, faculty offices, a ground-level scene shop, and dance studio. Ground will have been broken by the time you read this, and the building should be ready on January 1, 2000. Second, preliminary planning has begun for a new recital hall, principally for music, to be constructed in the shell of the Curtis Pool building; we hope that sufficient funding will have been identified to enable archi-



Spring performances were well attended, and included *Oedipus*, *Phaedra*, *Pericles*, and *Cabaret*, among others.

tectural design to begin as early as this fall and construction to commence within twelve months thereafter. These improvements will utterly transform the density and vitality of the performing arts at Bowdoin and reflect a farsightedness and generosity among graduates and friends of the College far beyond what the Campaign dared to anticipate.

There is no gainsaying the importance of proper facilities, particularly in the sciences and the arts, for the academic success of a college. But facilities are no more than an enabling condition. The soul of a college is its faculty, and nothing we do is more important than recruiting and supporting faculty members of high promise in sufficient number to foster the close and sustaining relationships that so many Bowdoin graduates remember as the essence of their college experience. The Campaign has supported these goals in several crucial ways — by endowing faculty chairs, making it possible to recognize extraordinary contributions by faculty members to the College; by providing endowment and operating support to

Students enrolled in "Zen Aesthetics" listen to Assistant Professor Nishiuchi in one of the new lecture halls in the science center.



help keep salaries competitive; by funding special start-up incentives to attract top-quality new hires; and by nearly doubling the resources available to encourage the intellectual growth and renewal of continuing faculty members. The investment in faculty development is particularly important — colleges are quintessentially “knowledge organizations,” and the education and experience of the faculty are by any measure their most valuable capital assets.

#### **IMPROVING THE COLLEGE'S COMPETITIVE POSITION**

**B**owdoin aspires to be equal to the best among American undergraduate liberal arts colleges. We compete with other top colleges for students and faculty, and our reputation reflects comparisons with these institutions. On the whole, Bowdoin competes well — our admissions picture is strong, we are accustomed to attracting top-rated faculty candidates, and our position in the leadership of American colleges is widely recognized.

Nevertheless, it has been a concern that financial support for the academic program, on a per-student basis, has been noticeably below the norm for our competitive group for many years. This fact is reflected in concrete realities that affect the quality of a Bowdoin education, such as the student/faculty ratio and median class size, both of which compare unfavorably with our peers.

During the last year, at the initiative of the Academic Affairs Committee of the Trustees, we have planned a program of disproportionate incremental investments in the academic program in order to narrow the competitive gap. New resources will be invested in departmental support, faculty development, and — importantly, in the context of an ongoing curriculum review — in curricular innovation. In addition, we have moved to address a gap in scientific instrumentation required for instruction, through a combination of more aggressive pursuit of grants and increased commitments of college funds.

The centerpiece of the new program will be a reduction of the student/faculty ratio

brought about by increasing the size of the faculty while holding student enrollment constant. At least eight faculty positions will be added over the next three years. These will be placed in academic areas to be identified by the Curriculum and Educational Policy Committee based on considerations of curricular importance and demonstrated student interest. The aim is to bring the student/faculty ratio from about 11:1, its current level, closer to 10:1, the norm for our competitor group. Owing to the Campaign's success, this expansion can be financed largely from the return earned on new capital.

From one important perspective, these increases are significant because they will narrow a competitive gap that might otherwise prove troublesome in the years ahead. From a dean's perspective, however, their true significance is that they will enable us to be a stronger and richer academic community, materially enhancing the quality of education available to Bowdoin students.

#### INSTRUCTIONAL PROGRAM

Last September, the Curriculum and Educational Policy Committee undertook what it imagined would be at least a two-year project to review the College-wide curriculum. In the first year of this process, the Committee sponsored a series of visiting speakers and met with every academic department as well as cross-departmental groups of faculty members and students. It surveyed curricular requirements and structures at an array of other colleges. And it reviewed the recent history of curricular change at Bowdoin.

The emergent agenda has several key elements.

- First, there is some question about the effectiveness of the distribution requirement — specifically, whether it accomplishes its underlying purpose of achieving familiarity with the distinctive methods and approaches of a broad range of disciplines. It may be a sign of changing times

in academic life that nobody is proposing abolition of the requirement; the concern is that the courses in which some of our students enroll in order to satisfy the requirement may not be structured in a way that serves the requirement's goals. This is particularly a concern about some of the science courses taken mainly by non-scientists.

- Second, the review makes clear and underscores the importance to our students of the major in the Bowdoin curriculum, but there is some concern about whether departmental major requirements are sufficiently rigorous. Relatedly, we worry that, for some students, the senior year may not be as engaging intellectually as it could and should be.
- Third, there is widespread agreement on the faculty about the importance of interdisciplinary studies, and a great desire for more opportunities to participate in collaborative teaching across disciplinary boundaries. This is frequently where the most interesting developments occur in the world of knowledge, and the question is how interdisciplinary work can be stimulated and supported without damaging the College's capacity to sustain the disciplines themselves.

Carmen Greenlee,  
Instructional Media  
Services Librarian,  
works with faculty  
to apply informa-  
tional technology to  
teaching.



- Finally, there is the question of academic skills — writing, quantitative reasoning, information skills, study skills, and so forth. Owing to differences in their secondary school preparations, students arrive with widely varying levels of these skills, and we must take steps to close the gap. In the last few years, the College has made a start by establishing programs in writing and quantitative reasoning. Our librarians are working to broaden and improve an already-successful program of bibliographic instruction. As the President notes, the great step in the year ahead will be establishment of a Center for Learning and Teaching, made possible by a generous gift from Linda Baldwin of the class of 1973, which will help to broaden and integrate our skills programs.

No one — and certainly no dean — should presume to predict the outcome of a faculty committee process. But I think it is fair to say that in all of these areas we see opportunities for improvement which will respect the architecture of a curriculum that appears, generally, to be highly successful. Based on the past year's progress, I am hopeful that the Curriculum Committee will produce recommendations for the faculty's consideration in all four of these areas before the end of the current academic year.

Turning briefly to another subject, I am pleased to report that the faculty took final action this spring on a measure to revise the class schedule, modestly increasing the number of class meeting times, reducing overlaps between class periods, and providing a weekly "common hour" when College-wide lectures, recitals, and similar events can be planned. The faculty also adopted scheduling rules designed to reduce the number of classes meeting at the most popular times and to spread classes more evenly over the class week. In the last few years we have been concerned about student access to courses; these measures are meant to help by diminishing scheduling conflicts and enlarging the range of effective choice.

## EDUCATIONAL TECHNOLOGY

The revolution in information technology continues to sweep the campus. In the earlier years of the decade, its most significant consequences were felt in the library and in the College's administrative operations. In more recent years, technology has begun to affect the teaching program itself.

The only sure thing about technological change is that its most important consequences are almost never very clearly anticipated — a lesson Microsoft learned when it failed to foresee the rapid growth of the Web. On the other hand, the potential of information technology to improve the quality of learning and teaching is too obvious not to be intentionally explored. Therefore, as I reported last year, we established an Educational Technology Task Force, and asked it to stimulate and coordinate faculty efforts to experiment with the application of information technology to teaching. The Task Force is led by Carey Phillips, professor and chair of biology, and Sherrie Bergman, the College librarian, and brings together people from the Library and our departments of Academic Computing and Instructional Media Services. This is essentially an investment in pedagogical R&D.

Today, after a year's experience, we have a first glimpse of the return on our investment. So far, more than a dozen faculty col-



Professor of English Marilyn Reizbaum

leagues have had course development support from the Task Force. More than sixty courses have supporting Web sites. Instructional software of one or another kind is used to supplement classroom teaching in disciplines ranging from the modern languages to biology and chemistry. Networked resources are increasingly used in classroom teaching in art history and classical archaeology. Mathematics and economics classes routinely have associated labs in which students work interactively to solve problems involving complex computation. (Some of the results can be located through the Task Force's Web site: <<http://www.bowdoin.edu/dept/ettf>>. There is much enthusiasm among faculty members and students about these experiments, but most of our evidence about their educational success is anecdotal. No doubt that is as it must be in the early stages, but it will be important to be more systematic in assessing the educational benefits of technology as we move ahead.

### TRANSITIONS

This year I note what must be an unprecedented number of retirements. Six colleagues have stepped down from tenured posts. They are John Ambrose (Classics); Alfred H. Fuchs (Psychology and my predecessor as dean); Guy Emery



Professor of Sociology Susan Bell received a Kenan Fellowship this year.

(Physics); Arthur Hussey (Geology); Robert Nunn (Romance Languages); and Daniel Rossides (Sociology). In addition, Katharine J. Watson retired as director of the Museum of Art, and Sidney J. Watson as director of athletics. All told, these individuals represent nearly a quarter of a millenium of service to the College — a staggering thought! The impact of the departure from our ranks of so many talented and devoted people will be enormous.

The Board of Trustees advanced two colleagues to tenured posts: Deborah DeGraff (Economics) and Nancy Riley (Sociology). In addition, the Board appointed Louisa Slowiaczek to a tenured position as professor of Psychology.

She joins us from the State University of New York at Albany and will serve as chair of the department.

Marilyn Reizbaum (English) and William VanderWolk (Romance Languages) were awarded much-deserved promotions to the rank of full professor.



Professor of Romance Languages William C. VanderWolk

Kenan Fellowships, representing the College's most sought-after form of support for faculty scholarship and intellectual renewal, were awarded to Susan Bell (Sociology) and Tina Ollier (Romance Languages).

Last year, due in part to so many retirements, we conducted a record number of faculty searches, including twelve for appointments to tenurable positions. It is a sign of the College's continuing appeal to a new generation of scholars that our departments were able to attract, in almost every case, their first-choice candidates. This year there will be about 148 faculty members teaching, counted on a full-time-equivalent basis — the largest number in Bowdoin's history.

Finally, it is my great pleasure to report that Katy Kline has joined us as director of the Bowdoin College Museum of Art, succeeding Katharine J. Watson. Kline comes to Bowdoin from the List Visual Arts Center at Massachusetts Institute of Technology, where she served as director. She is widely known and respected as a curator and scholar of contemporary art, a status recently recognized by her appointment as co-organizer of the American pavilion at the next Venice Biennale.

## CONCLUSION

I was on sabbatic leave in the fall term of 1997. Susan A. Kaplan, associate professor of anthropology and associate dean for the preceding three years, served with great distinction as acting dean in my absence. Allen Wells, professor of history, replaced Susan as associate dean at the beginning of last year, and continues in that post. I am grateful to both of them for making such smooth work of multiple transitions.

As I've said before, I don't believe there is any better administrative position in the College than the academic deanship — certainly none that affords so many opportunities to work on issues of great educational importance with such a wide range of talented and committed faculty colleagues and students. I feel privileged to have had these opportunities and grateful for the cooperation of so many good people.

Charles R. Beitz  
*Dean for Academic Affairs*



Assistant Professor of Romance Languages Leakthina Chau-Pech Ollier, received a Kenan Fellowship.



Associate Professor of Economics Deborah S. DeGraff



Associate Professor of Sociology Nancy E. Riley

**APPROACHING COMMUNITY**

**V**aclav Havel, playwright and President of Czechoslovakia, gave an address to the United States Congress in early 1990 in which he described the ideal of democracy in the United States. Havel said, "As long as people are people, democracy, in the full sense of the word, will always be no more than an ideal. One may approach it as one would the horizon in ways that may be better or worse, but it can never be fully attained."

For the past two years, we have examined closely the question of how Bowdoin as a residential college teaches students to live as effective citizens and leaders in a diverse community. In the Report of the Commission on Residential Life ("Building Community at Bowdoin College," February 1997), we set forth the values of a learning community, which I wrote about in this space last year. During the past year, students, faculty, and staff have worked tirelessly to put those values into action, to move from the ideals set forth in the Commission Report to the reality of the new College House system. As the new College House system evolved during this crucial first year, its vitality and force — socially and educationally — were felt across campus. To borrow Havel's language, we have been *approaching community* as it was envisioned by the Commission on Residential Life.

At the heart of this process are Bowdoin's values — our ideals — as a residential college. The Commission on Residential Life and the Board of Trustees, through its endorsement of the CRL's Interim Report, asserted Bowdoin's central values, the Values of a Learning Community. They are: *engagement in active learning and inquiry; challenge and growth; freedom of inquiry and expression; mutual respect and civility of discourse; concern for others; shared responsibility for the community; friendship and fun; connection to the larger community; commitment to serving the common good outside as well as within the College;*

*and affirmation of Bowdoin's history and its finest traditions.*

As I now review some of the memorable experiences of the past year on campus, I am confident that we are indeed successfully approaching community at Bowdoin. In this report, I have cited a number of unrelated events and accomplishments that reflect the overall direction and vitality of student life at Bowdoin. I have also included reports and editorials from *The Bowdoin Orient*, in an effort to represent accurately students' perspectives on the events and changes on campus.

**THE FIRST YEAR OF THE NEW COLLEGE HOUSE SYSTEM**

**T**he vitality of the College Houses and the sheer productivity of the pioneering first generation of House Leaders was extraordinary in this inaugural year of the system. As an editorial in *The Bowdoin Orient* stated in mid-September:

"This year holds particular promise: The College Housing System, endlessly debated and denounced last spring, seems to have taken root and started the year off with startling energy and zest. It has been a while since students were this excited to be here. While we were decidedly pessimistic about the possibilities of the house system when it was first proposed, we find that its implementation has been received with marked enthusiasm. It's been awhile since people seemed genuinely excited to be here and, considering the dreariness of our emotion last spring, this optimism could provide for one of the best years in recent memory." (September 12, 1997)

A semester later, an *Orient* editorial read: "After an admittedly rocky reception last spring, the College Housing System got off to a strong start last fall with its first generation of leaders, residents, and first-year affiliates. For the first time in a long time, the College was able to provide a constructive atmosphere — as well as the physical space and the financial means — for students with an honest interest in

Baxter House is one of five College Houses in the new House System.



planning their social and intellectual lives outside the classroom. Although there has been too much emphasis on alcohol in some house plans, while in others the spirit of inclusivity has not been appropriately embraced, the essential spirit which the Commission on Residential Life was trying to instill in the system has shined through . . . This semester has seen a remarkable panoply of events and many of the smaller ones seem to finally be catching on. The faculty-student tea at 238 Maine St. earlier this semester is a prime example of the type of dynamic planning which, if carefully done and well publicized, can attract a large crowd.” (February 27, 1998)

In addition to the significant increase in the number and variety of social and educational programs going on in the College Houses, we have begun to overcome a fundamental division in Bowdoin student life of the past: independents vs. fraternity members. Joanna Hass '98, President of the Inter-Fraternity Council (IFC), led the IFC to propose a merger with the House Council, the umbrella organization for the College Houses, to form one Inter-House Council, to include fraternities and College Houses in one organization. This was a significant moment signaling our approach to one inclusive community. As importantly, there were a number of fraternity-College House partnerships during the year. Large social events and particular fraternity community service traditions were co-sponsored, such as the Beta Halloween Haunted House for Brunswick children which was held at Burnett House with the planning and prepa-

ration done jointly by Betas and Burnett House members.

The strongest vital sign of the new College House system is a deep sense of student ownership of their Houses. This proprietary feeling exists along with one of accountability to the College. While there have been some instances of student behavior that have not met with our community standards in the Houses, in general the students have thrived on and learned a great deal from the relative freedom they have and the major responsibility they undertake by running their houses.

With enormous gratitude and respect, I would like to acknowledge publicly the first generation of College House Presidents and College House Faculty Advisors. This group of Bowdoin students and faculty did a superb job of making the vision of the new College House system a reality on campus.

#### **COLLEGE HOUSE PRESIDENTS, 1997-98**

Elisabeth M. Morse '00, 238 Maine Street  
Ainsley L. Newman '00, Howard House  
Nicholas P. Young '00, 7 Boody Street  
Michael A. Prendergast '00, Baxter House  
Charles A. Walsh '00, Burnett House

#### **FACULTY HOUSE ADVISORS, 1997-98**

C. Michael Jones, Howard House  
Jane E. Knox-Voina, Burnett House  
Craig A. McEwen, Baxter House  
Sarah F. McMahan, 238 Maine Street  
Allen B. Tucker, 7 Boody Street  
John H. Turner, 238 Maine Street

This new program could not have happened without the absolute commitment by the Residential Life staff to see it through. This group of colleagues worked tirelessly with the House Leaders and Faculty Advisors on a daily basis throughout the year: Bob Graves, Director of Residential Life; Kris Bennhoff '97, Liz Hockmuth and Nat Wysor '97, Assistant Directors of Residential Life/Chamberlain Interns. They all deserve enormous credit and thanks.

### A HIGH LEVEL OF ACTIVITY ACROSS THE CAMPUS

The establishment of the College House system seemed to uncork reserves of student, staff, and faculty energy, creativity and initiative — all of which led to an unusually high level of activity across the campus. While this created its own problems of double-bookings and publicity overload, in my mind, those are good problems to have. I refer again to the *Orient* in which the following editorial statement appeared in March:

“There has been a great deal of remarkably diverse events on campus so far this semester, so many, in fact, that it is hard to know who to commend for the superb effort: fine planning has come from the Student Union Committee, Campus Activities Board, and countless academic departments and student organizations who have sponsored and helped organize many of these goings-on. But while the palette of events has been excellent, sometimes it seems a little more foresight could have made planning a whole lot easier.”  
(March 6, 1998)

Burgwell J. (Burgie) Howard began as the Director of the Smith Union and Student Activities last summer and had a successful first year at Bowdoin. He and his colleague Susan Moore Leonard deserve credit for helping student leaders to put their ideas into action and showing them by that experience that they can make a difference in their community.

One of the objectives of the new College House system is to coordinate House events



Students converse in the lounge at 7 Boody Street.

with larger programs sponsored by the Student Activities Office and the Campus Activities Board in Smith Union. Beginning next year, some House leaders will serve on the CAB and will work to coordinate the myriad events they develop. Each spring for the past two years a group of students has planned and executed a large formal dance at the end of the year. This new tradition is called The Spring Gala, and it is one of the biggest events of the year. The Spring Gala planning committee did a wonderful job of planning another successful event in 1998. However, the committee, in an effort to break through the campus cultural inhibition about dating, structured the ticket prices to the Gala so as to encourage couples to attend. In reaction to that incentive, a group of individuals led by Jan Brackett, coordinator of the Women's Resource Center, met with the Gala committee and persuaded them to eliminate that price break and wrote a letter to the community expressing their concern and encouraging all community members to attend, to “demonstrate to the entire community how powerfully joyful a truly inclusive event can be.” (April 22, 1998, letter to the community). The spirit of this letter and the response to it was Bowdoin at its best: 850 community members attended the event, and it was a clear moment of us approaching community.

Among the other new initiatives of the past year was the week-long Women in Athletics Symposium which was planned by a group of student affairs colleagues and led by Helen Pelletier '81. It was a rich and exciting series of events ranging from a panel discussion about Title IX to a discussion of careers for women in athletics. A number of alumnae returned to campus to talk with current students about career paths and the role of athletics in their lives. Thanks to Margaret Schoeller '81, Lissa McGrath '83, Carrie Wickenden '95, Christine Evans '85, Emily LeVan '95, Kris Bennhoff '97, Amy Sanford '93, Destry Oldham-Sibley '76, and Danielle Raymond '97 for coming to campus in February to make this symposium a success.

#### APPROACHING CAREERS

The Career Planning Center offered over eighty-five different programs on- and off-campus during the year, including a highly successful Career Networking Day in New York City at the beginning of spring break. Seventy-eight students participated in this program, which consisted of eleven site visits hosted by alumni across the city, fol-

lowed by a networking reception at the Princeton Club attended by approximately 200 Bowdoin people.

The site visits included the following fields and Bowdoin hosts:

- \*Architecture and Design, hosted by Ron Bentley '74, founding partner of B Five Studio

- \*The Art World, hosted by Halley Harrisburg '90, Director of the Michael Rosenfield Gallery, with participants including Pam Fletcher '89, Michelle Greet '93, and Beth Miller '95

- \*Computer Software/Intelligent Systems Design and Implementation, hosted by Leo Guen '76 at Pegasystems, Inc.

- \*Financial Portfolio Management/Securities Analysis, hosted by William Fish '66, Vice President of AIG Global Investment Co.

- \*Global Pharmaceutical Company/Medical Research, Sales and Marketing, hosted by Robert Knowles '70, Ph.D., Director of Licensing and Development at Pfizer, Inc.

- \*International Affairs, hosted by Richard Roberts '55, President of the Near East Foundation

- \*Investment Banking/Corporate Finance, hosted by Allison Conway '79, Managing Director in Global Investment Banking at Chase Securities

- \*Law, hosted by Adam Gibbons '91 and Maryann Villari '75 at Battle Fowler LLP

- \*Music Composition, Production, and Performance, hosted by David Sherman '76, Founder and President of David Sherman Music Inc.

- \*Non-profit Organizations/Social





Services and Community Development, hosted by Andrew Reicher '72, Executive Director of the Urban Homesteading Assistance Board

\*Public Sector Law and Public Service, hosted by Judge Richard T. Andrias '65 at the New York Supreme Court

Many students and recent graduates find that their contacts with Bowdoin alumni /ae are invaluable in helping them learn about and enter the world of work.

#### **"A CONVERSATION ABOUT RACE AT BOWDOIN"**

The student government, which reconstituted itself in the spring of 1997 to complement and strengthen the new residential life program, now calls itself the "E9" and the Student Assembly. This group made a number of important contributions to campus life in the past year, one of which was sponsoring and transcribing for publication "A Conversation About Race at Bowdoin." This conversation took place during a Saturday in March, and the transcription was published as an eight-page insert in the Bowdoin Orient the following week. The discussion was frank, civil, risky, and powerful. The publication of "A Conversation About Race at Bowdoin" prompted other discussions across campus, including some among trustees and other College

leaders. We are currently considering ways to carry on this conversation in the year ahead.

#### **"SO MANY DIFFERENT VOICES SPEAKING IN ONE FORUM"**

In mid-April, campus security officials came across some homophobic graffiti on campus and shortly thereafter some racist graffiti. In response, my office called for a rally to speak out against discrimination at Bowdoin. The purpose was to gather community members together to express our commitment to making the Bowdoin community one which is free of discrimination and harassment, which we felt was particularly important in light of a referendum which repealed an anti-discrimination law in Maine earlier in the year. The rally was, in the words of the *Orient*, "profoundly successful . . . Nearly 200 people from all aspects of the community attended the rally, and that bolsters the growing sense that many here are actively engaged in forcing the campus to confront these often trying issues . . . This rally proved that the entire campus shares the values of tolerance and understanding and is ready to act to promote them." Professor of Art Susan Wegner was quoted as saying, "I can't remember an instance at Bowdoin where there were so many different voices speaking in one forum." As the *Orient* article concluded, the rally was successful because ". . . many speakers stressed the importance of establishing a dialogue that reaches across different community boundaries and thereby informs a larger cross-section of people."

#### **IT'S NOT THE SIZE OF THE DOG THAT MATTERS**

Ashmead White Director of Athletics Sidney J. Watson retired this June after almost 40 years of service to Bowdoin. The celebration honoring Sid and his service to Bowdoin was one of the great evenings of the year as the bonds of friendship across many generations of the Bowdoin family were openly expressed. By honoring a



Ashmead White Director of Athletics  
Emeritus Sid Watson

beloved coach and mentor, we not only celebrated the crucial role great coaches play as teachers and role models, but we reminded ourselves of our shared values of hard work, team work, friendship and fun.

Among the many memorable statements presented, Bob White '77 recalled one of the

lessons Sid Watson taught his teams: "It's not the size of the dog in the fight that matters; it's the size of the fight in the dog!" Thank you, Sid, for your many contributions to Bowdoin.

After a national search, Jeff Ward was selected to succeed Sid Watson as Athletic Director. A native of Oregon and a graduate of Dartmouth College, Jeff has spent the past eight years at Brown University as Assistant Director of Athletics; prior to that, he was the head coach of women's swimming at Columbia University. Jeff is off to a strong start at Bowdoin.

### CONCLUSION

From these public events and from scores of conversations with students about the quality of community life at Bowdoin, this last year could well be deemed a turning point on campus. The sense of community has strengthened; the boundaries between core groups and marginal groups are more blurred, and there is more interaction among all students. The place is fun; it is lively; and students feel a strong sense of ownership over their residential and social lives, which is a key vital sign. In light of this positive evidence, Havel's point is important to remember: we are only approaching community; it is an ideal that we will never completely attain. This is one

of the lessons of a good college experience: Hold fast to the ideals that matter in your life and in the life of a community; they are unattainable as absolutes, but as ideals they provide a lasting framework for a meaningful life well lived.

Looking ahead to the coming year, we see much work to be done. We will build two new residence halls to house 129 students (opening in August 1999) and complete the design and begin work on the expanded dining facility at Wentworth Hall (opening in August 2000). The development of the College House system remains a central priority, and we will build on the momentum of student leadership and faculty and administrative involvement established in the past year and work to broaden the scope of programming in the houses to include more cultural and educational events. One of our important objectives is to build on the already strong sense of ownership students feel for their residential and social lives while keeping the standards of the community clearly before us. The quality of the leadership experience student House leaders have is crucially important to their personal growth and to the success of this new venture. More broadly, we will continue to build on the healthy and positive traditions now in place, such as the pre-orientation trips; welcoming rituals such as the convening dinner for first-year students; the sophomore class picnic at the president's house; senior class activities throughout the year; and the Spring Gala. These traditions link students to their college and to other Bowdoin people and help remind us that we are part of something larger than ourselves.

I am grateful for the privilege of doing this work at Bowdoin during this exciting and promising period. It is particularly rewarding to work with so many diverse, talented, motivated, and generally good-humored individuals as we wrestle together with questions that matter.

Craig W. Bradley  
*Dean of Student Affairs*

**T**wo ice storms that buffeted Maine in January cost the College over \$100,000 in damage and overtime. We also coped with lost productivity and the danger that forfeiting electricity on campus for days poses to the community. During the second storm, power was restored about thirty minutes before we planned to move the student body to a shelter at Farley Field House. Still, the College was gratified by the reliability of weather emergency procedures and backup power systems for phones and computers. And, the storms proved once again how correct Mark Twain was when he observed in 1876 that:

*There is a sumptuous variety about the New England weather that compels the stranger's admiration — and regret. The weather is always doing something there . . . always getting up new designs and trying them on the people to see how they will go . . . Yes, one of the brightest gems in the New England weather is the dazzling uncertainty of it.*

#### **FY 1997-98 FINANCIAL HIGHLIGHTS**

**F**or the fiscal year (FY) 1997-98 that ended last June 30, Bowdoin College achieved a fifth consecutive balanced budget with a slender surplus of \$48,000 on revenues and expenditures of \$67.1 million. The total net assets, including the endowment, of the College grew by 18% from \$422 million last year to \$497 million. It was a very good year.

- The endowment's market value soared beyond \$374 million, an increase of nearly 12% in one year and 147% since 1991. A turbulent stock market contributed to a 10% decline in value by the end of August, which was cushioned somewhat by a diversified portfolio in addition to common stock.
- In its fifth and final year, The New Century Campaign passed \$136 million in commitments for the academic program, financial aid, and other goals.



- Annual Giving from alumni/ae, parents, and friends provides about 6% of total revenue. It has grown from \$3.2 million in FY 1991-92 to over \$4.6 million in FY 1997-98, an impressive gain of 44% in six years. Participation in the Alumni Fund remains above 50%.

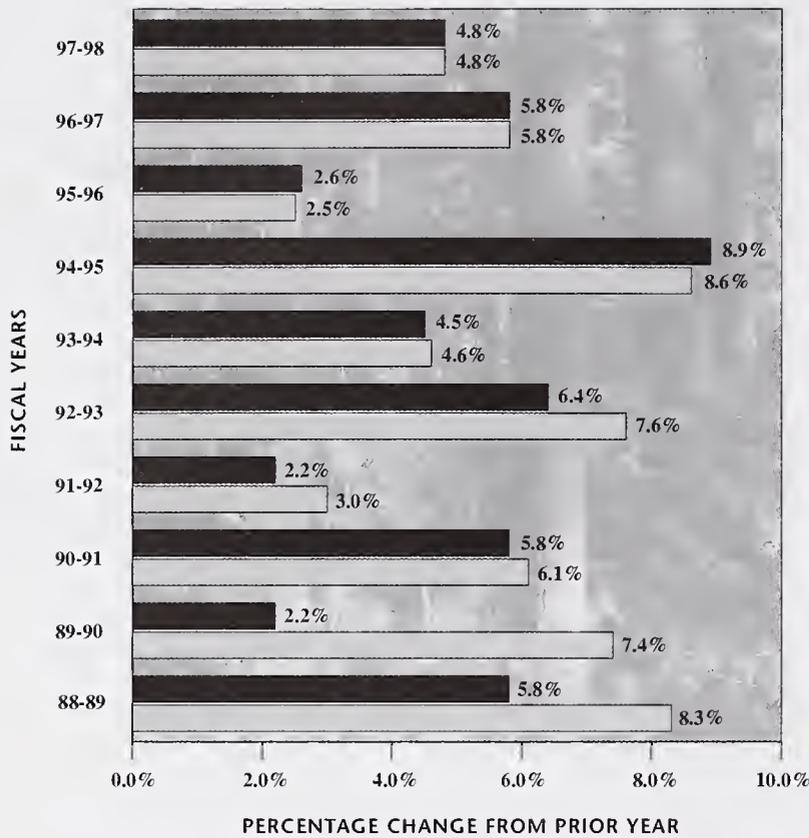
#### **COSTS VS. QUALITY**

**T**o be sure, the College must sustain a balanced budget and the fiscal discipline that led to it. In college finance, I have learned that easy decisions are probably flawed, and hard decisions are almost inevitably disagreeable. We must continue to control costs, improve programs and services, preserve diversity and access, maintain our buildings well, pay our employees fairly, and meet all the other tests that higher education faces today. Exhibit 1 (p. 16) shows that expenditures have been increasing as fast as or faster than revenues in the last few years. Revenues from tuition and the endowment have been constrained while the College invests in programs and services that make us better. Fundamentally, the College is financially strong and on the move in the academic program, student affairs, and many other areas.

#### **UPGRADED BOND RATING**

**W**inston Churchill argued that the wrong way to handle debt is to “aggravate the burden of debt by fresh borrowing, to live from hand to mouth and from year to year, and to exclaim with

Exhibit 1: REVENUES VS. EXPENDITURES ■ % EXP □ % REV



Louis XV, ‘After me, the deluge.’” The best evidence that Bowdoin College has borrowed responsibly and maintained financial vitality is that Moody’s Investor Services in November 1997 upgraded our bond rating from A1 to Aa3. The shorthand difference in ratings is that A1 bonds are characterized as “strong/upper medium grade” and Aa as “very strong/high grade.” The new rating anticipated the College’s issuance earlier this year of \$12.5 million in new bonds for residential life, including two new residence halls and an expansion of Wentworth Dining Hall.

In their analysis, Moody’s pointed to:

- **Strong Admissions Profile** “Moody’s expects that Bowdoin will maintain stable enrollment and continue generating high net tuition revenue per student leading to strong bondholder security of annual debt service.”
- **Strong Total Resources and Manageable Debt Levels** “Total financial resources in excess of \$380 million provide strong bondholder security when compared to \$42 million in outstanding debt and a student body of 1,600.”

- **Solid Operating Margins** “Operating margins of 4.3% in 1996 and 3.9% in 1997 comfortably cover debt service by over three times. Endowment spending is comparatively low, having been capped at a flat dollar amount in FY 1992, and increased only modestly since then.”

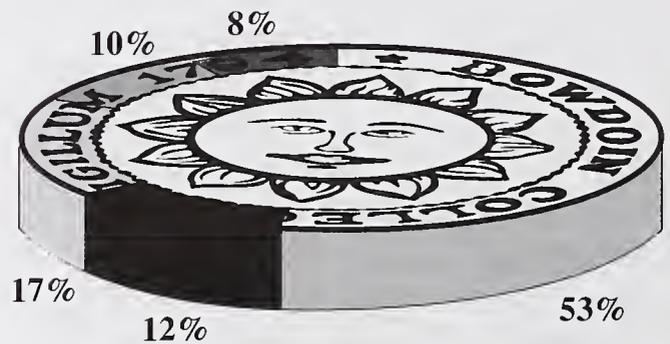
In 1997 and the first quarter of 1998, Moody’s downgraded the ratings of ten colleges and universities and upgraded only five, including Bowdoin College.

**FY 1998-99 BUDGET IN BRIEF**

The FY 1998-99 budget approved by the Board of Trustees last March is balanced on expected revenues and expenditures of \$71.3 million. Prior budgets have emphasized cost reductions, investments in maintenance and residential life, and enhanced academic and administrative computing.

**BUDGET BUILDING BLOCKS**

Exhibit 2: SOURCES OF FUNDS



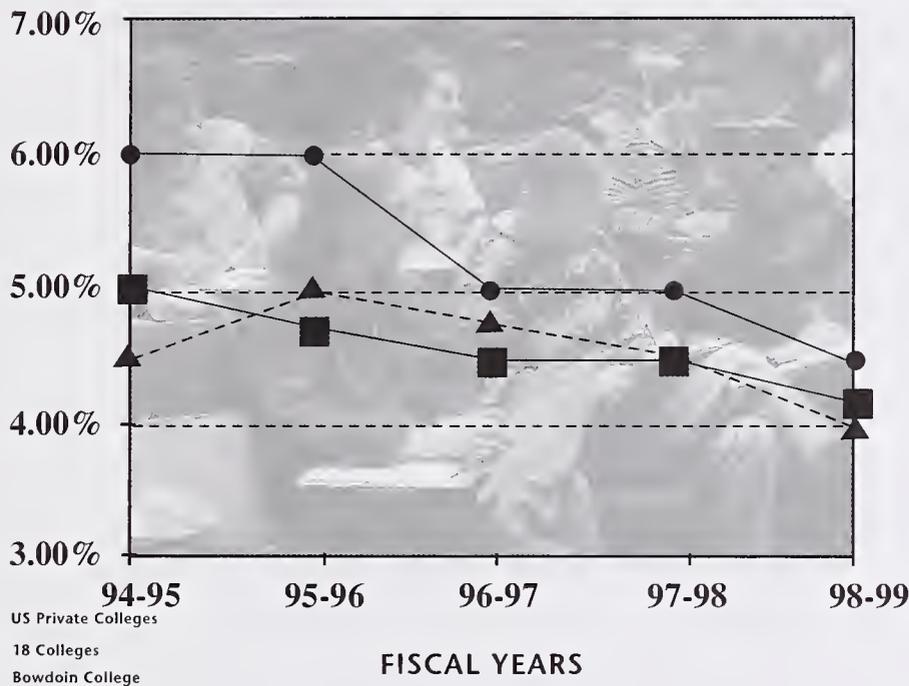
- Tuition & Fees (53%)
- Room & Board (12%)
- Endowment Earnings (17%)
- Gifts and Grants (10%)
- Other Revenue (8%)

**USES OF FUNDS**



- Salaries & Wages (39%)
- Fringe Benefits (9%)
- Services (5%)
- Maintenance/Utilities (7%)
- Debt Service (3%)
- Other Expenditures (37%)

Exhibit 3: INCREASES IN STUDENT FEES  
(Tuition, Room, Board, and Mandatory Fees)



The budget for FY 1998-99 continues these trends. It also emphasizes affordability by again slowing the rise in student fees and economy by using a modest portion of available endowment earnings and reinvesting the rest. On the spending side, the budget focuses on the College's human assets by selectively increasing compensation, contributions for employee retirement programs, and staff in departments with the most formidable workloads. Exhibit 2 depicts the major sources and uses of the College's financial resources.

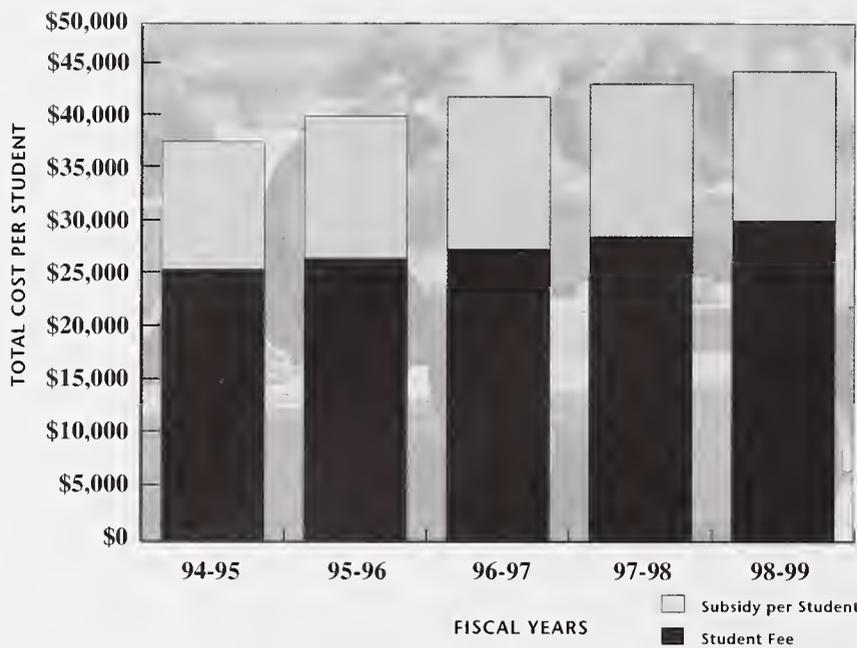
- Student fees (tuition, room, board, and other mandatory fees) increase by an average 4%. This is below the median increases of U.S. private colleges and our 18-college comparison group that includes Amherst, Colby, Middlebury, Wellesley, Williams, and other competitors. Five-year trends are depicted in Exhibit 3. Within the 18-college group, Bowdoin College's student fees rank tenth highest in 1998-99, frugally down from seventh the previous year.
- College funding for financial aid grants will increase by 6.6% from \$9.2 million to \$9.8 million. Financial aid has grown

from 11.2% of the College budget in FY 1994-95 to 13.7% in FY 1998-99.

- Endowment support of the budget was frozen at \$10.1 million per year from FY 1991-92 to FY 1995-96 to preserve the endowment's purchasing power and improve budget discipline. For FY 1996-97, Bowdoin College's endowment earned a total return of 18.3% compared to an average 20.6% for 388 colleges and universities studied by the National Association of College and University Business Officers (NACUBO). These returns have allowed the distribution to rise slightly in succeeding years to \$12 million in FY 1998-99 which is a conservative 5% of the lagging 12-quarter average of the endowment's market value.
- Revenues from annual giving, endowment earnings, and other sources mean that every Bowdoin student, aided or not, receives a subsidy equivalent to about a third of the actual cost of instruction, student services, and other services as shown in Exhibit 4. This year, the total cost per student is \$45,000—not even including most capital costs—compared to a student fee just over \$30,000.

Preserving the College's physical assets is a high priority; the \$300 million cost to replace our physical plant approaches the market value of the endowment. Unfortunately, the realities of weather and use make it impossible to follow John Ruskin's admonition that: "When we build, let us think that we build forever." Even a much shorter useful life demands a scrupulous and expensive maintenance program. In FY 1990-91, the College spent \$1.4 million on major maintenance and capital projects major maintenance. Expenditures climb to \$2.89 million in FY 1998-99 based on a comprehensive building audit. The last two budgets have decreased deferred maintenance by almost one-third.

Exhibit 4: COST VS. PRICE



- “4-5-6” targets for faculty salaries, which aim to pay faculty at each rank the average of the fourth, fifth, and sixth highest paying colleges in our 18-college comparison group, are fully supported. Administrative and support staff salaries receive increases to recognize merit and achieve the new equity goal of paying non-faculty employees at the 50th percentile in relevant labor markets.
- An Information Technology Plan for Bowdoin College seeks “to integrate IT [Information Technology] into campus life in ways that are consistent with its culture and that support its educational and administrative needs.” A campus network of fiber optic cable was completed in 1996. Access to computers for faculty and staff will be enhanced in the FY 1998-99 budget by a 3% increase in funds for microcomputers to \$305,000. Student access was boosted by a \$300,000 computer loan fund that supplements the grant program for financial aid students approved earlier.
- Staffing Ratios Analyzing the ratios of students to faculty and instructional staff as well as to administrative and support staff provides a rough measure of efficiency. The ratio of students to administrative and support staff will have decreased

slightly from 3.6 to 3.4 between FY 1993-94 and FY 1998-99. The ratio of students to faculty and other instructional staff has hovered around 11:1. Service expectations of the community and parents did not decline with the 70 non-faculty positions lost during the budget retrenchment from FY 1990-91 to FY 1993-94. Also, the College expanded the student body by 10% over four years and added staff to improve programs from study away to residential life. From October 1993 (the year before the enrollment expansion) to October 1997, the College added 12 faculty and 42 administrative and support staff positions. Most non-faculty growth has been in computing services, student affairs, and facilities.

**FACILITIES MANAGEMENT**

A closer analysis of the facilities management department exemplifies why the new positions were authorized. In FY 1990-91, this department had 107 full-time equivalent positions. By FY 1993-94, 85 positions were left, and then slowly increased with new construction to 90.5 positions in FY 1997-98. Staffing today is 15% lower than FY 1990-91 but the number of square feet for which this department is responsible has increased almost 18% from 1.34 million to 1.57 million. Another way to examine these data is that the square feet per employee was about 12,500 in FY 1990-91, 16,750 in FY 1993-94, and 17,500 in FY 1997-98, or 40% higher than seven years earlier.

**BOWDOIN COLLEGE AND THE YEAR 2000**

Issues related to the calendar rollover from 1999 to 2000 (the so-called “millennium bug”) has been the focus of significant media attention and some panic. The columnist Ellen Goodman speculated:

*When the digital clock strikes midnight, January 1, 2000, at the very least, assorted hard drives will celebrate by crashing. At the very worst, the interna-*

*tional economy will collapse . . . Telephone and lights may go dead. Robots may quit work altogether. And at least one executive for Barclay's Bank is talking about "buying candles, tinned food, and bottled water." I don't even want to think about the programs governing our ballistic missiles.*

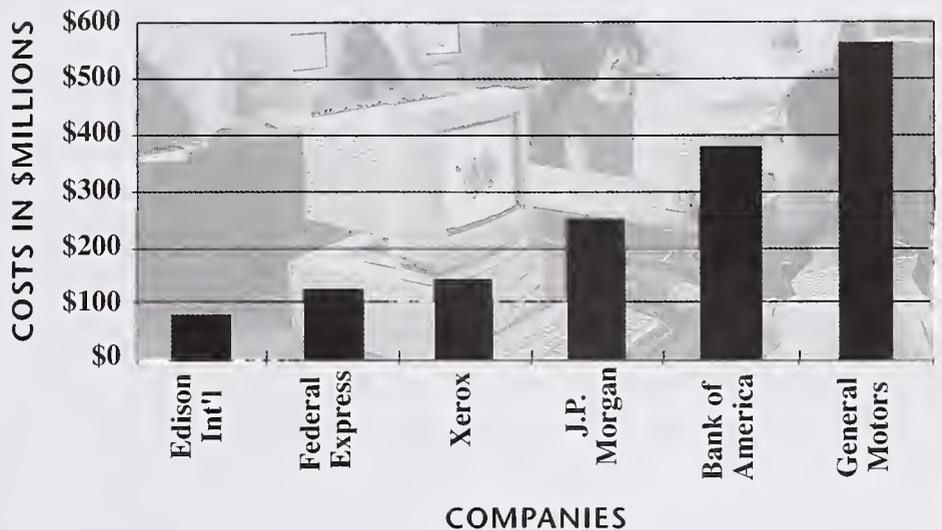
A Federal Reserve study estimated a \$50 billion price tag for fixing the problem just in the U.S., but estimates, according to *Time* magazine, run as high as \$600 billion. No one really knows. Triaxsys Research reported in *USA Today* (June 10, 1998) that the Fortune 250 will spend at least \$37 billion to make sure that their computers function in the next century, including the companies cited in Exhibit 5. Bowdoin will expend about \$400,000 on our Year 2000 project.

**WHAT IS THE PROBLEM?**

The Year 2000 issue originated because of a computer programming "shortcut" widely used in the early days of this technology. This shortcut abbreviated 4-digit dates (e.g., 1998) to 2-digits (e.g., 98) to save precious computer memory and billions of dollars. In 1970, one megabyte of random access memory (RAM) was valued at \$3.2 million. Today, the same amount of storage costs about \$5. If four digit dates had been used in this era of large main-frame computers, punch cards, COBOL, and FORTRAN programs, data storage costs to businesses would have increased as much as 7.5%.

But, as a result, many computing systems may not "recognize" that January 1, 2000 is the day after December 31, 1999. In their 2-digit world, "00" might mean 2000 or 1900. Other software programs, such as disk operating system (DOS)-based programs, will assume that January 1, 2000 is January 1, 1980 (the DOS default date). The Year 2000 is also a leap year; some systems may not know that the date after February 28, 2000 is February 29, 2000. If any of these scenarios were to occur, the output of date-based

**Exhibit 5: ESTIMATED COSTS OF YEAR 2000 COMPLIANCE**



processing such as financial statements, payroll checks, electronic funds transfers, and records of all types could be inaccurate or even nonfunctional.

The millennium bug is not merely a problem for Bowdoin's own computer systems for information processing, telecommunications, photocopiers and postage meters, and building heat and other utilities. Suppose our computers are working fine on January 1, 2000 but external vendors such as banks and public utilities suddenly stop functioning? What happens if the internet crashes and the College cannot access e-mail, Web-based data, and other services? Do the College's legal contracts provide for specific remedies or damages should either contracting party not be able to perform due to Year 2000 problems?

**WHAT IS BOWDOIN COLLEGE DOING ABOUT IT?**

Our computing and information services department (CIS) has been working on Year 2000 since 1995. I chair a team of administrators and technologists to coordinate the College's response. Starting in 1995, we began to modify our current "c\_winds" administrative computer system. A recent pilot test of the modifications made to the development portion of the system was successful: dates after December 31, 1999 were correctly recognized and processed. In addition, we are



The Class of 1998 celebrates on Commencement Day last May.

well into a conversion to a new data base management system—starting with student records in 1995 and financial records in 1996—that is already Year 2000 compliant. To deal with noncompliant internal systems as well as the constellation of external vendors and issues, the Bowdoin team has worked with consultants from PriceWaterhouseCoopers to develop a five step process.

1. Awareness: Define the problem, gain senior staff support, establish a project team, develop a project strategy, and discuss the issue with college constituencies. Project updates can be found on the World Wide Web at: [www.bowdoin.edu/dept/softcon/y2k](http://www.bowdoin.edu/dept/softcon/y2k).
  - 2 Assessment: Assess impact on the college, identify business processes, inventory, classify, and prioritize IT and non-IT systems, define fixes, develop contingency plans, secure resources, and determine legal issues.
- Steps 1 and 2 were completed this summer.
3. Renovation: Repair, upgrade, replace, migrate, or abandon selected systems.

4. Validation: Test the performance, functionality, and integration of “new” systems.
5. Implementation: Implement the new or altered system across campus.

#### **DUE DILIGENCE**

Our standard for Year 2000 compliance is based on “due diligence.” The College will consider the best practices in our industry. We have carefully researched what other colleges and universities are doing, and have examined the approaches taken by companies such as L.L. Bean and Bath Iron Works. It is unlikely that the

entire campus will achieve 100% compliance before January 1, 2000. “Mission critical” systems will receive top priority and first consideration for modification or replacement before 2000. These include: network and central operating systems and hardware, alumni/development, accounting, payroll, banking functions, security, and some externally-supplied products and services.

Within reason, the College must assume that regulatory agencies and our business partners are just as concerned with being Year 2000 compliant as we are. The U.S. Department of Energy, for example, set a deadline of July 1, 1998 for power companies to provide assurances that Year 2000 problems will be remedied in time. We must also be prepared, both legally and operationally, if they are not.

Is the Year 2000 problem a genuine threat to civilization or a media-driven panic and a consultant’s dream? Some label the problem as the “Consultants’ Full Employment Act.” Published reports run the gamut from “Zap! How the Year 2000 Bug Will Hurt the Economy” in *Business Week* (March 2, 1998) to “Apocalypse Not” in *Time* (June 15, 1998). Because this issue involves many complex systems and independent, external contractors, few guarantees are possible. It may be enough for Bowdoin to reply as

Emmanuel Sieyes did when asked what he had done during the French Revolution: "I survived." At midnight on December 31, 1999, after the silver ball in New York's Times Square has descended to signal the New Year, we will all know the cliffhanger ending.

• • •

This concludes my seventh treasurer's report to the Bowdoin community. The financial challenges of higher education never end, and the days are never boring. The seasons have a challenging rhythm. Financial matters like the annual audit and budget dominate the summer and fall. Myriad administrative tasks assume pride of place in the winter and spring, including new construction, the administrative software conversion, and serving as the college's weather emergency "czar." During the spring and summer, I return part-time to teaching, including executive programs in higher education at Harvard, museum management at the University of California at Berkeley, and our own Government 215 or 370 in the spring.

But none of this would be possible without the hard work and support of the extraordinary staff of the Finance and Administration (F&A) area of the College. They represent the bookstore, controller's office, campus services, children's center, computing and information services, dining services, facilities management, human resources, and my own team in the treasurer's office. A well-known management consultant who led our annual staff retreat wrote to me about the F&A top management team:



The renovation of the Chapel provided a learning experience for Bowdoin students and a once-in-a-lifetime bird's eye view of the stained glass and ceiling work.

*Returning home from our two days together, I found myself feeling stimulated, challenged, and grateful. I was grateful because of the quality of the people I met, their loyalty, skills and willingness to risk. As a group they did you proud.*

I must add that the women and men of F&A do Bowdoin proud, and I am privileged to serve with them.

**Kent John Chabotar**  
*Vice President for Finance and Administration & Treasurer*

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