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BOWDOIN

REPORT

OF THE

PRESIDENT

1990 - 2001

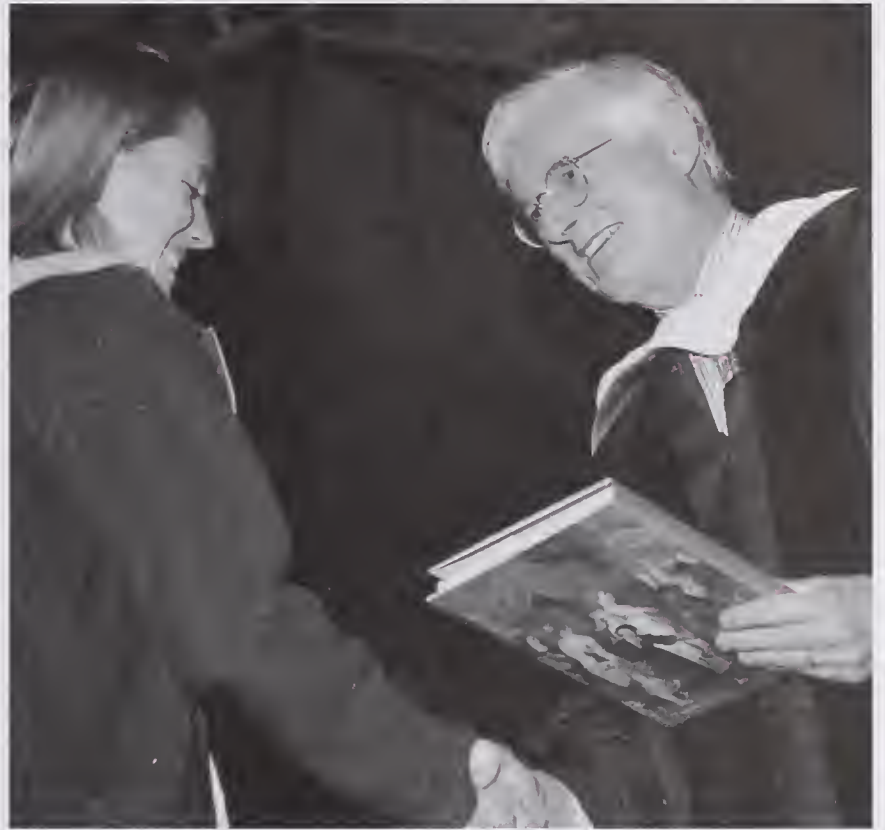


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This is the eleventh annual report I have had the honor to present to the Board of Trustees. It is also my final report, as I shall stand down on June 30, 2001.

The 1990s – which happened to be my years at Bowdoin – were an exceptional decade, a period both of stability and of rapid growth and change in the American economy. Bowdoin participated fully in these good times. It has been able to stabilize its own financial condition and to diversify and expand the size of the faculty and student body and deepen the academic program, as well as to restructure residential and social life and make major additions to the physical plant. I undertake in this final report to suggest the interplay during the decade of three factors: the performance of the American economy, aspects of which have had a particular impact on the College; changes at Bowdoin – elements of our financial and institutional growth; and finally, more qualitatively, an account of

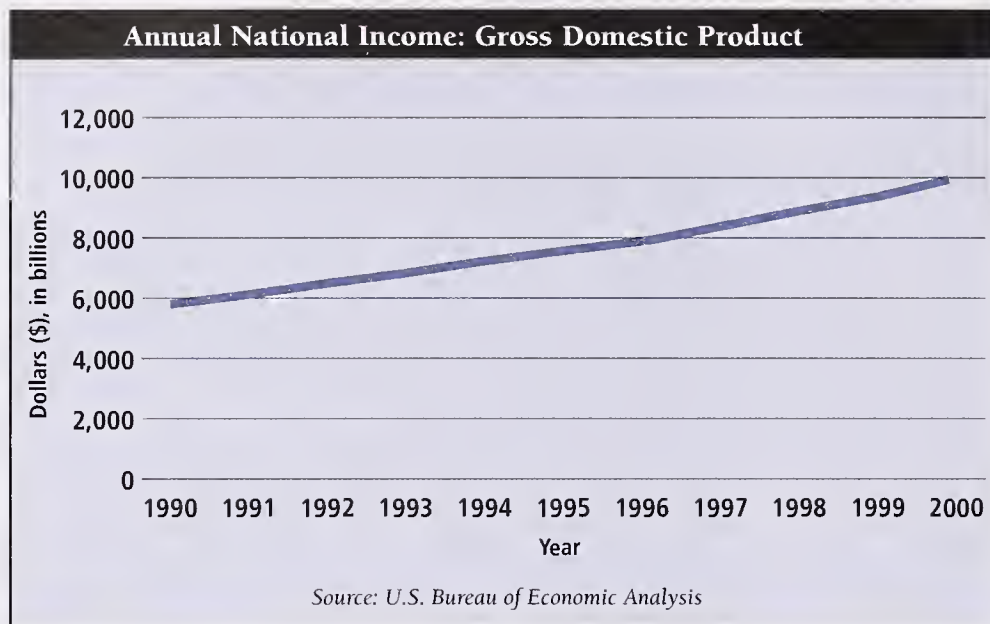


several major objectives, or convictions, that I've had in mind as president.

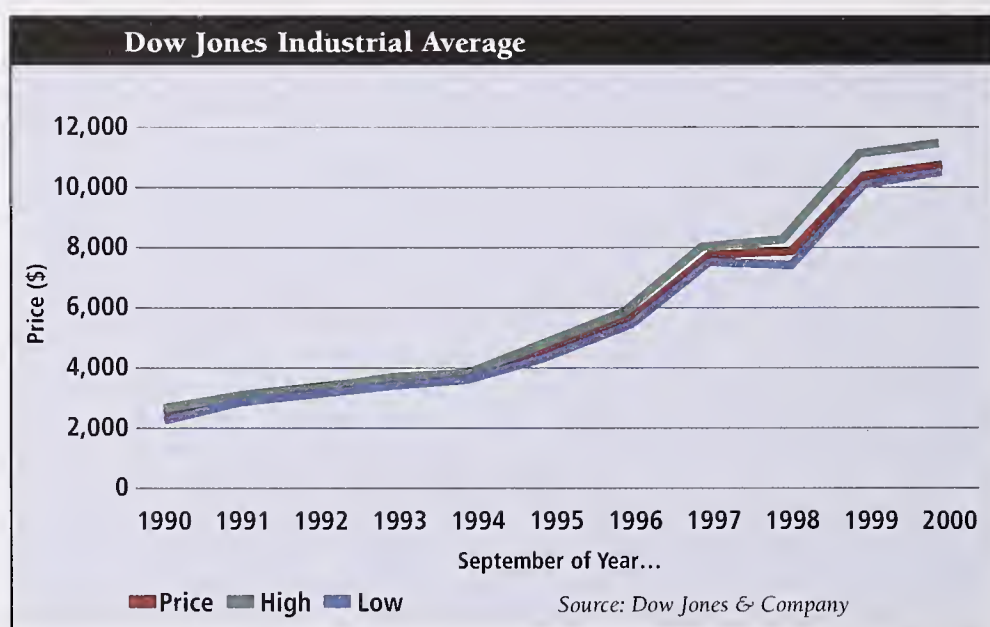
As I write this, the future of the country is less clear than it has been. Quite apart from the uncertainty of financial markets, questions exist about the durability and even the character of the “new economy” of high technology and high productivity that powered the past decade. There is also less clarity about the domestic and international effectiveness of the U.S. government with a president recently elected by what an economist might call a negative plurality. But the 1990s are done, and because they were so extraordinary their imprint upon the College should be documented.

I. The United States in the 1990s.

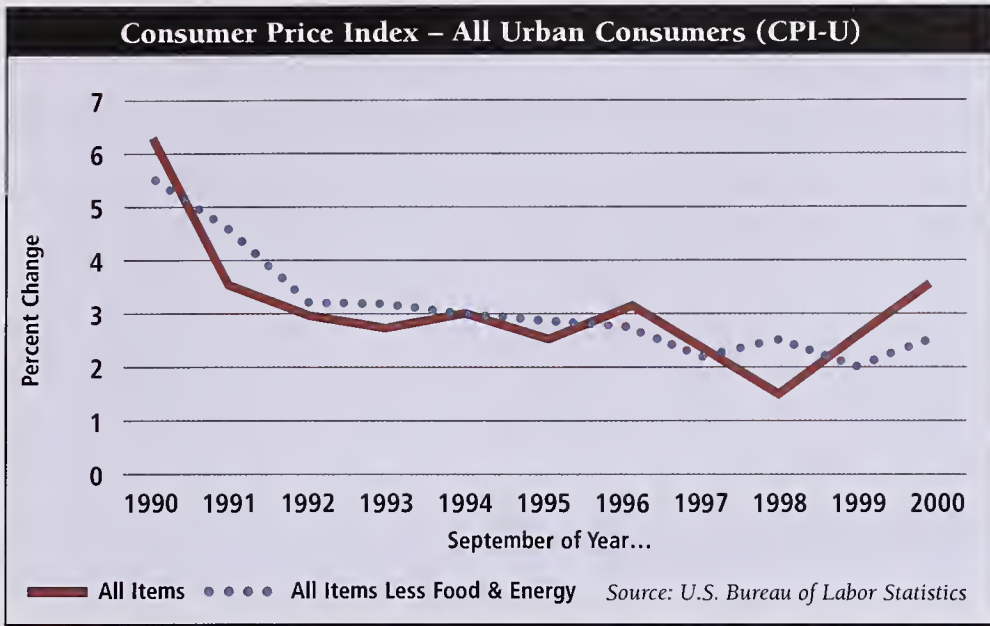
Four graphs suggest the robust economic environment of the past decade that has been especially benign for the College.



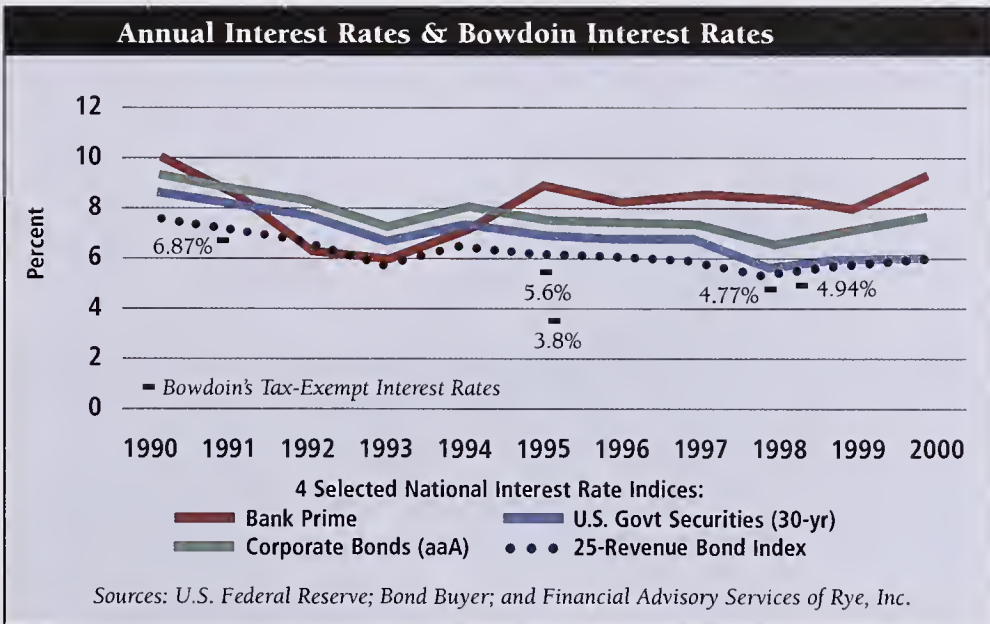
Nothing illustrates national productivity and prosperity more vividly than the growth in U.S. gross domestic product from \$6 trillion to \$10 trillion. National per capita income paralleled this 66 percent growth of an already enormous economy by rising from \$17,500 to \$25,000. Seasonal unemployment rose briefly to 7.5 percent in 1992 and then plummeted to below 4 percent in 2000.



The day I arrived in August of 1990, the Dow was at 2450, and the NASDAQ was 340. Both reached peaks in the year 2000, with the Dow well above 11,000 and the NASDAQ around 4,000. Families benefited, sent their children to college, and absorbed its costs. In the general prosperity Bowdoin was able to accept students without regard to their financial capacities – to be “need blind” – except during the brief economic dip of 1991-93.



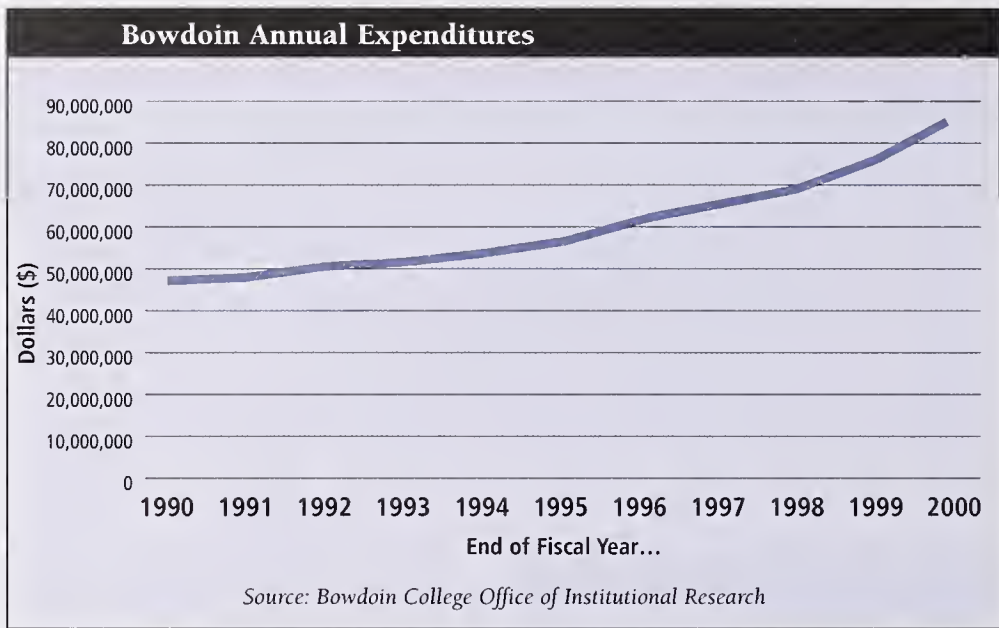
This has also been a period of unusual price stability. “Inflation” is an elusive concept in the academy, where replacements not only cost more but invariably involve improvements and increases in capacity – from snow blowers to instrumentation and computers. Bowdoin was able to improve and also to maintain salary and wage pools of between 3 and 4 percent for much of the decade, increasing its fees by an average of 4-4.5 percent, tracking the rise in college and university costs nationwide.



Finally, very low interest rates. Members of the Board pointed out that with tax exempt bond rates this low, especially as the price of financial instruments began to reach dizzying heights, it was a good time for Bowdoin to borrow, as well as to direct some of its capital gifts, for investment in its own productive capacity – the renovation and expansion of its own academic and residential physical plant.

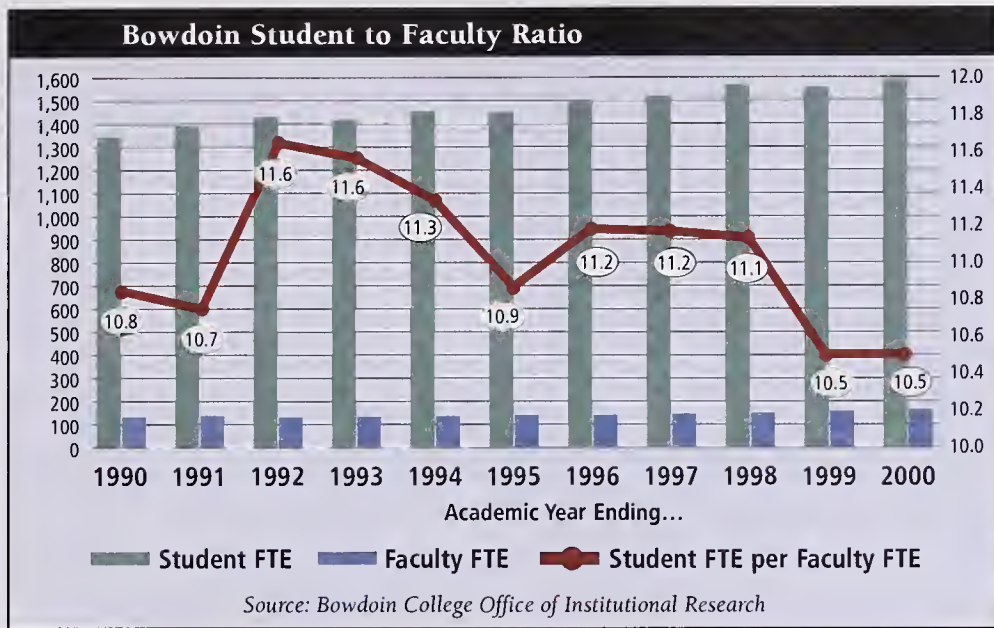
II. Bowdoin’s Condition over the 1990s.

The clearest indication of Bowdoin’s increasing mass, volume and vitality is its annual budget, which virtually doubled between 1990 and 2000. Early in the decade – 1990-1993 – eliminating a significant operating deficit dominated all other financial concerns. Since 1993, however, the College has balanced expenditures and revenues while increasing its faculty, physical space, and exponentially its investments in technology. Bowdoin also managed the difficult feat of absorbing into the operating budget the increased costs, roughly a net \$1.5 million a year, of accommodating the residential, dining and new space requirements of the 28 percent of our students formerly in fraternities.



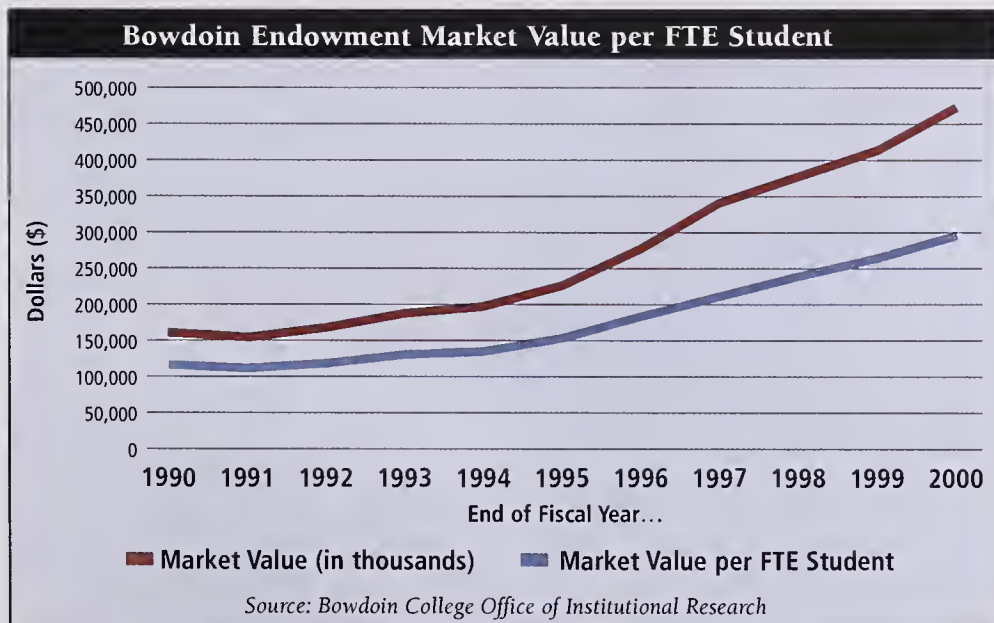
The numbers in this graph are nominal dollars – they do not correct for inflation. But they depict a period of real growth in both student body and faculty: faculty from roughly 130 full-time equivalent (f.t.e.) positions to 155 f.t.e. and students from approximately 1400 to 1600. Staff numbers dropped from 479 to 409 f.t.e. between 1990 and 1993, but as the College grew in size, and as development, computing and information services, and student affairs became both larger and more effective – the overall size of the College staff also grew in the late years of the decade. Today they number about 540 and approximate the 4:1 student to staff ratio (excluding dining services) that existed at the beginning of the decade.

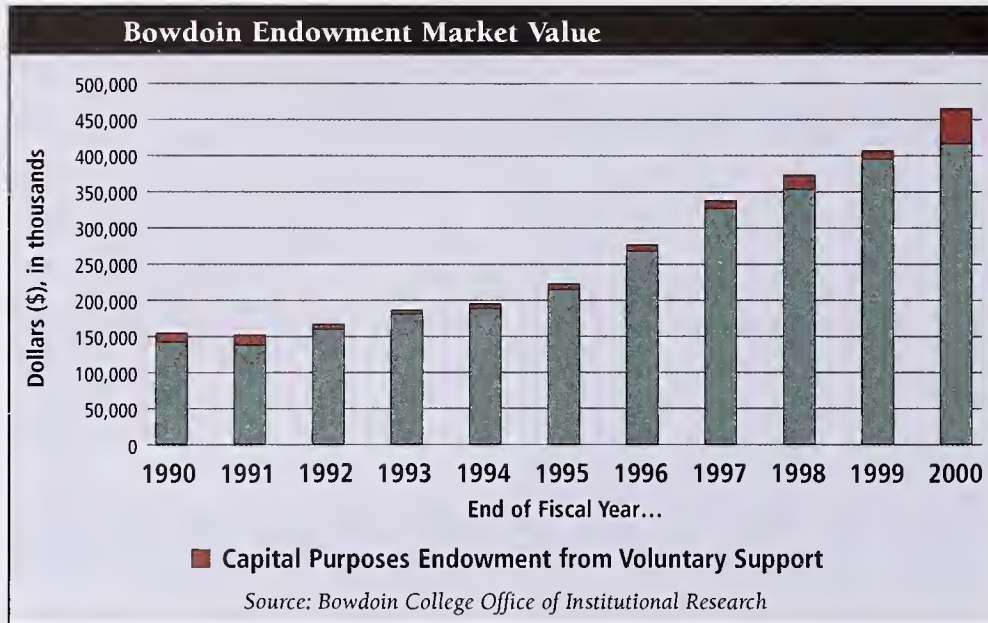
This graph describes the growth in students and faculty:



Faculty numbers shrank slightly in 1991-92, when expiring foundation grants virtually demolished the Asian Studies program. But, since then two different factors have driven the growth of the faculty. First, the College increased the size of the student body by 10 percent between 1994 and 1998 in order to fund a proportionate expansion in the size of the faculty and thus increase the weight of the academic program. Second, the growing financial strength of the College made it possible to use the endowments of twelve new professorial chairs (at \$1.5 million each) to increase faculty lines, rather than merely to relieve pressure on the existing faculty budget – and thus to add further to the vitality and depth of the academic program.

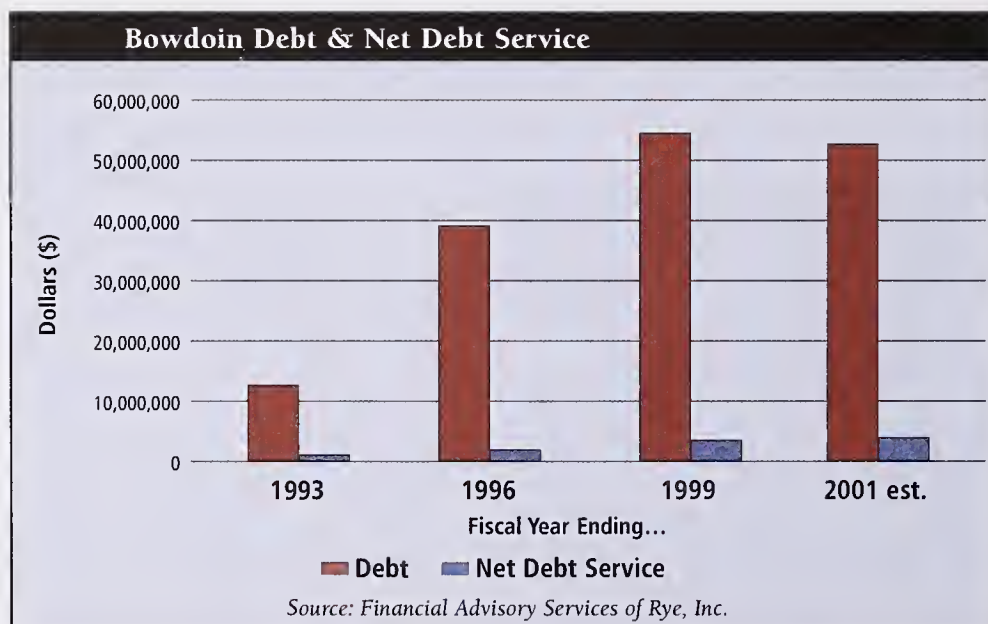
A major factor in all this was the increase in the size of the endowment, both per student and in the aggregate.





At this writing, Bowdoin’s total pool of managed assets is around \$500 million. It is important to note in this sharply rising graph the portion of the increase that is attributable not to capital appreciation but to new money raised by the development office and the Trustees. The portion of it that is attributable to Stan Druckenmiller’s generosity is especially notable. Roughly \$97 million in new money flowed into the endowment during the decade, of which he provided nearly 38 percent. The endowment will provide \$17.5 million or 21 percent of the 2000-01 budget.

The last graph sets forth the effects of growth in Bowdoin’s indebtedness: from \$12 million to \$55 million during this decade; debt service quadrupling from \$1 million to \$4.5 million and doubling as a percentage of the budget.



As noted, low interest rates invited borrowings for facilities construction. Of its \$42.3 million in new debt, the College paid interest of 3.8 percent, 5.6 percent, and 4.85 percent for each of its borrowings. Bowdoin’s bond rating improved from A1 to Aa in the decade. About \$25 million of these borrowings funded the new residence halls (Howard, Stowe and Chamberlain), the Thorne Dining Complex and fraternity house conversions into college houses.

To conclude this section, there is, in this picture of growth, renewal and balanced budgets, a sober corollary. Bowdoin is playing in a very fast academic league with endowment resources substantially less than its competitors. We have narrow margins. Endowment funds are very largely restricted as to purpose, which gives little flexibility in spending. Although they have balanced, budgets have run surpluses averaging less than \$100,000 – substantially less than 1 percent. Bowdoin's resources are not negligible. They give the College an admirably strong foundation, but vigilance, agility and tight controls will probably always be a part of the Bowdoin administration culture. And hard times will be a little harder at Bowdoin.

III. Motivations and Intentions of the President.

These aggregate “vital signs” testify to Bowdoin's institutional soundness, but they say little about its competitive strength and readiness for the future; even less about its quality and the state of its soul. A president worries more about these matters even than money. As I have reported to the Board, I believe the mission of this College is clear – and was summarized broadly in the statement that now appears at the beginning of the College catalogue. But at the lower level of abstraction at which a college president operates, day in, day out, I've found that seven convictions have driven what I've sought to do in my years here.

First: Good students are moving to the universities.

The measure of Bowdoin's success over time will be its ability to attract and educate the same portion of the future leadership of the society that it educated in its enormously successful 19th and 20th centuries. We

know, however, that for twenty years there has been a steady drift of high ability students, especially males, from enrollment in the best four-year private colleges to enrollment in research universities. This is especially true of the most able students who are also affluent. High ability students are not just more likely to go to a private university; they are also more likely to go to a public university.

Now, the need for financial aid to attract the able, needy student is ever present. We seek this money avidly, for it gives the College its independence to admit the bright, ambitious students, diverse in race, ethnicity, nationality, and social background, who would otherwise be unable to come to Bowdoin. But the hard truth is that we wish also to attract the able, full-paying student. Sixty percent of our students are not on grant aid, and we don't know why many such students have been moving to the universities: brand recognition? vocationalism? big-time sports? the size and excitement of large, urban campuses? But one evident fact is that these students and their parents are far more sophisticated than their predecessors. They have traveled, they know art and music and theater, and they remind one of an interesting correlation. For years and years the price of a year at a place like Bowdoin used to correlate with the price of a mid-range Chevrolet. It now correlates with the price



of a low-end Mercedes Benz. And reasonably enough: today those families don't drive Chevrolets; they drive something more interesting and expensive.

Therefore what? A college campus must be far more interesting. If it is in a small town, it needs a Smith Union, a Wish Theater, a place for concerts, programs of nationally known speakers and artists, and good sports and fitness facilities. It needs a deeper and broader academic catalogue than the one I found in 1990, and it needs



lively, inclusive social programs. Its residence halls must have spacious and attractive rooms. In short, to be a good college, you must not dwell exclusively on being small, intimate and comfortable: it can sound deadly dull. A campus today must challenge and stretch, as well as sustain, as never before – and its students must be in close touch with the world with a fast Internet connection and very good study-away opportunities.

Second: Only the best attracts the best; if you aren't getting better, you are getting worse.

In this decade there have been tremendous competitive pressures moving colleges and

universities to get better and stronger. Every piece of research we have done – and this is corroborated by the research of Bowdoin's Committee on the Future – indicates that there is room at the top for the very best colleges, despite the attractiveness of the universities. But whoever who wrote about the "winner take all society" is not entirely wrong; neither is Jack Welch, who has had General Electric shed any product line in which it cannot be first or second in the market. There is a public sensitivity to quality in this affluent society of ours, a sensitivity that both drives the quality of our education and its costs. The mediocre are trying to charge roughly what we are, and they are in some trouble. Being in the top rank is essential.

What does it mean to be the best? *U.S. News & World Report* has a set of criteria that are grossly accurate in distinguishing broad bands of quality, but are far less so in distinguishing colleges within those bands (Bowdoin from Carleton, Haverford or Middlebury, say). These broad *U.S. News* strata correlate absolutely to institutional wealth – to endowment per student. This makes sense: when all top colleges charge roughly the same, endowments provide the margin of wealth that goes to larger, better paid faculties, better financial aid packages and better and better-maintained physical plant and technology networks.

But once a basic floor of wealth exists – which Bowdoin has – energy and judgment can make a great qualitative difference.

Take the physical plant. Bowdoin has one of the most stunning campuses in America – historic, beautiful and humanly scaled for learning. It had become shabby and many buildings were out of date. Yale allowed its physical plant to deteriorate to the point that it has needed a ten-year, \$2.6 billion program to rebuild and modernize it. Bowdoin has had to spend "only" \$120



million, and a further \$50 million or so ought to complete this cycle of renewal. In the past decade, 56 percent of today's academic plant at Bowdoin has either been renovated or freshly constructed, as well as 30 percent of the College's residential space and all of its dining. A program this large has provided a great opportunity to make the campus physically even more distinctive and excellent. We've had only first-line architects design our buildings, and they have been pushed hard by very insistent, hard working building committees of Bowdoin's own engineers, users and administrators. One of the country's best landscape architects has helped us site buildings, create spaces, protect vistas and regenerate plantings of trees, so that the new quietly reinforces the best that is already here.

Buildings and campus space provide the setting, the tools and the inspiration for the people – the students, faculty and staff – who truly constitute a learning community. The concern for human quality has been, if anything, more intense this decade. A first-class admissions office has not only diversified the student body racially and substantially increased the size of the applicant pool, but also shifted it upward to include the most academically able and promising. (Since students this able have

plenty of other alternatives, we have also seen decreasing "yields".)

The academic dean and I have engaged strongly with our academic department-based, faculty-recruiting process to ensure the highest quality young teachers and scholars for the Bowdoin faculty. Hirings have been occasionally disputatious, but this collegial endeavor has yielded an outstandingly creative junior faculty, as the

reactions of students and their own tenure reviews have begun to reveal. Over 40 percent of our current faculty were hired this past decade, and 20 percent of these new faculty are people of color, who bring us wonderfully diverse backgrounds and fresh perspectives. A number of these new faculty have strengthened the large interdisciplinary programs that have expanded in the decade: Africana Studies, Asian Studies, Biochemistry, Neuroscience and Environmental Studies.

Finally, an excellent residential life program – broadly inclusive, well-led by students and deans, and in attractive spaces – now unifies a campus formerly divided into fraternity and non-fraternity domains.

When students, faculty and administrative leadership, the physical plant, academic program and student life are all first-rate, the result is high morale, pride and a feeling of being the best. That is what makes people want to be here, and it is very attractive to those who visit us.

Third: You will eventually be understood to be what you really are; so you'd better be what you say.

Soon after my arrival, I began to discover that a number of students, parents and even

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staff believed that Bowdoin was over-promising. It said it was doing things that it wasn't; building buildings that it wasn't; and students felt that they were not receiving what they had expected. This is not uncommon to colleges – exaggerating for *U.S. News* ratings, issuing hyping statements, creating the flashy documents that pour in a stream across my desk – as they try to crank themselves a notch higher in the public gaze. These are bad ideas.

Why, if they work? Because, ultimately, they don't. For what they ignore is that the validators of a college's quality are the people who experience it: the students and the faculty. Students go home and talk to



friends over the vacations. They graduate and do or don't get into top graduate schools. They say what they think in giving campus tours to thousands of visitors. And they know swiftly whether a catalogue is still filled with courses that haven't been given for years. We now cull our catalogue, conduct surveys of students and employees, and hold exit interviews with graduating seniors. The first question we ask seniors is, "what did you expect to find at Bowdoin, and did you find it?"

The best part of all this is that students – and faculty and non-faculty employees –

become part of the fabric of pride and integrity of the College, and they work to maintain it. Students, with the support of faculty and deans, now firmly "own" Bowdoin's Honor Code. They invest their own integrity in the Judicial Board, the maintenance of the Social Code, and the management of the house system – and the cadres of resident assistants and proctors who give Bowdoin's residential life system its fiber are the strongest I've seen in twenty years as a college president. There's also a symbolic change: when I arrived at Bowdoin I was surprised to hear faculty and staff – and students themselves – refer to students as "kids." I used to halt meetings to point out that a student is not a "kid" – a child – but a person with a status that implies rights, obligations and expectations. I thought Bowdoin had a low expectation of its students – a condition linked, I came to believe, to the effects of fraternities on campus life. I believe that today students see one another – and are seen – with the respect they deserve.

Even today, however, I never say that Bowdoin is the best college in America, for I do not know what that means. But I can say, with great confidence, that Bowdoin is an exceptional college, with a number of assets and qualities that can be discovered nowhere else in the country or the world; and that we should be on the list of any serious, talented student as a superb place in which to grow. We are what we say we are – and maybe a bit more than that.

Fourth: They say that Harry Truman never missed what was in front of his face; therefore, recognize your natural and inherited strengths and maximize them.

The wonderful thing about inherited strengths is that they are already part of your identity. You don't have to create them from scratch. The costs of maximizing them

– even though they may be considerable – are usually proportionately very low, relative to what they would be if you had to create them from nothing.

The College, when Blythe and I came and interviewed here, clearly had an exceptional inheritance. It had a location near the sublime coast of Maine. It had a tradition of producing leadership for public service at the national and state levels that few colleges could touch. (Jim McPherson of Princeton has since reminded us that, proportionately, more alumni from Bowdoin fought in the Civil War, to end slavery and preserve the Union, than from any other college in the nation.) Bowdoin had one of the most remarkable college museums in the country, with an excellent, diverse collection that went back to the dawn of



the Republic – located in one of the finest temples to the arts ever created. The College had been shaped by the strength, austerity and straightforwardness of the people of Maine, and had access to some of the most beautiful forests, mountains and streams on the globe, but it was also at the top of the northeast corridor, with access in two-and-a-half hours to Boston, one of the most exciting cities in North America. And finally, we observed, there was a kind of



robust cheerfulness in the student body that we thought had to be preserved at all costs.

We have all worked away on elements of Bowdoin's heritage. The Coastal Studies Center, thanks to Leon and Lisa Gorman, puts part of our academic program squarely on the Coast of Maine. It will in the years ahead become an ever greater resource for studying and experiencing the environment. Thanks to Barry Wish, the restoration of our Civil War memorial, Memorial Hall and its theaters, underlines our history—as does naming our residence halls and minority scholarships for our great Civil War figures. The vibrant colors of Bowdoin's newly cleaned nineteenth century Chapel rejoice the alumni and refresh memories of their hours there. New, welcoming space in our nationally known Museum of Art, and restoration of its existing structure, will ring through the art world and with lovers of classical and nineteenth century American art, when it comes to pass. Giving a home to a superb outing club – now the Outdoor Leadership Center – thanks to Steve Schwartz, will make even more evident our ties to the hills and rivers of Maine. In the same vein, the College will want eventually not only to give primacy to its singular Arctic Studies Program and Museum, with their century of connections to arctic



explorations and research with the Northern peoples, but also to tie this resource physically to one of the most distinguished departments of sociology and anthropology to be found in a liberal arts college campus.

I have never been in any doubt about the distinctive identity of

Bowdoin. I believe strongly that you don't have to worry – or shout – about your identity if you quietly develop your comparative advantages. Bowdoin has many more than its fair share. We've developed some. I know that others will only become more apparent in future years.

Fifth: You've got to pay the bills – but you've also got to expand the envelope.

I was a seventeenth century minister around here for my first three years, calling upon people to repent their financial excesses. We ruthlessly pared back budgets, held the endowment draw flat for five years and made austerity a condition of life. It was not a happy time but, for all the misery, the purpose was to give us the base, and the confidence and freedom, to grow. Since then we've tried to expand the envelope in four principal areas:

- **First**, by expanding student enrollment from 1400 to 1550 – and today's 1600 – it was possible to expand the size of the faculty and thus our academic offerings by 20 percent, making the College intellectually more interesting and challenging. Bowdoin has room to grow again when the time comes, and without fearing loss of its college character.

- **Second**, the College now has a faculty some of whose most distinguished members are people of color and of international origin. They, by their presence and quality, expand our universe. The campus strongly supports the new diversity of the student body, noting that Bowdoin feels larger, more cosmopolitan and of the world.

- **Third**, the College is expanding its international envelope. No college, I believe, has stronger programs in Asian Studies and Africana Studies than Bowdoin. The admissions office now travels regularly to attract students in Europe and Asia, and the new consortial (with Bates and Colby) program at the University of Cape Town brings Bowdoin into intimate contact with South Africa's epochal struggle for democracy and educational excellence. This international dimension of the College has plenty of growth ahead.

- **Fourth**, finally, every time Bowdoin has put up a building this decade, it has designed into it a space that is large, expansive and lifts the heart. A small college dare not be small in its spirit and its spaces; if it is, it will implicitly suggest that it limits growth and repels large spirits. Bowdoin is blessed with a graceful, spacious central quadrangle. Our important new or renovated buildings, Smith Union, Druckenmiller Hall, Wish Theater and Memorial Hall, Searles Hall – and, now, the

new Thorne Dining Room – all have in them great, generous spaces. If one already existed – as in Main Lounge and the Chapel – we respected it and simply cleaned and refurbished it. The students love these spaces. They talk about them. Dean Craig Bradley told me recently of a couple of students who said of Thorne Hall, “this is wonderful: it feels like a university, but it’s a college!”

Sixth: If you do it all with confidence, a bit of grandeur, magic and celebration, you can create some joy to go along with the excellence.

We’ve thrown some pretty good parties as a college, and we’ve spent quite a bit of money enabling Burgie Howard’s Smith Union and Bob Graves and his staff in the college houses to bring in musical and theatrical groups and exciting speakers. We’ve a Common Hour to which students flock on Fridays. Bowdoin also knows how to celebrate. The Bicentennial Bash and the New Century Campaign Finale were spectacular, and when we gave the Bowdoin Prize to Secretary of Defense Bill Cohen, it was one of Maine’s great events. Governor King loved it. The Judiciary of Maine that came loved it. The students loved it. And Bill Cohen told us that it was one of the best affairs he’d ever attended. No college throws a better graduation party, thanks to Blythe Edwards (a superlative that I really would defend); and, thanks to Mary Lou Kennedy and Bill Gardiner and their staffs, and their dining and campus presentations, we can really be great fun – as well as a beautiful place – to visit as a parent, a distinguished visitor, or, we hope, even a Trustee.

Perhaps Thorne Hall, the most recent space, is the best example of Bowdoin’s expanding view of itself in the world. A critic might reasonably say, look at all this

room; think of the air handling – the heating bills. We thought of that too; but we also said, won’t the space be exciting! Will it not associate Bowdoin’s dining with collegiate dining in the halls of the Oxford and Cambridge colleges, Bancroft Hall at the Naval Academy, the Painted Hall for the midshipmen of the Royal Navy in Greenwich? A little grand, perhaps; but not pretentious. The students seem to agree – they’re staying longer to talk over dinner!

Seventh: We aren’t on earth for very long, so let’s enjoy it and be nice to each other.

There was one dimension of the Bowdoin spirit that troubled us when we arrived.

Mordant and cynical, it was a dark undercurrent to general student

cheerfulness. When we set out in 1994 to build the Smith Union, the word from the students on the committee was glum and grim: you’ll never do it, they said. It won’t happen; Bowdoin doesn’t get buildings up. We said, just wait. I unhappily reinforced that cynicism in my first three years, however, reducing staff and costs in setting the finances to rights.

In recent years, we’ve tried hard to get at this side of Bowdoin’s spirit. I’m not sure how successful we’ve been. A survey that we recently took showed that about 70 percent of our employees are very happy at Bowdoin, but only 30 percent perceive their colleagues to be happy. They



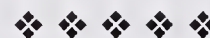
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testify that they are proud of the College and proud to be a part of its excellence, but feel we take less time for one another and that life is less enjoyable than it used to be. There's no question that people are working very hard at Bowdoin, and we have begun to tackle some of the darker consequences of excellent hard work. We have addressed some of the factual problems – pressure and understaffing in certain areas; some low salary ranges and week-end differentials – guided valuably by the perceptions of our employee Work Place Advisors. We are also better organized now to help employees with problems of the work place and its abrasions with family life in the modern world. And we're getting our heads up to recognize superior contributions and thank people for them. We're also spending more time on supervisory training. It's beginning to feel better, and our recent all-campus employee meetings have been constructive, cheerful, and even celebratory. But, in addition to taking pride in Bowdoin's high standards of performance, I believe I should have begun earlier to emphasize and ensure that Bowdoin is also a place of respect and good cheer for the remarkable people who make the College what it is.

The need for good cheer and collective purpose encompasses the Board of Trustees. The governance of Bowdoin has a long, honored tradition of factionalism. In the 1870s when Timothy Dwight came through Brunswick, he said there was a wonderful college there, but it couldn't survive with its governance structure of Trustees and Overseers. We now have a unitary Board, but it is only five years old. That it is unitary does not eliminate the opportunity for rancor and factions. If there is any legacy I would like to leave the College, it is that President Barry Mills and the Board of Trustees will enjoy the unity and sense of common purpose that I have felt in my eleven years here. Without this trust, and the collaboration that trust sustains, we would not have achieved a fraction of what has been done. I would like to believe that this spirit will be a natural inheritance, but it will not be. It will take constant work by everyone.



I cannot close this without recognizing at least a few of those who have helped make this a productive decade for Bowdoin.

I've had the honor of serving very able Board Chairs who have given wisdom, dedication and countless hours to Bowdoin and its president.

John Magee chaired the Search Committee that brought me to Bowdoin. In his term as Chair from 1990-93, he enabled the new president to act as president of the College, protecting him as staff changes and budget balancing ruffled well-established habits.

Paul Brontas arrived in 1993 and served until 1996, leading the Board into its capital campaign, ebulliently building support and good will. He provided leadership for the review of Bowdoin's model of governance that, with the help of

Mert Henry, ended nearly 200 years of divided authority between Boards of Trustees and Overseers and resulted in its unitary Board of Trustees.

Fred Thorne became Chair in 1996, moving from chairmanship of the New Century Campaign, where he was succeeded by Don Zuckert, who saw the Campaign overachieve its goal. Perhaps only Fred, with his steadfastness and broad understanding of the College and its alumni, could have led the Board through its delicate and difficult decision to end fraternities and replace them with an inclusive new house system. Don Kurtz led the Commission on Residential Life, whose new model of residential life and recommendation to phase fraternities out over a period of four years was adopted unanimously by the Board.

Don Kurtz became Chair in 1999, seeing the fraternity conversion through to completion in the summer of 2000, when the last fraternity house was acquired by the College. He then supervised the search for the new president with exceptional intelligence and sensitivity, while continuing to sustain the existing one through the spring of 2001 and through what, as I write this, gives every sign of being a model transition.

These four Chairs, through their thoughtful, measured engagement with the College and its president, smoothed the path for change and shepherded difficult issues successfully through the Board. My gratitude to them is beyond measure.

Finally, the hopes and aspirations of college presidents are stillborn without intelligent, able and loyal colleagues who provide wisdom, expertise and comradeship – and who actually get most of the work done.

Chuck Beitz and Craig McEwen have been determined, careful academic deans

whose work has brought about steady, thoughtful change in the academic program that will endure because it has been incremental, not dramatic. Each, though different in his mode of operation, has had the indispensable gift of a great dean: a discerning and tenacious instinct for quality in faculty, curriculum and academic architecture.

Kent Chabotar for a decade has occupied with skill, flair and integrity the sacred turf of the Treasurer, educating the College and the Board of Trustees to the facts and theory of college finances while disentangling and rectifying them.



Bill Torrey's energetic and humane presence has made the Development office at Bowdoin not only enormously productive and successful, but perhaps also the happiest department in the College – as well as earning such confidence of the president that he became the Designated Handler of Awful Issues in the eleven years that we worked together.

Dick Steele and I have been colleagues for seventeen years. Very few admissions deans in America can equal the wisdom, creativity and integrity that, for more than 30 years, he has brought to Admissions here and in

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other first-rate institutions. It is a just tribute to him that the former president of Duke, Keith Brodie, and his family have established an academic chair in Dick Steele's honor at Bowdoin.

Craig Bradley has been at Bowdoin for an exceptional five years. As Dean of Student Affairs he has eased the College with firmness, good sense and humor through what could have been a vexed transition from fraternities to Bowdoin's new system of residential life. Most admirably, he and his capable staff have earned the respect of students and led them to reestablish and take responsibility for the foundation stone of the College: a strong honor and social code and behavioral norms of honesty and civility.

Finally, Blythe Bickel Edwards and her formidable band of warriors and conspirators – Professor Mark Wethli, Bill Gardiner and David D'Angelo in Facilities and Mary Lou Kennedy in Dining – have created spaces and events that surprise and delight: renovations and construction of distinction in all domains of the College, and an experience of dining in which the sparkle of venue is now worthy of the quality of gastronomy. To my office colleagues, Cindy Wonson, Lisa Bouchard and Gail Lowe – thank you: you were always there when I needed you most, loyal

to Bowdoin and wonderful to everyone who called or visited.

Blythe and I have had the remarkable experience of walking and cycling across Bowdoin's campus for eleven years, sensing the shades of such giants as Chamberlain and Hyde and knowing something of their hopes and fears for the College. It has been a very great privilege to be here, to have seen eleven classes of Bowdoin seniors enter the world, and to have known the dedication, generosity, and friendship of Bowdoin's exceptional Board of Trustees. We thank you from the bottom of our hearts.

Robert H. Edwards
President of the College

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