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Bowdoin College

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ANNUAL REPORT OF THE PRESIDENT 1999 - 2000



BOWDOIN COLLEGE    BRUNSWICK, MAINE



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**T**his is the Annual Report of the President of the College to the Board of Trustees, the tenth I have had the honor to present.

I have thought to write this report about information technology and its impact on Bowdoin, its students, faculty, budgets and, broadly speaking, its educational processes. It is a modest, largely factual, even a deflationary and skeptical document. Even so, it will surely be read a decade from now as naively self-assured by any researcher curious about what we thought we were doing at Bowdoin with this new medium.

At the least, there's a popular belief today that something epochal is going on. In his book, *The New, New Thing*, Michael Lewis asserts that "the business of creating and foisting new technology upon others that goes on in Silicon Valley is near the core of the American experience." That's a pretty broad claim, but Jeff Goodell, in a *New York Times Magazine* article last May, tested the English language even more cosmically. He said that, "a technological revolution... is reshaping our lives in unimaginably vast, complex and subtle ways."

As revolutions go, this one is pretty young. The French Revolution began in 1789 and its Thermidor was in 1794. America's so-called digital revolution, in its popular manifestation, probably began around 1994. It's now six years later and the thing still seems to be cranking up.

It's interesting to think about how recently we saw even the first glimmerings of computers, in the code decipherings of the Enigma machine

in World War II and the Univax immediately following the war. Computer science only became an academic discipline in the 1960s. In the late '60s, when I was with the Ford Foundation in Pakistan, we built for the University of Islamabad a large air-conditioned building to contain a half-million dollar IBM 360, a vast machine with the power found in the desktop personal computer that appeared 20 years later in the mid-'80s. It was only around 1980 that Apple Computer conceived the idea of a computer for everyone in education. By 1991 ten percent of American households owned a computer, largely for financial analysis and word processing.

In the mid-'90s, however, things began to take off, when the invention of the Netscape and Microsoft Web browsers made the extraordinary reach and information of the Internet easily available. In three years the volume of e-commerce went from negligible to last Christmas's Internet-based purchases of \$7 billion. Nearly 70 percent of American families now own computers. If you look at the non-commercial time spent by everyone: teenagers surfing, lawyers working with intellectual property issues, the millions of hours spent defeating the millennium bug and investigating computer frauds, hackers and virus makers, this technology is clearly taking an ever larger slice of the time and money of Americans – and anyone else in the world with the economic and educational capacity to be part of it.

## Growth of Technology at Bowdoin

**W**hat does all this mean for the academy – and specifically for Bowdoin? Again, a brief history will illustrate what's been happening here. In 1993 Bowdoin was like most colleges regarding information technology: relying upon an 8-10 person computing center, using self-designed software. Each administrative department of the College maintained its own data, assembled from various departmental points of view. That same year, 1993, we recruited a Harvard-Brown-Wellesley consulting team to help us tackle our computing inadequacies broadly and straightforwardly. This was just as well, because over the next three years things exploded: we experienced a huge increase in

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faculty, student and administrative users of computing; the user-services capacities of the computer center were swamped; and we embarked upon a total software conversion, to create a common database for all departments of the College upon which each department would build its own specialized user structure.

In 1996 we wired the campus: 10 miles of fiber optic cables in the new network backbone and 200 miles of copper wire connecting the ports to the backbone. Bowdoin, with its popu-



lation of 1,550 students and 160 faculty members, has today nearly 5,000 active electronic ports, with an additional 2,000 available for future activation. Almost 2,500 computing devices, college- and individually-owned, are now using Bowdoin's network, running an e-mail message count of around

15,000 a day. Our megabyte pipe to the Internet has doubled or tripled in size each year since 1997. Every campus classroom and student room is now networked.

None of this is especially remarkable, since easy access to fast, dependable computing is what most of our students and faculty now expect. Ninety-five percent of last fall's entering students had computers in their homes; nearly 80 percent came to Bowdoin with their own computers, and 80 percent of the rest planned swiftly to buy them, due in part to a new college-funded grant and loan program. Bowdoin is now phasing down its general-availability student computer labs, retaining only those with specialized, high-end capacities for the natural sciences and computer science. All of this merely mirrors what is going on at most other good colleges, where, as it was stated at last June's Mellon Foundation Conference, *Technology in Liberal Arts Colleges*, "The issue is no longer whether to embrace technology, but rather, how to do so."

By 1997, Bowdoin's story had begun to get a little more interesting. By then it had become very clear that the Web and various forms of software now being developed were making information technology far more than a source of word processing, communications and information storage, processing and transmission. Academic computing was beginning to move seriously into the classroom. In Marshall McLuhan's formulation, the educational message and the digital, Web-based medium were, in a number of interesting ways, becoming one. Several Bowdoin professors were showing us how: biologist Carey Phillips' computer animations of biological events were causing students to think about organismic growth in different ways – particularly valuable for certain learners; art historian Clif Olds was drawing students into direct contact with works in the Vatican Library and the British National Gallery through his on-line images and programs. Were these only isolated examples, we began to ask ourselves, from digitally precocious professors? How might we reach other faculty and respond to their interests?

At the same time, the growth of the College was rapidly increasing the number of younger professors, most of whom assumed that they were going to tap high-end computing capacities in both their pedagogy and their research. Parts of our traditional, linear, academic culture were beginning to strain and creak, driven additionally by the extraordinary sophistication of a number of incoming students, who wanted more computing power and access at the same time that they were helping us keep our own systems from flying apart.

### A New Model

Clearly, our computing culture was going to have to change. Bowdoin's was based on the traditional model of the unitary computer center: a group of dedicated professionals in Computer and Information Services (CIS) who knew their work and whose principal goals were to keep the physical infrastructure growing to meet the enormous increase in its general use and to serve the needs of the Treasurer's Office and other administrative departments – departments that were, in fact, CIS's chief advocates and funders. The applications of the new

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technology to learning – for the faculty, their development of teaching materials, and their research – tended to be a second-level priority. Our response, a difficult and painful one, was to create in 1998, with a special grant from Stan Druckenmiller '75, a new unit, the Educational Technology Task Force (ETTF). This group, led by a faculty member and consisting of librarians and other staff, swiftly became the base for a talented new type of academic professional. This new cadre consists of technologists who have both a strong understanding of pedagogy and how students learn, as well as a mastery of computer-based techniques for creating, in cooperation with professors, databases and models of visualization and simulation for the classroom.

The idea that underlay the creation of ETTF was that, if the power of the new digital technology was to spread rapidly through Bowdoin's academic culture, it could not be left to a unitary computer center that would always be overpowered by demands to expand infrastructure and user services – and be blamed when they failed. As long as raw demand defined use, we realized that specialized academic needs would be engulfed by the average needs of the broad community. To escape the trap of the greatest good for the greatest number, the College decided to create multiple angles of vision on computing – four centers of concern: ETTF, CIS and administrative computing, the library and its audio-visual office, and the Bowdoin Web site.

Their representatives were to meet on an Information Technology (IT) Committee where relative needs and priorities would be thrashed out among the parties with the major claims on computing manpower and capacity.

This takes us to the crisis of the summer of 1999. In taking the first cut at the 2000-2001 budget at our annual June retreat, the Treasurer reported that the IT Committee would be requesting a \$1 million increase in the base budget for technology – a 40 percent increase in a college budget that habitually increases at 3 to 5 percent. A resubmission of the IT budget, with arguments and an IT plan that subdued the President's expressions of disbelief, made it absolutely clear that this order of increase was essential if the College was not to lose momentum in computing. A major change had come to pass. ETTF, now the Educational Technology Center (ETC), had come of age and was being besieged with requests from faculty for assistance in course design and pilot projects in research and education. CIS was also under enormous pressure to expand the system and increase its speed, reliability and security. *Deus ex machina*, once again the remarkable generosity of Stan Druckenmiller maintained our momentum through endowment gifts that endowed both the ETC and the \$1 million in increased annual operating costs for technology.

The following tables suggest what's been happening:

**CIS/ETTF positions each year for last 6 years. Does not include Library or Communications. No casual or grant-funded positions included.**

	CIS	ETTF/ETC
1995-96	11	
1996-97	15	
1997-98	18	1
1998-99	19	2
1999-2000	22	4.5
2000-01	28	6

**Number of college-owned computers, 1995-96 and 1999-2000**

	Desktop/laptop	Servers
1995-96	550	12
1999-2000	1494	38

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Total \$ spending on IT (CIS/ETTF – not including telecommunications) each year for last 6 years.

	Salary & Operations	Capital	Total
1995-96	\$1,610	\$165	\$1,774
1996-97	\$1,595	\$1,085	\$2,680
1997-98	\$1,895	\$561	\$2,457
1998-99	\$2,187	\$429	\$2,616
1999-2000	\$2,415	\$138	\$2,552
2000-01	\$3,216	\$350	\$3,566

\$ are in thousands

## New Ways of Teaching

We cannot yet speak of an academic revolution, nor probably should we ever, because the academy has always been in ferment. But it is clear that the new technology is providing ways of presenting ideas and engaging students' minds that will change parts of our academic forest forever. Especially notable is the way these instructional models shift initiative and responsibility directly to students. Some examples:

**Interactive Macroeconomic Games.** The Economics Department is developing a Web-based set of games to help students learn macroeconomic principles introduced in class by allowing them to participate in actively simulated environments: auction, spending and saving in a changing environment, government regulation and time-consistent policy, tax evasion and the IRS. Economic events depend on the inter-

action of numerous self-interested actors, yet the forces guiding individual behavior are generally unobservable. The games will help students understand how individual decisions generate aggregate results.

**Heilikon.** A pilot project in the classics department utilizes the classical art and artifacts holdings of the Bowdoin College Museum of Art. Students and faculty will develop and test on line curricular materials in a project-based learning environment to help students learn and K-16 educators teach more effectively about life in the ancient Mediterranean world. Students will learn the skills necessary to produce digital videos and three-dimensional models of objects.

**Emotional expression and embodied interactions.** A Web-based digital video database will assist faculty and students in the Department of Sociology and Anthropology in studying face-to-face communication. Students will learn anthropological methods for analyzing the content of spoken words in the context of what speakers do with their bodies, how they style their voices, and where they locate themselves in space. Creating and manipulating digital video as well as sorting and accessing clips and a database will enhance student learning about human interactions and extend the potential for student and faculty research in cultural and linguistic anthropology. Students themselves will shoot, edit, and analyze digital video as part of their training and qualitative research methods.

I could cite over a dozen such examples. Our Educational Technology Center with its six specialists is now performing in the manner of a small in-house publishing firm for course and research materials, but in the electronic domain:



designing and editing Web sites and databases in collaboration with academic departments and faculty members.

### The Future

Where will it all end? The University of Phoenix, with its 70,000 students and excellent course modules, can do a lot of this too. Will this sort of electronically based course become the essence of what Bowdoin does? More starkly, will discrete computer-based courses, possibly offered by world-famous authorities at research universities, ever draw students heavily away from the dense, layered environment of a Bowdoin, with its quadrangles, residences, dining rooms, athletic fields, labs, and theaters?

Bowdoin's Educational Technology Center will surely become only more important in our affairs, giving research and courses in our curriculum a new reach and dimension that faculty members may have not thought possible – and giving unprecedented power to students to determine the speed, time, and depth of their own learning. The College and its faculty will surely purchase and draw upon Internet-based courses created by others, at world-class institutions here and abroad, as they have always acquired textbooks and other materials. But these courses will not be the totality of the Bowdoin curriculum. Emphatically, they will not create the totality of a student's four-year experience. There are several questions whose answers one would want to be clear about before wondering if the mission of Bowdoin College has been electronically supplanted.

The first is location – place. Can the education of the most promising 18-22-year-old men and women ever productively be disembodied and unlinked from the immediacy and challenge of place: terrain, history, architecture, natural beauty, and the rich soup of culture that one finds suffusing the four years of education here?

Second, scale. Can higher education, which seeks to develop in young people personal autonomy, awareness, perspective, and clear and persuasive discourse ever occur effectively apart from a vibrant social context: friendships and social and intellectual abrasions among students of different origins and backgrounds? Would a student not lose the "associative benefits" of



rubbing against the aspirations, personalities and knowledge of faculty and other students, by participating and learning on a purely electronic Web, from a solitary computer station – even if that student is linked to the most lively electronic community?

Third, the control of quality and responsiveness to the needs of individual students. Who will be the "provider" of electronically based courses? An institution? A disciplinary department? An individual? And who will maintain control and provide the seal of quality approval of these remote courses comparable to that provided by deans, departments, and a dense structure of assessment and evaluation?

Fourth and finally, the matter of creativity and deep analysis. We probably need to be a bit skeptical about the promise of programmed learning – "smart" courses. At root, the computer-led learner is operating within an intellectual system, an electronically programmed "box," created by a lot of bright programmers. Within such a system, it may be efficient to attain the relatively modest goals of knowledge and the mastery of skills. This is probably all right for a number of students in fairly rudimentary "known" areas. But do we not want as many of our students as possible, fairly swiftly, to think outside the box, challenging the assumptions of faculty and one another? Our task will be to enable students to use computers and networks not only for access to information and communication and for collaboration, but to cultivate the truly creative or probing analytical activities in which we encourage all our students to excel.



## REPORT OF THE PRESIDENT

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These are not rhetorical questions. Nor are they intended to produce comfort or complacency. New pedagogical frameworks made possible by the new technologies are affecting student learning and perceptions in immensely valuable ways, notably in enabling students to understand how change and development actually work in complex systems, by making it possible for them to alter variables in simulated systems – environmental, organismic, economic and political – and by facilitating students' access to information and individuals regardless of time and place. This is new, different and vitally important stuff, for increasingly in the world of today and the future, the mark of a truly educated person will doubtless be the capacity, with a certain serenity of spirit, to understand and constructively influence very complex human and environmental systems.

### Reflecting on the Year Past

As I reflect on the year just past, I must note with sorrow the loss of two young Bowdoin women – Gina Goding '96, who was killed in a tragic accident last fall, and Evelyn Pyun '02, who died in an automobile accident over the Christmas holidays. Both were women of great promise, of athletic and intellectual abilities, with friends and family who miss them deeply.

This year, too, saw the passing of two other members of both the Bowdoin and Maine communities: Barbara Cooney Porter H'96, who for nearly fifty years gave the gift of Maine to chil-

dren and other readers in the books she wrote and illustrated; and Rick Anderson, steward and friendly presence at the Cram Alumni House for the last sixteen years and beloved member of the Brunswick community. Both died last spring. Their families have our condolences, and their loss is widely felt.

Three faculty members retired from active teaching this year, with 108 years of teaching at Bowdoin among them: John Ambrose, John Edward Merrill Professor of Greek Language and Literature; Bowdoin's longest-serving coach, Charles J. Butt; and Professor of Mathematics Charles A. Grobe, Jr. Every year I have the pleasure of talking about the lives and careers of our retirees as they leave the College; sharing the stage this year with these three faculty were five members of Bowdoin's staff. More and more, I learn that those who are leaving us are not stopping, but merely shifting gears. We send them off to those new pursuits with our warmest wishes and with gratitude for their service to this college.

Finally, I must say a word about our record year in fund-raising. I leave the astonishing details to the Treasurer to report, but I wish to thank all those alumni/ae, parents, friends and foundations who contribute to our success. I continue to be impressed by your deep-seated loyalty, your thoughtful assessment of our needs, and your generosity. You have my profound thanks.

ROBERT H. EDWARDS  
*President of the College*



# REPORT OF THE DEAN FOR ACADEMIC AFFAIRS

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In my first year back in the Dean's office after more than a decade away, I am especially struck by the fast pace of an energetic and dedicated faculty and an excellent institution that continues to seek to be better. This was a wonderful year of faculty engagement as serious teachers of undergraduates, as scholars and artists, and as committed members of a lively intellectual and artistic community.

As in previous years, exit interviews with seniors underlined the high quality of teaching that students experience here and the regularity with which they encounter faculty members



who inspire and support them in their growth. Bowdoin faculty members teach in the classroom, laboratory, and studio but also devote considerable time to one-on-one work with students, last year offering 465 independent study projects – a strikingly high number. These same active and accessible teachers wrote dozens of scholarly articles and book chapters, delivered numerous conference papers, and had their works performed or exhibited regionally and nationally. This last year, fourteen Bowdoin faculty members published books, and another nineteen received grants or fellowships from agencies and foundations such as the National Science Foundation, the National Endowment for the Humanities, the Earhart Foundation, the National Institutes of Health, and the Dreyfus Foundation. Seven faculty members – Ron

Christensen, Barbara Held, Mary Hunter, Bill Steinhart, Allen Tucker, Mark Wethli, and Bill Watterson – assumed named chairs and gave engaging inaugural lectures. The theater and dance faculty and students put on a creative series of celebratory events to help open the renovated Memorial Hall and the new Wish Theater. Faculty gave informal talks, debated in College Houses, and joined with staff and students in reading from their favorite works in a series called Loose Leaves, organized by Professor Tricia Welsch in film studies. This brief sampling only begins to capture the activities of the faculty and the liveliness of their engagement at the College.

In the context of all of this activity, I will emphasize three points in this year's report – the continuing changes in the faculty as a result of the addition of new positions and replacements of faculty who retire; the evolving review of curriculum; and the new CBB Study-Away program.

## Faculty Growth and Change

One of the forces for change and growth at Bowdoin is the steady stream of new faculty coming here with fresh perspectives and ideas. This year we searched for tenure-track faculty for thirteen different faculty positions and

made appointments in ten of those searches. These included joint appointments in Asian studies and government, government and environmental studies, and biology and environmental studies. Additional appointments were made in chemistry, classics, computer science, economics, English, mathematics, and Spanish. As usual, most searches involved large pools of excellent applicants, and we succeeded in attracting our top candidates.

In the last five years, as a result of the creation of new faculty positions and of retirements and resignations, we have brought 43 new continuing faculty to Bowdoin. This means that more than one-quarter of the full-time faculty has arrived at the College within the past five years. And new hiring goes on – in 2000-01, we anticipate as many as fourteen tenure-track

# REPORT OF THE DEAN FOR ACADEMIC AFFAIRS

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Wish Theater and  
Memorial Hall

searches. The arrival of so many new faculty combined with the continuing leadership and imagination of tenured faculty makes for an exciting intellectual mix on campus and promotes innovations in teaching and the curriculum. At the same time these changes mean the retirement in the year ahead of valued col-

leagues – Professors Burke Long of religion and Rick Freeman of economics.

The large stream of new faculty helps produce a significant growth in the size of the faculty and a steady reduction in our student-to-faculty ratio. Over ten years the full-time-equivalent faculty has expanded from 123 to 160 and the student/faculty ratio has declined from 11.6:1 to about 10.4:1. Additional growth in the faculty will drive that ratio lower. This expansion, made possible both by the extraordinary generosity of alumni who have endowed faculty positions and by the increased tuition revenues from a purposefully expanded student body, have deepened the curricula in both small departments and large ones. It has also helped us to build our existing interdisciplinary studies programs such as Africana Studies, Asian Studies, and Environmental Studies.

At the same time, of course, the significant expansion of the faculty has placed enormous pressure on college buildings. The extraordinary amount of renovation and construction that we see on campus reflects in part the significantly increased needs for office, laboratory, library, studio, and rehearsal and performance space. We are doing well in accommodating those needs. The renovated Searles, for example, has been an enormous success in accommodating physics, mathematics and computer science, along with the new Baldwin Center for Learning and Teaching. But space pressures continue, as do needs to modernize facilities to respond to changing technologies. We are currently pressing forward with modernizing Hawthorne-Longfellow Library and expanding it into spaces

vacated by the treasurer's and controller's offices; faculty from Philosophy and Latin American Studies have just moved into a renovated Getchell House; planning is underway for a new building that will house the psychology department and other academic programs. And so it will continue to go at a college that is lively and changing!

## Curriculum Review and Pedagogical Development

This year the College's Curriculum and Educational Policy Committee (CEP) and the faculty more generally took up some of the challenges provided by a May 1999 CEP document, summarizing a range of curricular issues and possible directions for change at Bowdoin. The efforts of the CEP were directed first at some of the questions regarding skills teaching, and second at involving more faculty in discussions of the curriculum and the ways that we teach. With regard to skills teaching, the CEP evaluated the effectiveness of Bowdoin's voluntary Quantitative Skills (Q-Skills) program. Evidence showing that the program successfully encourages virtually all students whose tests suggest weakness in this area to take one or more Q-Skills courses before graduating led the faculty to endorse continuation of the program. The CEP also proposed to the faculty and won their approval of a set of common understandings and expectations for the teaching of first-year seminars. These new guidelines highlight the teaching of writing but also begin to suggest the possibilities for systematic introduction of students to information sources and their critical evaluation as well as to the development of speaking skills.

To broaden faculty participation and initiative in working on curriculum, the CEP solicited proposals from faculty to organize departmental, program-based, or cross-departmental working groups focused on curricular or pedagogical concerns. Faculty response revealed considerable energy and interest in thinking anew about the ways that they teach and organize their courses. The departmental and program proposals included, for example, a one and one-half day workshop conducted by the Department of History, which produced a complete revamping of the structure of the major in light of the

# REPORT OF THE DEAN FOR ACADEMIC AFFAIRS

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department's self-study and an external review that took place last spring. It also prompted a group of seven faculty from six disciplines to organize a set of summer readings and discussions about Islam and Islamic women in order to enrich courses in women's studies. It produced a proposal by the Department of Geology to rethink the way teaching is done in a wide range of departmental courses. Support for course release and curriculum development will permit department members to incorporate Geographic Information System (GIS) technology into their teaching and to make full use of the new scanning electron microscope that was acquired through an NSF grant by Assistant Professor Rachel Beane. Several members of the Department of Biology have met and will meet again to develop new teaching modules for the large introductory biology course – modules that incorporate more active, problem-based learning into the course. These examples suggest the ways in which the working groups are energizing faculty and promoting significant rethinking of parts of major programs.

Other groups of faculty from across departments and programs convened to talk about a variety of issues central to teaching and the curriculum. For example, ten faculty met for several days and engaged in lively debate before reaching consensus on a proposal for a new model for general education distribution requirements – one based on "modes of inquiry." These ideas will be one focus of CEP and faculty discussion next year along with the major and senior year experience. Another group developed expertise in "service learning," an approach that engages students in government and community organizations and activities as part of regular college courses incorporating problem-based learning. Yet another group began a discussion of evaluation – how faculty evaluate student work and learning, how we evaluate the effectiveness of new pedagogical approaches such as service learning, and how the institution assesses its own effectiveness in promoting growth and learning over four years. Other groups exchanged ideas about what "good teaching" means, thought about how to incorporate group study into courses, and learned ways to incorporate new technologies into teaching. Overall, roughly one-third of the

Bowdoin faculty engaged in one or another of these working groups during the summer.

The turn of the curriculum review to include pedagogy much more centrally and self-consciously reflects a recognition that what and how students learn is a product of how we teach as well as how we array our courses and distribution requirements. New thinking about pedagogy has been prompted particularly by the exciting opportunities that changing electronic technologies open up for classroom and out-of-classroom teaching and learning experiences. The President's Report focuses particularly on the implications of technology for colleges such as ours.

The interest in pedagogy has also been stimulated by the new Baldwin Center for Learning and Teaching, which opened its doors last fall. Through the leadership of Director Elizabeth Barnhart, this center has already had a significant impact not only on the lives of individual students but also on the faculty's self-consciousness about teaching and learning. Discussions of teaching and workshops on teaching and advising for diverse learners have been sponsored by the Center along with the Committee on Teaching and the Hewlett Working Group on



Searles Science Building

# REPORT OF THE DEAN FOR ACADEMIC AFFAIRS

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Pluralism and Unity, and these meetings have met with excellent faculty response.

An important grant from the Mellon Foundation will enable the College to move forward in thinking more systematically about curricular issues and pedagogy in the natural sciences and mathematics. That grant provides support for a half-time associate dean (whose major responsibilities will focus on these issues) and adds to the pool of curriculum and pedagogical development funds that can enable us to work on the ways we teach science to "non-scientists"; on the nature of the introductory curriculum in the sciences and mathematics and the relationships among these courses; on new ways to teach science courses and engage students in research and problem-solving; and on the implications of interdisciplinary research and work for major programs and for teaching in the sciences.

Professor Ronald Christensen from the chemistry department has taken on the role of associate dean beginning this academic year.

## **Colby/Bates/Bowdoin Study-Away Program**

**A** major focus this year has been the further development of our new consor-

tial study-away program. This program was designed to provide rigorous courses abroad that are taught by Colby, Bates, and Bowdoin faculty in ways that help connect students both to the host countries and to the academic programs at the sponsoring colleges. To that end, Colby has a program underway in London, England; Bates in Quito, Ecuador; and Bowdoin in Cape Town, South Africa. Faculty members from each of the colleges have shown great interest in participating and have been imaginative in proposing courses for these three sites. Student interest has been substantial and appears to be growing, fed by the positive responses of returning students from London and Quito.

Bowdoin's program in South Africa began this July under the leadership of historian Randy Stakeman, who also directs our Africana Studies program. Several local staff have been hired to assist with the program. Professor Stakeman is teaching two courses there while orchestrating the program, and students have enrolled in two other courses at the University of Cape Town. The eight students enrolled are living in the homes of carefully selected host families, engaging in supervised community service, and participating in activities in the Cape Town center, a beautiful house purchased by our South African corporation, Bowdoin in South Africa, and converted for program use.

In developing this collaborative study-away program, the consortium faces – but appears to be meeting – daunting challenges. Unlike other consortia, we expect to draw our core faculty and all of our students from the three small colleges. Other consortia are larger (sometimes a dozen or more colleges), and they recruit many of their students (and their faculty) from outside of the consortium schools. Nevertheless, the CBB program is off to an excellent start, thanks to a grant from the Mellon Foundation.

## **Conclusion**

**N**o brief report can capture fully the sense of energy and the quality of engagement that characterizes the faculty and the academic program at Bowdoin. Much is changing, with new faculty, new courses, revised majors, and new pedagogical strategies, but the core commitment remains constant – for committed teacher/scholars to challenge students to learn and to grow through close student-faculty interaction in their classes and independent projects.

CRAIG A. McEWEN  
*Dean for Academic Affairs*



Ron Christensen

## REPORT OF THE DEAN OF STUDENT AFFAIRS

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When the Board of Trustees voted unanimously in February 1997 to accept the recommendations of the Commission on Residential Life and create the College House system, it made a leap of faith in the concept of an inclusive residential life system founded on a clear philosophy and set of values. The decision also required a leap of faith from Bowdoin students, who would need to take charge of the new system, make the concept a reality, and in doing so build a stronger learning community at Bowdoin. In this report, I outline reasons I believe this leap of faith has been rewarded.

In December of last year, President Edwards and I were invited to a meeting hosted by the Mellon Foundation to discuss residential life in liberal arts colleges. There were approximately 20 liberal arts colleges represented at the meeting, and it was a proud moment for Bowdoin. When we described our College House system, our philosophy of residential life, and our values of a learning community, it became clear that Bowdoin is unusual in having a clear underlying philosophy and set of values and a residential life structure that stems from those larger educational aims. While all residential liberal arts colleges wrestle with the challenge of creating a learning community in the classroom and beyond, Bowdoin's clear statement of philosophy, values, and our broad-based student involvement and leadership are distinctive.

Two months following the meeting hosted by Mellon, we held a Commission on Residential Life Reunion/Meeting to review the House system's progress to date and to plan for the future. Because the 1999-2000 year was the third of the College House system and the final year of fraternities on campus, the meeting was an important milestone and provided a final opportunity to hear from students who were fraternity leaders. In preparation for this meeting, the Office of Institutional Research gathered data for the trustees, faculty, students, and staff to consider as we began our discussions. The information was encouraging. Of the students surveyed in the fall of 1999, 82% agreed that an

important part of being at Bowdoin is learning from the students with whom they live; this compares to 76% of students who held this view in 1996. In 1999, 66% of students said that they prefer to live on campus to be close to what is happening; this compares to 61% of students who said that in 1996. In its work in 1996-97, the Commission on Residential Life aimed to make Bowdoin a more fully residential college; these data indicate that progress has been made.

In terms of students' opinions of events in College Houses, the following statistics were considered:

- The most frequently attended House events were campus-wide parties, with 71% of respondents reporting that they had attended at least one party. Over 56% of students attended small gatherings in Houses; 43% attended dinners; and 37% participated in House-based intramurals.
- Intramurals were the most popular events, followed by events with faculty (with 89% rated as "very positive" or "positive") and small gatherings (83%). Although most frequently attended, campus-wide parties were the least popular.

Christine Brooks Cote, Director of Institutional Research and Registrar, reported that these data indicate that students' understanding and opinions of the College House system are improving. The survey shows that an increasing number of students in all classes are comfortable going to College Houses; they

# REPORT OF THE DEAN OF STUDENT AFFAIRS



Coach  
Howie Vandersea

understand the House system; and they are enjoying the events that occur in the Houses. Importantly, participation rates of men and women in House events are very similar, as are the participation rates of students of color and white students. In contrast, the Commission on Residential Life found in 1996-97 that participation rates in the fraternity system were not comparable across gender or racial lines. This change indicates that we are realizing the goal of creating a residential life system that is inclusive of all Bowdoin students.

The anecdotal evidence is that the quality of student life is high and has improved in the past few years and the empirical evidence we have confirms our impressions. As part of research done in the fall of 1999 for a new series of Bowdoin admissions publications, Kane, Parsons & Associates found that prospective students who were considering attending Bowdoin rated the quality of student life at Bowdoin to be higher than at any of our twelve closest peer colleges (includes Williams, Middlebury, Dartmouth, Brown, and others).\*

Other data indicate that entering students' perceptions of the quality of social life at Bowdoin have improved over the past six years. Bowdoin has participated in the UCLA Higher

Education Research Institute's national "Freshman Survey" since its inception in 1964. Bowdoin students fill out the survey on their second day on campus, and we get a 99% response rate. One of the survey questions asks students to respond to the statement: "One of the reasons I chose this college is that it has a good reputation for its social activities." On average, 30% of students attending our peer institutions agree with this statement; nationally, 27% of first-year students agree with this statement.

At Bowdoin, the percentage of entering students agreeing with this statement has steadily increased in recent years. The low point for Bowdoin was 19% in the fall of 1994 (Class of '98). Five years later, in the fall of 1999, 33% of the Class of 2003 agreed with this statement. This is higher than any previous entering Bowdoin class since the question began appearing on the survey in 1984 and is higher than both the national average and our peer group.\*\*

## Goals

In addition to assessing the current situation, the purpose of the February Commission on Residential Life Reunion/Meeting was to focus on and prepare for the challenges ahead. We concluded the February meeting with four clear goals for the College House system to work toward in the future: 1) greater involvement of faculty in the House system; 2) more continuity of student leadership; 3) greater sense of student ownership of the houses themselves; and 4) growth of the system.

Following the December meeting I described with Mellon, the foundation issued Bowdoin an invitation to write a grant proposal to build on faculty involvement in residential life. We responded and have been awarded a two-year \$90,000 Mellon grant to support faculty involvement in the House system and to strengthen public intellectual life at Bowdoin generally. We have begun implementing some of the Mellon-supported new programs, and the 2000-01 year will be an important year of experimentation with incentives to increase and enhance faculty involvement in student residential life.

The continuity of student leadership across campus, including in the College Houses, is

\* (Source: Kane, Parsons & Associates, Inc. Bowdoin College Study, December 1999).

\*\* (Source: Christine Brooks Cote, Director of Institutional Research and Registrar, memorandum entitled "Student Opinions of Residential Life Issues," February 8, 2000).

# REPORT OF THE DEAN OF STUDENT AFFAIRS

affected significantly by the fact that a majority of juniors study away. Despite this fact, we have seen an increasing number of juniors and seniors returning to leadership roles in the College Houses. In the fall of 1999, we had just nine juniors and seniors returning as House Leaders (out of approximately 125 in total). In the fall of 2000, we will have 42 juniors and seniors returning as House Leaders, including the six House Proctors who have been House Leaders in the past. As we learned from the Institutional Research data, students appear to become more involved and enthusiastic about the College House system as they move through Bowdoin.

As the College House system evolves and becomes more self-governing, we respond by gradually removing the guide wires. We worked closely with fraternity and College House leaders this year to give students a greater role in the governance of the system, including the selection of new House Leaders. To the degree we have returning House Leaders, the House system grows stronger. The student leaders learn more to the extent they "own" the enterprise, yet there is a balance to be struck between pure autonomy and stifling administrative oversight.

Thanks to the extraordinary efforts of administrative colleagues and the generous "College-as-a-whole" spirit of our fraternity alumni corporation leaders, we have made substantial progress toward the goal of growing the College

House system through the acquisition and renovation of former fraternity houses. This fall will see the opening of Alpha Delta Phi as Howell House, named in honor of Roger Howell, Jr. '58, Bowdoin's tenth president. Chi Delta Phi, Theta Delta Chi, and Alpha Kappa Sigma are all now owned by Bowdoin. We have begun planning the renovation of these newly acquired houses and will incorporate them into our residential life structure over the next three years. We found with Psi Upsilon, now Quinby House, that students settled into the newly renovated building and re-created a vibrant residential organization within those walls.

## Community Service

Another dimension of community building that deserves space in this report is the extraordinary level of community service performed by members of the Bowdoin community, especially Bowdoin students, in the greater Brunswick community. One event in particular bears mentioning: Common Good Day. Last September, 325 Bowdoin students, faculty, staff, and alumni turned out to perform a day of service across the community. There were 35 sites and projects planned, and we calculated that over 40 weeks of work were accomplished by Bowdoin community members on that spectacular September day. Not to miss out, a group of student-athletes who had games on Saturday took it upon themselves to tackle a major project on Sunday.

This was not a one-off experience for most of our students. We estimate that more than half our students participate in community service during a given academic year. Their involvement ranges from Bears and Cubs, to mentoring programs in the Brunswick High School, to work with recent immigrant families in Portland. A notable new tradition is the end-of-year clothing drive on campus. In May, students collected four large vanloads of clothing to contribute to Goodwill. In recent years, each College House and each athletic team has adopted a service project/agency. We know



The dedication ceremony at Quinby House, featuring Masque and Gown.



## REPORT OF THE DEAN OF STUDENT AFFAIRS

from community agencies that many simply could not function effectively were it not for the sustained involvement of Bowdoin students.

The Bowdoin spirit of serving the Common Good was perhaps most evident in the community's response to the tragic fire that gutted the home of Stan Paul, a member of Bowdoin's audio-visual department staff, and his fifteen-year-old son, Adam, who was badly burned. Adam underwent extensive surgery and a long period of hospitalization in Boston, and Stan stayed in Boston to be with Adam during his recuperation. The outpouring of support for Stan and Adam Paul by the Brunswick and Bowdoin community in the aftermath of this tragedy was extraordinary. Fundraising events were held throughout the community, including on campus, and Stan's and Adam's return to Brunswick has been made easier thanks to the efforts of countless community members. Many commented that this outpouring of support is what they expect here: "That's Bowdoin."

We expect students' involvement in community service to grow in the future. In the coming academic year, we will have a full-time VISTA volunteer (Lydia Bell '00, from Fairfax, Vermont) working with Bowdoin students on literacy and numeracy programs in the community. We also look forward to creating a broader set of opportunities for service through a new



program that includes funds for a van to provide students with transportation to volunteer activities. The van and other program support will be made possible with support from the Forest Foundation, established by a Bowdoin alumnus. This convergence of interest and support in serving the Common Good contributes to the health of the greater Brunswick community and teaches Bowdoin students about the satisfaction of giving back.

### Gathering Together

Reflecting on how the sense of community at Bowdoin has grown over the past four years, I am drawn to thinking about the public rituals and celebrations that are now institutionalized or have been re-invented on campus. These occasions when members of the community come together to celebrate the accomplishments of others reflect brightly on our values as a college community. First-year students conclude Orientation with the formal Convening Dinner which includes a welcome to the great State of Maine from Governor Angus King and an address about the history of Bowdoin, presented last year by Trustee John Woodcock '72. The Class of 2000, the first to experience the Convening Dinner, chose to hold a "Commencing Dinner" toward the end of Senior



"Celebration Pieces" at the dedication of Wish Theater.

# REPORT OF THE DEAN OF STUDENT AFFAIRS

Week, to culminate a year of lively class activities and to look beyond their days on campus. James Bowdoin Day was re-invented in 1997 as Sarah and James Bowdoin Day, and is the moment in the fall when we gather to recognize those students who had the best academic performance in the prior year. Both a student speaker and an invited speaker offer remarks. On Sarah and James Bowdoin Day 1999, Annie Powell '01 (from Norwood, Massachusetts) spoke about the meaning of community service as an integral part of her Bowdoin experience, and Ken Chenault '73, President and Chief Operating Officer of American Express Company, gave a talk on the importance of building a "personal brand," or an individual reputation for excellence and honesty.

On the last day of classes in the spring we hold Honors Day, a new Bowdoin tradition at which most academic honors, departmental and College-wide, are awarded. This is a special occasion and was made more so this year thanks to a memorable speech by Ann Kibbie, Associate Professor of English, entitled "Resisting Dullness."

A new tradition that emerged in 1999-2000 from a change in the weekly academic calendar was Common Hour. Common Hour, the only event on the calendar each Friday from 12:30 to 1:30 p.m., has become a time for members of the community to come together to hear an invited speaker or debate, see a dramatic performance, or enjoy a musical performance. These events are almost always packed, and that mid-day time on Friday has become the time not to miss what is happening on campus. Among some of the Common Hour events of the program's first year were: an inspiring talk by Geoffrey Canada '74; a speech by Tony DiCicco, head coach of the world champion U.S.

Women's Soccer Team; lectures by popular faculty (called "Encore Lectures") and debates among faculty and administrators about the faculty teaching-load and Bowdoin's grading system; a talk by Toby Lenk '83, CEO of e-Toys, about Internet commerce; a performance of scenes from *Macbeth* by the Shenandoah Shakespeare Express; a speech by Ellen Baxter '75, an alumna whose entrepreneurial approach to providing housing for the homeless earned her the Common Good Award in 1994; and a

lecture by Harvard government professor Harvey C. Mansfield. The establishment of the Common Hour has contributed to a livelier public intellectual life at Bowdoin.

## Community Standards

Reflecting on other aspects of Bowdoin life that have helped to build a sense of a purposeful community, I must cite the crucial importance of establishing and consistently enforcing academic and social standards. The Judicial Board is well respected at Bowdoin. It hears the most serious cases of social miscon-



Geoffrey Canada '74  
at Common Hour.

duct and all cases of academic dishonesty. The Board, an all-student board in social cases and a student-faculty board in academic cases, is utterly conscientious and fair, yet firm in holding up the College standards.

In terms of academic dishonesty, we have seen an increase in Internet-related plagiarism cases in the past two years. It is easier for students to download material from the Web and incorporate it into written assignments. As it turns out, it is also easy for faculty members to search the Web and find those sources of information. Assistant Dean of Student Affairs Mya Mangawang, who serves as the principal judicial affairs officer, wrote a letter to the community in February 2000 addressing the issue of Internet plagiarism and the importance of academic honesty in the Bowdoin community. Dean Mangawang

# REPORT OF THE DEAN OF STUDENT AFFAIRS



Athletic Director Jeff Ward gives trustees a tour of the new squash courts.

wrote: "...I hope just as Plato hoped in his *Republic* that a community built on honest and just endeavors is a 'kind of good that we would choose to have not because we desire its consequences, but because we delight in it for its own sake – [with] no after effects other than the enjoyment of having them.'"

This past year, only one case of major social misconduct was adjudicated by the Judicial Board. From 1996 to 1999 the Judicial Board heard between five and six cases per year. I believe the number of these cases are down due to the establishment over time of consistent and clear standards; students expecting higher levels of mutual respect and civility from one another; intolerance for violence on campus; and efforts to reconcile conflict in constructive ways. I believe we are seeing the values of our learning community – particularly mutual respect and civility of discourse – being realized.

## Bricks and Mortar (and Climbing Walls and Kilns!)

Chamberlain Hall opened in August 1999 and was dedicated in October. The dedication was a lively event that included talks from Chamberlain biographer and historian John J. Pullen H'58 and Geoffrey Chamberlain '01, a direct descendant of Joshua Lawrence Chamberlain, whom Geoffrey refers to only as "Joshua." A terrific group of student musicians performed. Chamberlain Hall is a high quality

student residential space, accommodating 129 students in singles, doubles, and four-person suites. The response to the building has been positive, save for the (noisy) fact that the new dining hall across the way has been under construction all year.

The new dining hall will open in August, and the first meal served there will be the Convening Dinner for the Class of 2004. In a memorable moment of the past year, the Class of 2000 announced its class gift to be an image of the Bowdoin College sun to be placed on the main wall of the new dining hall. The dining complex will be known as the Frederick G.P. Thorne Dining Commons, named for former Chair of the Board of Trustees Frederick G.P. Thorne '57 in honor of his leadership and service to Bowdoin.

The renovation of Psi Upsilon was very successful, thanks to the sensitive work of the renovation planning committee, which included Psi U alumnus Eli Berry '92 and Quinby House President Rachel Cram '01, working in conjunction with the architect Paul Stevens, grandson of the original architect, John Calvin Stevens, and the architectural firm of SMRT. The extraordinary efforts of the Facilities Management staff and contractors Ouellet Associates enabled us to get the job done in three short months so we could house returning students in the fall. The house re-opened in August 1999 and was dedicated in September as Quinby House in honor of Pat Quinby '23, longtime director of dramatics at Bowdoin and faculty advisor to Psi U. Quinby House had a very successful first year as a College House.

Planning is underway for a new Bowdoin Outdoor Leadership Center to be constructed on the site of the old BowdInn. Thanks to a leadership gift from Trustee Steven Schwartz '70 and his wife Paula Mae, construction of this new home for the Bowdoin Outing Club will begin in 2001.

The new squash building was completed in time for the second half of the squash season in the winter of 2000. The squash building, just east of Farley Field House, houses seven international-standard courts and is an excellent new athletic facility.

Thanks to a gift from H. Allen Ryan '64, in honor of his father, Howard F. Ryan '28, we will

# REPORT OF THE DEAN OF STUDENT AFFAIRS

construct a new artificial turf field just south of Farley Field House this summer. This turf field will serve as the site for field hockey and lacrosse games, as well as an all-purpose practice field for teams during mud season.

The Craft Center opened in October 1999 in the erstwhile Theta barn, and the response to this new program has been highly enthusiastic, with over 250 students completing in a required



safety course in order to gain access to the facility 24/7. The Craft Center houses a ceramics studio, a large darkroom, and a multipurpose craft space that was used during the year for stained glass making and papermaking. This is a student-run operation, and thanks are in order to the first co-directors of the Craft Center, Kara Angeloni '01 (New York, NY) and Robin Koo '01 (Norwell, MA), for their leadership, as well as to Susan Moore Leonard, assistant director of student activities, for her careful oversight in the Center's first year.

## Transitions

The life of a community is marked by the departure of some members of the commu-

nity and the welcome of new members. Along with other farewells this year, we said goodbye to two of our long-standing head coaches as they retired, Charlie Butt and Howie Vandersea. Charlie Butt coached swimming and soccer at Bowdoin for 39 years and touched the lives of thousands of Bowdoin students during the course of his extraordinary career. His gifts as a teacher, his bright and optimistic spirit, and his generous community spirit will be missed. We wish him well in his retirement. We are proud to welcome Brad Burnham as our new head coach of women's and men's swimming. A Maine native, Brad has most recently been assistant head coach of swimming at UCLA.

Howie Vandersea, head coach of football and softball for 16 years, was a steady contributor to the vitality of Bowdoin athletics. He was beloved by his players and held up by them as a person of unassailable integrity. David Caputi has joined the community as the new head coach of football. Dave was an assistant head coach of football and head coach of softball at Williams for many years. He is no stranger to NESCAC, having graduated from Middlebury and coached at Tufts and Amherst prior to Williams.

I look forward to working with these two new coaches and the other new colleagues who will arrive on campus over the summer. Our com-

munity is enlivened by the arrival of its new members, and we honor the contributions of those who have come before. The Bowdoin community is characterized by mutual respect, friendliness, purpose, and integrity. Those characteristics have endured and strengthened at Bowdoin during this recent period of change in student life. Our learning community is healthy and vital, and it continues to be my privilege to contribute to its growing strength.

CRAIG W. BRADLEY  
*Dean of Student Affairs*

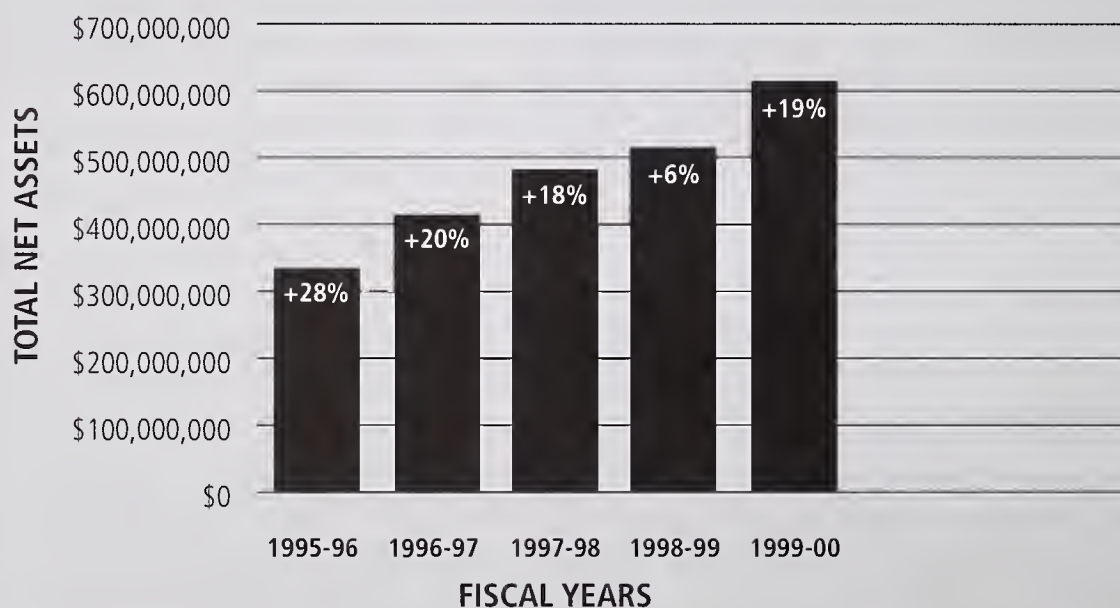
# REPORT OF THE TREASURER, 1999 – 2000

**B**owdoin College's financial condition remains healthy, and we are cautiously optimistic about the future. For fiscal year (FY) 1999-2000 that ended last June 30, Bowdoin College achieved a seventh consecutive balanced operating budget with a surplus of \$78,000. The current budget for FY 2000-2001 is on its way to becoming the eighth consecutive balanced budget. As shown in Exhibit 1, the College's net assets (total assets less liabilities) have increased from \$352 million in FY 1995-1996 to \$624,269,000 in FY 1999-2000. Net assets increased by almost \$100 million in FY 1999-2000 alone.

best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness... " Much the same can be said about higher education, and particularly of independent liberal arts colleges, as we enter the new millennium.

**National Enrollments.** Enrollments are surging, with the number of high school graduates rising 17% to 3.2 million in ten years. Between 1976 and 1996, the white non-Latino proportion of the high school graduating class declined by 20%, and is projected to continue dropping

**Exhibit 1: Growth in Net Assets (FY 1995-96 to FY 1999-00)**



Predictably, this year's report of the treasurer again focuses on our financial resources. To do otherwise would be tantamount to Melville's Captain Ahab not mentioning his whale. But the top management of the finance and administration division of the College, joined by colleagues from development and student affairs, participated in a transforming training and development experience during the year that is worth discussing here, too.

## Bowdoin College in Context

**I**n his *A Tale of Two Cities*, Charles Dickens wrote of revolutionary France that "It was the

through the next decade. Looking ahead to 2011, the number of Maine graduates is projected to dwindle by 5% in contrast to a 31% jump in the west. Fewer men are attending top tier liberal arts colleges, some drawn to the sports and social opportunities of larger universities and others to engineering and pre-professional programs. Public universities compete with independent colleges by offering small residential honors colleges, first class athletics and extracurricular programs, and lower tuition.

## Technology and Distance Education.

Technology presents opportunities to independent colleges who can manage it and grave

dangers to those who cannot. Over half of all higher education institutions plan to offer courses by distance education, including Cornell, Duke, Stanford, Rice, and Columbia. The University of Phoenix, Harcourt Publishers, and other proprietary institutions are pioneering on-demand education with superb curriculum and faculty (in Harcourt's case with an estimated start-up cost of \$1 million per course). How much will brand name identification and accreditation matter in a new and unpredictable educational environment?

## Faculty Use of Technology

A 1998-99 survey by the Higher Education Research Institute revealed significant stress among college faculty about information technology. Not surprisingly, the proportions citing stress were much higher for faculty aged 55-64 (73%) than for those under 35 (48%). Using e-mail and business correspondence were the most frequent uses of computers (60%-70% claiming daily use).

**Costs and Prices.** Despite the demands of governmental and business leaders for improved productivity, college costs and prices climb ever higher. Escalating prices reflect not only higher costs but also a higher level of activity to become better. Gaston Caperton, the president of the College Board, argued: "Technology is expensive, laboratories are expensive, student's expectations of the quality of classrooms are expensive." Higher education is also labor intensive; compensation is half the Bowdoin budget and grows at 1-2 percentage points above inflation.

## Financial Strategy

What is the theory of the College's response to these challenges in our strategic planning and budgeting? Remembering Voltaire's admonition that the way to be a bore is to say everything, I will focus on four crucial budget priorities for FY 2000-2001 that, in words spoken at last May's trustee meeting, "protect the product."

1. **The budget invests in the academic program – notably by hiring faculty to reduce the student/teacher ratio – and by allocating**

**resources to residential life as fraternities close and new College Houses open.** Over three years, the budget adds eleven new faculty positions that will drop the student/teacher ratio to 9.5 to 1 by FY 2001-2002. It was 11.6 to 1 a decade ago. The College also aspires to enhance faculty development and professional support, accelerate curricular and co-curricular improvement of the academic program, increase the College's capacity to fund the purchase and replacement of teaching and research equipment, and upgrade space on campus to enrich academic programming. Residential life has been funded for social and operating costs of an expanding House system, and the College plans to spend \$6 million in the years ahead to renovate former fraternity houses.

2. **It recognizes the huge importance to the College of communications and technology in an economy and educational system increasingly influenced by the Internet.** Audi Motors once had an advertising slogan that epitomizes Bowdoin today, *Vorsprung durch technik* (Progress through technology). The College has completed one ambitious and innovative strategic plan for information technology and embarked on a second this summer. A new IT endowment of \$23 million will sustain a 45% budget increase from \$1 million to \$3.2 million next year, or double the amount spent five years earlier. This infusion of resources will support teaching and learning, Web development, and infrastructure, and includes \$250,000 for one-time capital costs and other needs.

3. **It strengthens admissions.** Bowdoin College accepted 29% of the applicants for the Class of 2004. *Fortune* magazine ranked us among the fifteen most selective colleges and universities in the United States. New initiatives promise to broaden our appeal and enhance diversity, including the Chamberlain Leadership Scholarship program and the Posse Foundation Program that support students of color and other applicants from urban centers. A \$3 million renovation of the former Theta/Delta Kappa Epsilon fraternity house will create a welcoming new admissions facility for prospective students and parents.

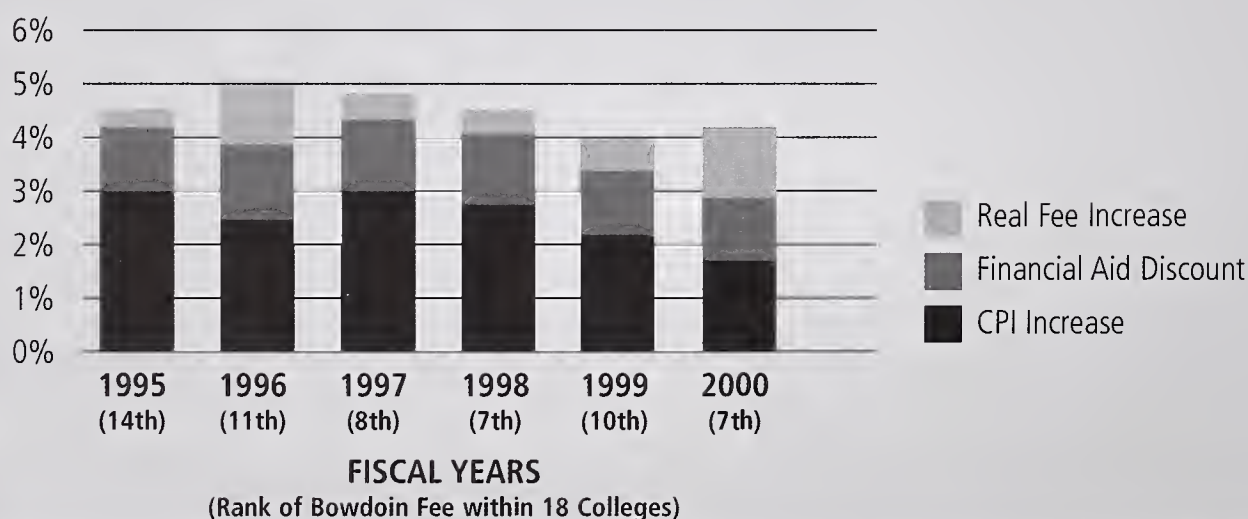
# REPORT OF THE TREASURER, 1999 – 2000

4. Finally, the budget must be balanced without unduly threatening the affordability of student fees or the purchasing power of the endowment that together supply over 85% of the College's revenue. With annual increases over five years averaging 4.5%, our student comprehensive fee – tuition, room, board, and miscellaneous fees – of \$31,475 last year ranked 7th highest in our 18-college comparison group. This group includes Amherst, Bates, Colby, Middlebury, Swarthmore, and Williams. Financial aid climbed even faster; about 38% of undergraduates now receive an average grant award of \$19,325. Exhibit 2 shows that gross percentages exaggerate the real increase in student fees available to fund college programs and services. For example, the gross increase in student fees of 4.3% for FY 1999-2000 yielded a much smaller 1.4% real increase after deducting 1.7% for inflation and 1.2% in financial aid costs.

On June 30, 2000, our endowment has a market value of \$465 million, or 14% higher than a year ago. Agreeing somewhat with Francis Bacon that "riches are for spending," the College used an amount equivalent to less than 3.2% of its current market value to support our programs while conserving its purchasing power for future generations. Ten years ago, the spending rate was an unsustainable 9.5%. Many college competitors have the double advantage of a larger endowment and a higher spending rate that enable them to spend far more from the endowment in support of the operating budget. Bowdoin's endowment spending per student was \$8,000 in FY 1998-99. Swarthmore's per student spending was a staggering \$20,000. Comparable figures are Wellesley (\$18,000), Williams (\$15,000), Amherst (\$10,000), and Middlebury (\$10,000). Put another way, for each student on campus, our strongest competitors spent 25% to 150% more from endowment than we do.

To achieve the first three priorities will be an

**Exhibit 2: Analysis of Comprehensive Fee Increases**



## Williams College Freezes Student Fees

Given the national commission on the cost of higher education and prevalent worries about affordability, the decision by Williams College not to increase student fees for FY 2000-2001 was bold and dramatic. It got the attention of Bowdoin and other colleges but not emulation. At over \$1 billion, Williams's endowment is twice ours and makes them less dependent on student fees. Copying Williams by using endowment funds to make up for lost fee revenue would add about 0.3% to Bowdoin's endowment spending rate. Although our \$32,650 "sticker price" next year will be \$1000 higher than Williams because of their freeze, this gap is not large enough to influence the application decisions of many students and parents. Moreover, the co-president of the Williams student government asserted that the endowment would be better spent diversifying the student body with more financial aid. Full-pay students at Williams benefit the most from a tuition freeze because the impact of any fee hike on other students is cushioned by financial aid.

# REPORT OF THE TREASURER, 1999 – 2000

awesome task. To do so, and still balance the budget, will be truly remarkable.

## Other Financial Highlights

**Voluntary Support.** A wonderful achievement during this period has been the significant growth in Annual Giving without which the college budget would not have been balanced in three of the last five years. For FY 1999-2000, the Alumni Fund set a record for the sixth consecutive year and exceeded its \$4.8 million goal by \$600,000. Participation surpassed 55%, among the highest among American colleges and universities, which shows the broad support of alumni/ae and friends for the College's educational priorities.

**Major Gift.** From the proceeds of a fund separately managed for Bowdoin College, Stanley F. Druckenmiller '75 transferred \$43 million in 2000 to support many initiatives discussed above. About \$26 million of that amount is permanent endowment, especially the \$23 million fund for information technology. The remaining \$17 million will provide capital and operating support for the academic program, admissions, communications, and other priorities.

## Surge in Charitable Donations

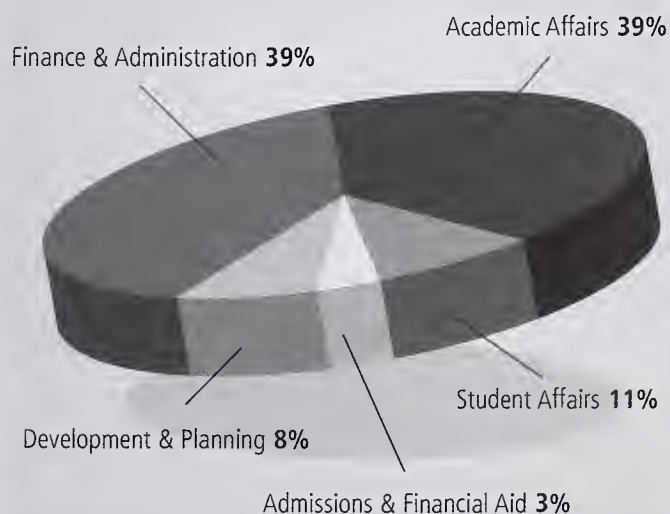
Due to a strong economy, donors contributed 16% more in 1998 than in 1997, according to a survey by the *Chronicle of Philanthropy*. For the seventh consecutive year, the Salvation Army was the favored organization, followed by the YMCA. Harvard University was in 6th place among all charities (\$463 million) while Emory University came in 9th (\$423 million).

**Debt.** From FY 1994-95 to FY 1998-99, the College quadrupled its indebtedness to \$55 million and tripled its annual debt service, but so prudently that our bond rating, an essential measure of creditworthiness, improved. Rather than using endowment assets that have earned an average annual rate of almost 16%, our construction program has relied on long-term debt at interest rates of 3%-6%. We have used debt to create new physical assets and not to pay operating costs. This echoes the Biblical caution in

Ecclesiasticus: "Be not made a beggar by banqueting upon borrowing." Bowdoin's debt per student (\$34,027) and debt as a percentage of our endowment (14% of average market value) compares favorably with similar colleges. Among our prime competitors, Middlebury is clearly a most leveraged college with debt at \$80,000 per student and almost 30% of endowment market value.

**Staffing Trends.** The Consortium on Financing Higher Education (COFHE) compared non-faculty staffing growth between FY 1995-96 and FY 1998-99 at sixteen elite colleges, including Bowdoin. Median staff growth at the COFHE colleges over the three-year period was about the same as Bowdoin (+6%) despite our 10% expansion of the student body while the median enrollment growth among the COFHE colleges was less than 1%. Among all colleges, position growth was highest in technology (+21%) and development (+18%). Central administration (-3%) and auxiliary enterprises (-7%) lost positions. Exhibit 3 shows the percentage of the total expense budget represented by the major college divisions at Bowdoin, including employee compensation but excluding general costs like financial aid.

**Exhibit 3: Division Expense Budgets  
(FY 1999-2000)**



**Contingencies.** Budgeting always involves risks since actual revenues and expenditures can fluctuate markedly. The environment is unpredictable,



with unstable economic and political circumstances and shifting educational expectations. What happens if the College confronts another budget crisis similar to or even worse than the troubles of the early 1990s? How would financial equilibrium be restored?

One example is proffered by our pessimistic "doomsday scenario," which models a 20% drop in the endowment market value next year followed by little or no growth for two more years. If prompted by a general economic collapse, the multimillion dollar budget impact of a substantial market correction on endowment income might be exacerbated by spiraling financial aid need not only among currently aided students but also for students formerly classified as "full pays." On the other hand, the impact would be mitigated by the 12-quarter lagging average on which endowment spending is based, conservative projections in current models of 7% for returns on invested assets and 5% for spending, and dependence on endowment earnings for about a fifth of total revenue.

### Endowments: A Wild Ride

College and university endowments earned an average return of 11.1% in FY 1998-99, down from 18% and 24% the previous two years. The rate of return—the lowest in five years—can be "attributed to a volatile stock market" argued the National Association of College and University Business Officers. Market volatility has shaken the endowment portfolio at Grinnell College, which had flown high at a 38% return in FY 1997-98 to a market value over \$1 billion with 85% invested in U.S. stocks. One year later, Grinnell's portfolio nosedived, earning less than 3%.

*John L. Pulley, Chronicle of Higher Education  
(December 17, 1999)*

If confronted by an economic catastrophe, the academic program and student services would be protected to the utmost. The response would be multi-year, possibly entailing a temporary increase in endowment spending to bridge the gap. New revenues from major gifts and annual giving would be sought, and we would cut expenses by deferring hiring and construction



before considering other options. Unlike the last crisis ten years ago, the College might have to reexamine longstanding policies for employee compensation and workload, new construction and major maintenance, and financial aid that affect the budget most significantly.

### Leadership Development

"And now for something completely different," as the Monty Python troupe's favorite segue declared. This past year, senior managers at Bowdoin attended nine days of management training with Dr. Rodney Napier, a well-known consultant on organizational behavior and change. We sought to enhance how the College and especially my own division of Finance and Administration (F&A) lead employees, manage responsibilities, and get things done.

Participants included 21 from F&A and 3 from student affairs and development in an attempt to broaden and sustain the learning college-wide. In three, three-day segments, the training expanded from individual to team to organization using a constellation of learning tools: lectures, role-plays, simulations, action planning, and evaluation. Nine days is an enormous investment of time and energy but, viewed from another perspective, is merely 4% of a work year and an infinitesimal percentage of a career.

# REPORT OF THE TREASURER, 1999 – 2000

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## Learning Outcomes

Trying to summarize the outcomes of any extensive educational experience is difficult but for us they included:

**Core values.** Organizations should define the basic tenets of the organization that influence strategy and behavior. They inspire employee performance and assure the customer. Core values at Bowdoin might include the primacy of the academic program, respect for others, and the importance of community.

**Need for positive feedback.** Leaders often take good work for granted. If the focus of communication is on criticism and the unfinished agenda, members might feel perpetually challenged but needlessly ineffective. Abuse from any leader is intolerable; people who allow it to happen are as insensitive as the abuser. One of my favorite quotes from Dwight Eisenhower is: "You do not lead by hitting people over the head – that's assault, not leadership." Acknowledge favors and outstanding performance. Balance mistakes against prior successes rather than allowing one error to zero out the "bank account" of prior achievement.

**Process is important.** Britain's Margaret Thatcher once said, partly in jest, "I don't mind how much my Ministers talk as long as they do what I say." A tyrant never lets the facts get in the way of his or her prejudices, habitually interprets events in terms of preconceived notions, and decides alone. In contrast, group decision making can be more successful if the relevant players are involved, represent a range of expertise and decision making styles (from task driven to creative), and agree up front on the facts and what "consensus" means. I used this technique with the Information Technology Committee to decide how many votes it would take to approve the IT plan before we developed it. We also realized how often certain people dominate a group. Others "lose membership" and cease participating and contributing unless the leader brings them and their expertise back into the conversation.

**Meeting management.** Most meetings frustrate participants because of poor planning, direction,

and follow-up. Many should not occur at all. Meetings should have clearly defined agenda and goals, variation in how topics are handled to sustain interest and achieve desired outcomes (e.g., discussing an issue versus a pre-arranged debate), identification of facts before discussion of opinion or emotions, and assessment of results. Minimize the purely informational "show and tell" parts of meetings that are more efficiently handled via telephone, memo or e-mail. Before pointlessly asking "Any questions?" after a presentation, allow participants to talk in triads to clarify their thinking and gain confidence about speaking to the larger group.

**Performance management.** A clearly defined job with clear, outcome-based measures of success is the greatest protection that the employer can have against poor job performance and the



employee against being treated unfairly. Evaluation should occur not only top-down but also periodically involve 360° feedback from subordinates, peers, and customers. Performance appraisal should be in the context of the organization's strategic plan and priorities and employee goals in addition to more traditional concerns with quality and quantity of work, initiative, and cooperation.

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**Seduction of leadership.** When criticized or given bad news, many leaders react defensively, bury the data, and shun the messenger. They reinforce Oscar Wilde's warning that "a little sincerity is a dangerous thing, and a great deal of it is absolutely fatal." Therefore, critical information needed for organizational survival and management self-awareness starts to be distorted or stopped altogether. Staff meetings can wallow in mutual admiration. Trust can be re-established by soliciting, appreciating, and using feedback often and publicly, and sharing information.

Research suggests that an organization which adopts these principles improves its market share and profitability; this is not just about "feeling good."

## Next Steps

**I**ndeed, the best test of whether training or other management actions are successful is whether it makes a positive difference on-the-job. Does it help to make tough decisions and get things done? Informal groups of participants are now working to implement in F&A localized versions of 360° feedback, performance and meeting management, and core values. This fall the next level of F&A managers start the pro-

gram and I facilitate the annual student government retreat, at their request, to teach some of these same lessons.

This fall I also conclude my ninth year as college treasurer. The hard work and generosity of the Bowdoin community around the world support our enduring financial strength and academic excellence. In frantic pursuit of life, I hope your thoughts regularly return to a small college in Maine and that a smile crosses your face as you... pause and remember.

**KENT JOHN CHABOTAR**  
*Vice President for Finance and Administration  
and Treasurer*



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