

Introduction

Bowdoin's comprehensive review, originally scheduled for 2016-2017, was deferred by one year by outgoing President Barry Mills to give incoming President Clayton Rose, arriving in July 1, 2015, the opportunity to initiate the reaccreditation self-study process.

Bowdoin officially began its self-study in March 2016, when President Rose informed the Bowdoin community of the November 2017 reaccreditation visit and assigned Jen Scanlon, interim dean for academic affairs and professor of gender, sexuality, and women's studies, and Tina Finneran, vice president for institutional research, analytics and consulting, to serve as co-chairs of the Reaccreditation Committee. The goals were to engage the senior staff whose areas of responsibility lay within the standards as well as representatives from across campus—students, administrative staff and support staff and the board of trustees. Three faculty, two students, an administrative staff member, and a support staff member were selected through a nomination process of the constituent committees (i.e., Committee on Governance and Faculty Affairs, Bowdoin Student Government, Bowdoin Administrative Steering Committee, and Support Staff Advisory Committee). The trustee representative was selected by President Rose.

Dr. Pat O'Brien from NEASC met with President Rose, the co-chairs, and the full Reaccreditation Committee on May 5, 2016. Over the next few months, the first draft of the Data First Forms were completed and each Reaccreditation Committee member was assigned to a subcommittee focused on the standards for accreditation. Two members of the Reaccreditation Committee were selected to serve as co-chairs for each standard's subcommittee. On August 4, 2016, the Reaccreditation Committee co-chairs met with the standard subcommittee co-chairs to share the self-study timeline, expectations of them as co-chairs, and the description, appraisal, and projection structure for each chapter. The subcommittee co-chairs were charged with reviewing their standards in light of Bowdoin's mission and writing bullets or notes for the co-chairs by the end of the 2016 calendar year. They were given the autonomy to add individuals to their subcommittees and to complete the work however was most effective for their subcommittee.

In September 2016, the Reaccreditation Committee held two open campus forums where students, faculty, and staff were invited to learn about the reaccreditation process and asked to consider what they were most proud that Bowdoin had achieved over the past decade and what areas they would like to see the College improve in the future. Each standard subcommittee was asked to have a representative present at the campus forums. Notes from these forums, and comments submitted online, were shared with the entire Reaccreditation Committee. During the fall semester of 2016, the subcommittees worked diligently to review the standards and appraise how well Bowdoin met the standards.

On December 2, 2016, the subcommittee co-chairs were brought together to share two or three key successes and potential areas of improvement that the subcommittee had identified. This cross-pollination enabled us to identify overlapping areas and synergies

among standards. The subcommittees submitted bullets or notes of their standards by December 31, 2016. Over the next six weeks, Jen Scanlon and Jeanne Bamforth drafted a narrative using the subcommittee's notes. On February 15, 2017, the full Reaccreditation Committee met to review the first draft of the self-study. The standard subcommittees were given two weeks to respond to questions and suggest revisions. The draft self-study was shared with the full campus on March 8, 2017. Open campus sessions were held the last week in March. Comments on the draft self-study could also be submitted through the Reaccreditation website.

After incorporating the campus community's comments, the revised document was edited by Alison Bennie in the Office of Communications and Public Affairs. The final self-study was published to the Reaccreditation website on September 4, 2017. Six weeks prior to the November visit, notifications to solicit public comments were published in *The Bowdoin Orient* and Brunswick's *Times Record*, as well as the College website.

Reaccreditation Committee

Jeanne Bamforth, assistant to the dean for academic affairs
Bill Barker, Isaac Henry Wing professor of mathematics
Rachel Beane, professor of earth and oceanographic science and associate dean for academic affairs
Steve Blanc, vice president and associate chief information officer
Chuck Dorn, professor of education and associate dean for academic affairs
Tina Finneran, vice president for institutional research, analytics, and consulting (co-chair)
Tim Foster, dean of student affairs
Cathy Hayes, student health insurance coordinator
Jim Higginbotham, associate professor of classics on the Henry Johnson Professorship Fund, associate curator for the ancient collection in the Museum of Art, and associate dean for academic affairs
Scott Hood, senior vice president for communications and public affairs
Mohamed Nur '19
Matt Orlando, senior vice president for finance and administration & treasurer
Eli Orlic, vice president and special assistant to the president & secretary of the college
Jane Pinchin, trustee
Brian Purnell, associate professor of Africana studies and history
Clayton Rose, president
Jen Scanlon, interim dean for academic affairs and professor of gender, sexuality, and women's studies (co-chair)
Jennifer Snow, educational research consultant
Whitney Soule, dean of admissions and financial aid
Rayne Stone '18
Birgit Tautz, professor of German

Other contributors: Margaret Allen, Martina Duncan, Stephanie Foster, Meg Hart, Marjorie Hassen, Lisa Roux, Tama Spoorri, Delwin Wilson

Institutional Overview

Bowdoin College was chartered on June 24, 1794, by the General Court in Boston, as Maine was until 1820 a part of the Commonwealth of Massachusetts. It was named for Governor James Bowdoin II, an amateur scientist and hero of the Revolution. The new college was endowed by the late governor's son, James Bowdoin III, who was a diplomat, agriculturalist, and art collector, and by the Commonwealth, which supported higher education with grants of land and money, a practice established in the seventeenth century for Harvard and repeated in 1793 for Williams College.

The inauguration in 1802 of Bowdoin's first president, the Reverend Joseph McKeen, took place in a clearing in a grove of pine trees. McKeen, a liberal Congregationalist and staunch Federalist, reminded the "friends of piety and learning" in what was then the District of Maine that "literary institutions are founded and endowed for the common good, and not the private advantage of those who resort to them for education." The next day, classes began with eight students in attendance.

In its early years, Bowdoin students came from the Northeast, especially Maine and Massachusetts. The College was small, male, and widely appreciated, with a classic, beautiful, New England campus, strong applications, and impressive loyalties in its sphere. Since then, this College, chartered at the dawn of the American Republic, has evolved as America has evolved, and it has prospered in every dimension.

From its initial enrollment of eight young men from Massachusetts and the District of Maine, Bowdoin has grown to become a leading coeducational liberal arts college (the first coeducational class matriculated in 1971) with 1,800 students in residence from across the country and around the world. Today, the College, which eliminated fraternities in 2000 and a student loan requirement in 2008, reaches broadly to enroll racially, socioeconomically, ethnically, geographically, and religiously diverse classes, while retaining and celebrating its longstanding commitment to the people of Maine.

Bowdoin students study with highly accomplished and dedicated faculty in small classes (9:1 student/faculty ratio) and in world-class facilities that include modern and technologically advanced classrooms and laboratories, research stations, a state-of-the-art recital hall, two theaters, renowned art and Arctic museums, and a new facility for art and dance.

Recent major investment in the arts is just one aspect of Bowdoin's enduring commitment to the humanities, while the College's focus on digital and computational studies as a new core competency reflects its belief that today's students must be equipped with the ability to build and use computational tools, and to think creatively and critically with them.

Bowdoin is also a national leader in the study of the environment, with a liberal arts curriculum and interdisciplinary approach that examines the environment from a wide

range of interdisciplinary angles. Located at the edge of the North Atlantic, with field and research stations near the central campus and in the Bay of Fundy, and a historic connection to Arctic exploration and studies, Bowdoin provides opportunities for faculty and students to explore and apply academic studies in real-world situations. Both curricular and extracurricular offerings—in the classroom, lab, field, and community—bridge environmental concerns from the local to the global and reinforce Bowdoin’s leadership position among contemporary peer institutions.

Student applications have climbed from 4,500 in 2002 to more than 7,200 today. The admit rate has dropped to under 15 percent, while yield has increased to nearly 50 percent. The College has mobilized its alumni, with giving rates among the highest in the nation, surpassing 55 percent in each of the past five years. Bowdoin has also vastly improved its finances, stewarding the endowment from \$431 million in 2002 to roughly \$1.4 billion today. Its single highest priority has been financial aid, and the proportion of students graduating with debt has dropped substantially, from 50 percent in 2007 to 27 percent in 2016. With thirty-one varsity sports, many club teams, a well-equipped fitness center, and food that is consistently considered to be among the very best at any college or university in America, Bowdoin encourages health, fitness, teamwork, and competition.

Clayton S. Rose took office as Bowdoin’s fifteenth president on July 1, 2015. As president, he has underscored the essential importance of a liberal arts education and the themes of discourse and inclusion—specifically, that a central mission of the College is to be a place of vigorous and respectful intellectual engagement on the most challenging and uncomfortable ideas. Rose also continues to stress that Bowdoin is a community where everyone will have the opportunity for an equally robust experience, regardless of their economic status, background, or identity. At the start of the 2016-17 academic year, the president set out several areas central to Bowdoin’s ambition to remain one of the country’s preeminent liberal arts colleges over the next ten to twenty years and beyond, with the goal of designing specific plans and programs for each. These include examining the skills, knowledge, and creative disposition that every student who graduates a decade from now should possess; enhancing the quantitative literacy of all Bowdoin students; building an even more inclusive community; using technology to enhance teaching and learning spaces; and bolstering the College’s commitment to providing need-blind admissions and no-loan financial aid.

Notable Bowdoin alumni include:

Kary Antholis (Academy Award-winning producer)
Ellen Baxter (homeless advocate)
Peter Buck (cofounder, Subway Restaurants)
Geoffrey Canada (educator and author)
Joshua Lawrence Chamberlain (Civil War leader)
Kenneth I. Chenault (chairman and CEO, American Express)
William S. Cohen (US Senator and Secretary of Defense, author)

Ruthie Davis (fashion designer and entrepreneur)
Anthony Doerr (Pulitzer Prize-winning author)
Stanley F. Druckenmiller (investor and philanthropist)
Melville Weston Fuller (Chief Justice of the US Supreme Court)
Leon Gorman (chairman, L.L. Bean)
Reed Hastings (founder and CEO, Netflix)
Nathaniel Hawthorne (writer)
Christopher Hill (US ambassador and diplomat)
Oliver Otis Howard (Civil War leader and president of Howard University)
Alfred Kinsey (sex researcher)
Claudia La Rocco (poet, critic, performer)
Lawrence Lindsey (economist and governor of the Federal Reserve)
Henry Wadsworth Longfellow (poet)
Donald B. MacMillan (Arctic explorer)
Cynthia McFadden (NBC News)
DeRay Mckesson (community and civil rights activist)
Paul D. Miller, aka DJ Spooky (composer, writer, musician)
George J. Mitchell (US Senator and peacemaker)
Abelardo Morell (photographer)
Robert E. Peary (Arctic explorer)
Thomas R. Pickering (US ambassador and diplomat)
Franklin Pierce (14th US president)
Thomas Brackett Reed (Speaker of the US House of Representatives)
John Brown Russwurm (abolitionist and editor)
Joan Benoit Samuelson (Olympic champion)

Standard One: Mission and Purpose

Description

Bowdoin College's mission and purpose are expressed in a number of specific documents as well as in the actions and work of the campus community. Here, we address the written articulation of Bowdoin's mission and purpose. The following documents express fundamental aspects of the vision for a Bowdoin education and the values of the institution:

The Mission of the College

<http://www.bowdoin.edu/communications/publications/mission.shtml>

The College Charter

<http://www.bowdoin.edu/president/governance/charter.shtml>

The Inaugural Address of Joseph McKeen

<http://www.bowdoin.edu/mckeen-center/mission/inaugural-address.shtml>

The Offer of the College

<http://www.bowdoin.edu/academic-handbook/overview/the-offer-of-the-college.shtml>

The Statement on a Liberal Education

<http://www.bowdoin.edu/academics/curriculum/statement-liberal-education>

The Mission of the College (Bowdoin's mission statement) was written and adopted by the Board of Trustees in 1999. It begins with the following:

It is the mission of the College to engage students of uncommon promise in an intense full-time education of their minds, exploration of their creative faculties, and development of their social and leadership abilities, in a four-year course of study and residence that concludes with a baccalaureate degree in the liberal arts.

This and the *College Charter*, adopted in 1794 and updated most recently in 1996, are published on the College's website. *The Mission of the College* was adopted after consultation with faculty, staff, students, and a strategic planning task force, and it focuses on five areas: Bowdoin's intellectual and academic life; the social and residential experience of our students; the experience of our students on athletic teams and exploring Maine through outdoor activities; the aesthetic and environmental setting in which we do our work; and the ethics of how we educate our students and work with our faculty and staff. The College's purpose is summed up in the final sentence of the *Mission*: "The purpose of a Bowdoin education—the mission of the College—is therefore to assist a student to deepen and broaden intellectual capacities that are also attributes of maturity and wisdom: self-knowledge, intellectual honesty, clarity of thought, depth of knowledge, an independent capacity to learn, mental courage, self-discipline, tolerance of and interest in differences of culture and belief, and a willingness to serve the common good and subordinate self to higher goals."

Ideals from Bowdoin's past retain a strong presence as we continue to define our mission as a college community. The *Inaugural Address of Joseph McKeen*, the first president of the College, and *The Offer of the College*, written by William DeWitt Hyde, seventh president of the College, have played a formative role in the Bowdoin community's understanding of its mission and purpose. In fact, many faculty, staff, students, and alumni think of the messages conveyed by these documents as our collective mission statement. McKeen's inaugural address highlights one of our guiding principles—a commitment to the common good:

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

The Offer of the College addresses liberal education more generally but has come to be seen as fundamentally Bowdoin. An adaptation of Hyde's *Offer* graces many of our promotional materials and shapes how we talk about ourselves and articulate the Bowdoin educational experience.

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

Adapted from the original "Offer of the College,"
by William DeWitt Hyde, seventh president of Bowdoin College (1885–1917)

In 2004, when the College adopted changes to distribution requirements as a result of a substantial curriculum review, the faculty also developed and adopted *A Liberal Education at Bowdoin College*, which draws from both *The Mission* and *The Offer* and states the broad principles of education that are embraced and upheld by the faculty and the College as a whole.

Appraisal

Bowdoin takes pride in its eloquent and positive statements of mission and purpose, particularly *The Offer*, which is widely recognized on campus. It infuses many College publications and ceremonial events, such as convocation and commencement, and is now printed on the wall at the entrance to the President's Office. The five domains of *The Mission* are reflected in a number of current projects: two new working groups, one focusing on faculty mentoring and one on core knowledge, skills, and creative dispositions for future Bowdoin graduates ("intellectual and academic"); plans to change the student housing policy in ways that strengthen the campus social climate ("social and residential"); renovation of track and football fields and an increase in the diversity of admitted athletes ("athletic"); the new Roux Center for the Environment ("aesthetic and environmental"); and a newly formed faculty working group on fostering academic honesty and adjudicating academic dishonesty ("ethical").

We also recognize a need for some clarification. While *The Mission of the College* still accurately portrays our goals and ambitions, there is understandable confusion about the multiplicity of foundational, mission-like statements we claim to represent and communicate our mission.

The Mission of the College can be found in two prominent locations on the Bowdoin website but not in the printed *Academic Handbook*, formerly known as the *Catalogue*. In 2015, when the College reduced the size of the *Catalogue*, began printing a limited edition annually, and renamed it the *Academic Handbook*, *The Mission of the College* was replaced in this publication with *The Offer of the College*. The statement, *A Liberal Education at Bowdoin College*, is seen as the contextual background for Bowdoin's curriculum. It, too, is foundational to the mission of the College but not truly a mission statement.

Projection

In the next two years, communications staff, in consultation with the president, will reconcile the College's statements of mission and purpose and publicize them in consistent and clear ways.

To assist in this effort, we recently conducted a comprehensive market research study to guide outreach efforts, particularly to prospective students and their families. The College is now in the process of considering and/or implementing recommendations based on the results of that research. This will include careful and holistic consideration of how to communicate our mission, our values, and our purpose in the most effective ways.

Standard Two: Planning and Evaluation

In the time since our last reaccreditation review, Bowdoin College has significantly increased its capacity for planning and evaluation. From less formal planning, evaluation, and monitoring methods to rigorous, data-heavy modes of planning and assessment, we are now more fully engaged in strategic, academic, financial, and other resource considerations. Although evaluation is set apart from planning in Standard Two, a cycle of planning-implementation-evaluation is interwoven at Bowdoin. Evaluation efforts are undertaken at a number of levels, using a variety of methods, and with the goal of obtaining useful information that will aid decision-making, set the stage for further planning, strengthen the operation of the College, and improve the quality of the educational experience for Bowdoin students.

Planning

Planning Description

Planning and evaluation were featured as one of four areas of concern raised in the 2006 reaccreditation review. The review team stated that the College needed to integrate space planning into the long-range goals of the institution. This is now well underway. The College has reengaged the architecture and planning firm Skidmore Owings and Merrill (SOM) of Chicago to build upon their earlier campus planning studies of 2004, 2008, and 2011; update the current Campus Master Plan; and assist the College in identifying and setting future priorities for physical resources. SOM has conducted multiple information-gathering sessions with College stakeholders since late 2015. The firm is synthesizing the input received to develop planning concepts and recommendations for review by the Board of Trustees. Planning is underway for the Roux Center for the Environment, a new \$16.4-million academic building designed to encourage collaborative study of local and global environmental conditions and concerns. The project, approved by the Board of Trustees, is currently in the design development phase, and the building is scheduled to open for the Fall 2018 semester.

The guiding principles for campus master planning, as approved by the Board of Trustees, are to recognize the campus's historic character and connection to the Town of Brunswick and to endorse the values of a mixed-use campus, walkability, environmental stewardship, and design planning and review. The Campus Planning and Design Committee, composed of faculty, staff, and students, meets regularly to review design and aesthetic issues.

In the mid-2010s, the College anticipated the growing need for more data to inform planning and decision-making. Additionally, the College's historic data assets were vulnerable, because the responsibility for and access to historical College data was limited to a single individual. In 2015, [the Office for Institutional Research, Analytics, and Consulting \(IRA&C\)](#) was formed, merging the former institutional research office

with the data warehousing group within Information Technology. This new group reports directly to the president, oversees institutional data stewardship, conducts analyses for senior leadership, reports institutional data to external agencies, and has begun the development of an enterprise data warehouse to secure and leverage the College's data assets.

President Clayton Rose has renewed the College's emphasis on planning and illustrated the importance of decisions being informed but not driven by data. His first signature project, the Roux Center for the Environment, provides a significant opportunity to engage in academic, strategic, and financial planning. A program committee for the Roux Center, composed of faculty, staff, and students working collaboratively with senior administrators and the architects Cambridge Seven Associates (C7A), has engaged in planning at every level, from working within an established budget framework, to thinking about the new building in relation to buildings that will be partially vacated in the process, to envisioning the new building as a "test kitchen" for the campus—a space in which new modes of teaching, learning, research, and interdisciplinary collaboration can take place.

Planning efforts across the campus are described in more detail elsewhere in this self-study. Academic planning is described in Standard Four, admissions and communications planning is described in Standard Five, carbon neutrality planning and campus space planning are described in Standard Seven, and digital communications planning is described in Standard Nine.

Planning Appraisal

In the past, Bowdoin's planning sometimes suffered by remaining within the realm of senior administration and specific committees or departments. During his short time at Bowdoin, President Rose has engaged the entire Bowdoin community in planning discussions, from the board to budget managers. In 2016-2017, all departments participated in fiscal planning with a zero-based budgeting exercise designed to rigorously review every dollar in the budget, build a culture of cost management among all departments, and initiate planning efforts that are linked from the outset to budgetary realities to prepare the College for financial uncertainty, unforeseen challenges, and opportunities for enrichment.

The Office for Institutional Research, Analytics, and Consulting (IRA&C) has six staff members dedicated to stewarding the College's data assets, performing analyses to inform planning and decision-making, managing external reporting, and building the capacity for analytics within the operations of the College. Compared to our peers, Bowdoin is well positioned in this area. Since its inception in January 2015, IRA&C has achieved three important milestones: the technical foundation of the College's data warehouse was built, the historical student census data was put into the data warehouse, and the reporting tool to access the data warehouse was deployed. Bowdoin's data warehouse, [the Data Hub](#), stores College data from various systems (e.g., the Offices of

Admissions, Financial Aid, the Registrar, and Alumni and Development Information Services) for specific planning and evaluation analysis. In one of its first applications, the IRA&C staff developed a dashboard for the dean of student affairs and the associate dean for diversity and inclusion to view outcomes data (graduation and retention rates) of particular populations of Bowdoin students.

The Data Hub increases not only our collective capacity; it also increases the stewardship of Bowdoin's data assets. IRA&C helps the College take data out of silos, enhances its access and use, and increases the capacity of divisions of the College to share data and plan more broadly. A group of staff from across the College who are responsible for data stewardship and analysis meets monthly to share knowledge and analytical techniques.

While the future is never certain, having visibility into longitudinal trends increases the College's ability to plan. College leaders will be better able to leverage data from across the College to inform strategic decisions and plan for the future.

In Spring 2016, the senior officers selected a set of performance indicators to track as a way to provide an overview of institutional effectiveness to the senior officers and the Board of Trustees. As these metrics are used in their planning and discussions, the final performance indicators will be refined.

Evaluation

Evaluation Description

The same across-the-college approach used for planning is now also true of evaluation. The College has expanded the evaluation function to involve staff from multiple departments. The associate deans for academic affairs and the faculty liaison for advising understand assessment to be part of their jobs, whether they are focused on advising, the curriculum, courses, or faculty. The Center for Learning and Teaching is developing expertise in assessment. IRA&C not only provides data stewardship and analysis but also has a staff member focused primarily on student/alumni surveys and assessment. The academic affairs office recently hired a manager for academic data and operations who has an assessment background. Staff in the registrar's office now have and are continuing to develop the skills and tools to analyze the effectiveness of degree requirements. Staff members from academic affairs, the registrar's office, and IRA&C meet regularly to plan and coordinate projects requiring data analysis and assessment.

Data is accessed and used differently than before, in more integrated, coordinated ways and with greater consistency and capacity for data-sharing and analysis. The six staff members in IRA&C have direct relationships with decision makers across the College and consult with College offices to provide targeted evaluation and/or boost the capacity of these offices for data-informed decision-making.

Since our last reaccreditation review, Bowdoin joined the Consortium of Financing Higher Education (COFHE), which provides a valid way to compare ourselves to our peers. COFHE reports complement our own data and help us identify national trends, plan accordingly, and benchmark our efforts and successes among the most competitive liberal arts undergraduate colleges.

As described in Standard Eight, Bowdoin has been surveying its alumni about the skills and abilities they acquired at Bowdoin and their current employment or graduate studies since 2013. As of January 2017, we have data from twelve different cohorts of students, from which we can assess some of the medium- to longer-term benefits of a Bowdoin education. To enhance the information we gather, with average response rates of 50 percent for classes that are ten years out and 62 percent for classes that are one year out from Bowdoin, we conduct additional research with LinkedIn and National Student Clearinghouse and now achieve a 90 percent “knowledge rate” for the alumni in the surveyed classes.

Bowdoin regularly employs working groups or ad hoc committees to evaluate the effectiveness of particular initiatives or policies. These groups, composed of representatives across campus, are given a charge and period of time to study an issue and develop recommendations. In 2016-2017, two examples are the Ad Hoc Committee on Inclusion and a forthcoming working group on off-campus and upperclass housing. The housing working group, like other working groups, will use quantitative and qualitative methods (historical housing records, campus survey, focus groups, and community forums) to fully understand the student experience.

Evaluation Appraisal

Bowdoin’s students are summarily successful in completing their degrees and prospering in careers and graduate work. Our retention and six-year graduation rates are well above 90 percent (see Standard Eight’s Data First Forms). The percentage of alumni who donate to the College is among the highest in the country, with giving rates ranging from 56-62 percent over the past five years. Approximately 90 percent of graduates five and ten years after graduation say that Bowdoin prepared them well for many aspects of their lives after college: their current job, graduate school, everyday life, contributing to society, and lifelong learning. Ten years after graduation, 75 percent of our graduates are in pursuit of or have obtained a graduate degree.

Bowdoin graduates are successful in finding employment. Within one year of graduation, 74 percent of our graduates enter the job market. In 2015-2016, we conducted an assessment to compare the organizations for which recent Bowdoin graduates work, compared to our peers. Among employers representing the first destination of Bowdoin seniors who planned to work after they graduate, the vast majority hire one senior. Only 2 percent of the employers hired five or more Bowdoin seniors from three recent graduating classes. This finding, of a “long tail” among employers, was similar among

our peers. As for industries, we lead in the percentage of recent alumni entering the field of education, which is consistent with Bowdoin's mission to serve the common good.

One of the concerns of the 2006 review concerned assessment of student learning. Since then, Bowdoin has focused on the development of departmental learning goals, efforts to improve and assess learning for all students, and efforts to assess student success. Standard Eight describes these efforts in detail.

As seniors graduate, approximately 90 percent report that Bowdoin has contributed to their ability to write effectively, communicate well orally, think analytically, acquire broad knowledge of the arts and sciences, and formulate original ideas and solutions. Fewer seniors (approximately 70 percent) report that Bowdoin has contributed to their ability to use quantitative tools. As discussed in Standard Four and Eight, we are considering how to increase the quantitative literacy of all of our students.

Feedback from students, both qualitative and quantitative, is gathered at multiple points during and after their Bowdoin experience. We conduct surveys of students before they arrive on campus, at the end of their first year, at the end of their senior year, and one, five, and ten years after graduation. The surveys include both closed and open-ended questions. The response rates of our surveys surpass most of our peer's response rates; 72 percent to 99 percent of our students respond. Additionally, students provide essential feedback to the College every semester through their Bowdoin Course Questionnaires (BCQs) and their engagement in the faculty promotion and tenure process. We recently initiated several improvements to the system we use for student assessment of courses and instructors, including moving to an online mechanism for BCQs. These ongoing changes are described in Standard Eight.

Across the College, we have focused on implementing systems that provide faster feedback on the effectiveness of programs and services. In addition to the Bowdoin Course Questionnaire and the Data Hub mentioned above, the College has implemented new applications in key areas of the College (Workday for human resources and payroll; Slate for admissions). Each has built-in analytical capabilities and better reporting capacities than we had before. These built-in metrics and reporting tools shorten the data collection, analysis, and decision cycle. To provide one example, when admitted students decide whether to come to Bowdoin, they are given an eight-item questionnaire about why they decided to accept or decline Bowdoin's offer of admission. In the past, it took months to collect and analyze the Admitted Students Questionnaire to learn what was attracting (or not attracting) students to Bowdoin. With Slate, quantitative and qualitative information is both immediately available and stored for further analysis.

The current marketplace for evaluation systems intended for academic support services is less mature than those for admissions and human resources. Bowdoin's programs that support students academically, such as the Center for Learning and Teaching and the Center for Co-Curricular Opportunities, currently collect, track, and analyze data in a rather isolated manner. Given the importance of these services and programs to students' success, a group of staff from information technology, academic affairs, and IRA&C are

working collaboratively to identify a system that will provide a student-centric approach and a more efficient integration of data.

Projection

In support of the College's planning and evaluation broadly, a data governance task force is being formed to establish principles and procedures that will serve as the foundation for Bowdoin's data governance. By June 30, 2018, the task force will complete its work, which includes writing a charter for the ongoing committee that will determine access to institutional data, establish data definitions, and oversee other data governance policies.

By 2018-2019, the College's senior leadership and trustees will be fully utilizing the established set of performance indicators.

Over the next three years, with the help of Skidmore Owings and Merrill, the College will engage in long-term campus planning, with the goal of conducting renovations where possible and building where necessary or most desirable.

By the summer of 2019, the College will have a systematic and secure method of collecting and storing data on Bowdoin's academic support services for operational and longitudinal analysis.

Standard Three: Organization and Governance

As noted in the introduction, Bowdoin College was chartered on June 24, 1794, by the General Court in Boston, when the District of Maine was still part of Massachusetts. Details of the College's governing documents, including its charter and by-laws can be found here: <http://www.bowdoin.edu/president/governance/index.shtml>. These documents ensure Bowdoin College's autonomy; at the same time, they mandate institutional structures and practices to facilitate the accomplishment of the College's mission and purposes.

Both the arrival of a new president in 2015 and continued work on the part of the faculty have resulted in some refinements and some changes to governance structures and practices since our 2006 self-study. Governance at the College includes formal structures—a board of trustees, the faculty body and faculty committees, administrative structures, and student government—as well as more agile forms of governance, such as faculty working groups. Ongoing efforts aim for clarity in communication and process, inclusivity in decision-making, increased opportunity for periodic and systemic review, and efficiency, responsiveness, and meaningful engagement.

Each of these bodies described below—board of trustees, administration, faculty, and students—participates in and continuously seeks improvement to its self-governance and shared governance at the College. Each group recognizes the challenges Bowdoin faces, from the fiscal realities of anticipated lower returns on endowment to the critical necessity of continuing to create a positive, affirming Bowdoin community, not as an oasis from the world but as an antidote to its divisiveness and a place to learn how to work constructively and productively through challenges.

Board of Trustees

Board of Trustees Description

Until 1996, Bowdoin had a bicameral governance system. The conversion from a bicameral body (made up of twelve trustees and forty-four overseers, plus the president) to a unicameral governing board was reported in the 1996 self-study and subsequently reviewed positively.

The current Board of Trustees is composed of forty-one members, including the president, with board terms set at five years. Board members typically serve a second five-year term, and some serve for longer periods. As vacancies arise on the board, the Committee on Trustees (the board's governance committee) works with the president and senior staff to identify new trustees to fill specific gaps. Currently, eighteen members of the board are alumni, three are parents of Bowdoin students or graduates, and nineteen are both alumni and current or former Bowdoin parents.

The Board of Trustees has a commitment to diversity within its own membership. Trustee composition also reflects a commitment to include a broad range of professional expertise and skills important to board operation and to represent the broad public interest. Newly elected trustees participate in a full-day orientation and are assigned a mentor from among their colleagues who has served on the board for at least three years. Outside of board meetings, the president of the College communicates with the board through regularly scheduled calls with the board chair as well as through in-person, phone, and email contact with individual members and groups of trustees.

As noted in Standard Nine, the College monitors conflicts of interest within the board on an annual basis; it then measures and fully discloses any potential conflicts. More than two-thirds of our board members are free of personal or immediate financial interest in the College. The Board of Trustees has a standing committee that reviews the internal and external audit controls of the College, annually recommends the appointment of the independent auditors to the trustees, meets at least annually with the independent accountants to review the financial statements, and reviews the scope and nature of the annual audit procedures. The College's auditors conduct an audit in accordance with auditing standards generally accepted in the United States. [Bowdoin's Statement of Trustee Roles and Responsibilities](#), which clearly explains the fiduciary responsibilities of the board, also contains documents pertaining to the authority, responsibilities, and relationships among the governing board, administration, faculty, and staff. Not incidentally, each member of the board is asked to perform a self-evaluation every five years. A process for the board to collectively evaluate its effectiveness on a periodic basis is currently under discussion.

Board of Trustees Appraisal

The College's by-laws were amended in October 2016, but there has not been a comprehensive review of the by-laws since the early 2000s.

Since the last review, we have made changes to board governance through a new approach to the board's on-campus meetings and off-site retreats. On a forty- to forty-five-member board, much work is done within the committee structure and during on-campus meetings. Due to the large size of committees and relatively short and infrequent meeting times, a great deal of reporting "to" trustees had previously been taking place. Although attendance and engagement at board meetings has been strong, there was an opportunity to improve connection and deepen engagement. President Rose has begun to shift that culture and practice in a number of ways, such as by altering the board meeting schedule to increase the time allotted for full-board discussions and to allow for more in-depth conversation within the committees.

In order to deepen the engagement of the board, increase trustee knowledge of campus matters, and further develop the quality of the conversation between board members and Bowdoin leadership, we have changed our approach to our three on-campus meetings and our biennial off-campus retreat. Board members are now sent extensive material to

review two weeks in advance of each trustee weekend and are asked to focus their preparation in a way that considers answers to specific questions. The overall goal is to enable trustees to provide insight and advice to the College's leadership on essential and strategic long-term issues, opportunities, and challenges. We have found that this advance review of materials has helped increase dialogue during committee meetings and full board sessions, and meetings are now structured accordingly.

President Rose has also engaged the board in self-reflection about the number and structure of board committees, with the twin goals of increasing the time the board spends focusing on essential issues and increasing the effectiveness of trustee committees. Board weekends now regularly include outside speakers who help build collective knowledge on specific topics.

The trustees have regularized biennial board retreats, which also include outside speakers and provide an opportunity for board members to discuss specific topics in depth without the confines of a regular meeting schedule. Our most recent board chairs have also taken part in regional meetings with board chairs of other colleges and universities and have attended Association of Governing Board conferences.

The board retreat of February 2016 provided an opportunity to explore one topic in greater depth: the effectiveness of the board. A presentation by Dick Chait, professor emeritus at Harvard Graduate School of Education and an expert in higher education governance, informed robust discussions at the retreat. Subsequently, an ad hoc committee focusing on governance review has been examining a number of aspects of board function and effectiveness, among them reducing the number of committees, encouraging more cross-committee conversation, and expanding opportunities for individuals from across the Bowdoin campus to meet with trustees on a variety of topics.

In the spring of 2017, the College again engaged Dick Chait, who interviewed trustees individually, asking questions about where the Board adds the most value and where it could do better. Responses will be collated and discussed at the October 2017 board meeting.

Administration

Administration Description

The Board of Trustees appoints the president of the College and annually reviews the president's performance. The president, to whom the by-laws delegate authority to lead the College, delegates significant leadership to senior officers. See workroom for the organization chart of the College for administrative and staff functions, along with more detailed organizational charts for distinct administrative areas of the College. With support and guidance from the senior officers, the president assures that the College employs faculty and staff sufficient in role, number, and qualifications for Bowdoin College to enact its mission.

President Rose meets weekly with the senior officers group, which includes the dean for academic affairs, dean of student affairs, dean of admissions and financial aid, senior vice president for finance and administration & treasurer of the college, senior vice president for development and alumni relations, senior vice president for communications and public affairs, senior vice president for investments, and senior vice president and chief information officer. The vice president and special assistant to the president & secretary of the college, who works closely with the Board of Trustees, also attends these meetings. Each senior officer serves as liaison to trustee committees, meets individually with the president, and represents faculty, staff, and student needs and concerns to the president. The president also meets regularly with the senior leadership of Bowdoin Student Government.

Administration Appraisal

With the departure of President Barry Mills in 2015 and the resignation of Dean for Academic Affairs Cristle Collins Judd the same year, as well as subsequent resignations of Vice President of Finance and Administration & Treasurer S. Catherine Longley and Senior Vice President for Development and Alumni Relations Richard Ganong, there has been change at the senior leadership level at the College over the past two years. While some of these vacancies were filled with internal candidates/appointments (as were resulting vacancies), the new president and incoming academic dean were selected from outside of the Bowdoin community.

Clayton Rose began serving as Bowdoin's fifteenth president in July 2015 and marked his inauguration with a notable series of intellectually engaging events in October of that year. In order to think expansively and creatively about his presidency, President Rose spent significant time in his first year listening to and learning from others, including faculty, staff, students, community members, and alumni/ae. Combined with deep dives into the College's many forms of data, these conversations have helped the president articulate a sense of aspirations and opportunities, which include examining and furthering the College's purpose, engaging in innovation, seeking out new opportunities for growth, and strengthening the intellectual and community culture that makes Bowdoin unique, even among its peers. Building on the strong foundation under President Mills, President Rose has asked fundamental questions about a Bowdoin education: how Bowdoin students should learn, what they should know when they graduate, and how the College can provide them with a living and learning experience that embodies diversity, inclusion, and excellence.

With the transitions in senior leadership at Bowdoin, administrative leaders and their staff members continue to adapt to change, work toward emerging visions, and position the College for continued strength and intentional growth. In 2017-2018, President Rose will begin his third year at Bowdoin; Scott Meiklejohn will begin his second year as senior vice president for development and alumni relations; Whitney Soule will begin her second year as dean of admissions and financial aid; Matt Orlando will begin his second

year as vice president of finance and administration & treasurer after six months as interim in this position; and the College will welcome a new dean for academic affairs, Elizabeth McCormack, from Bryn Mawr College.

Faculty

Faculty Description

Faculty governance is organized through academic departmental and program committees, faculty meetings, faculty and College committees and working groups, and faculty representation at meetings of the Board of Trustees. Faculty meetings occur monthly during the academic year. The Committee on Governance and Faculty Affairs (GFA), together with the dean for academic affairs and the president, plans the agenda for faculty meetings and moderates the meetings. All faculty are encouraged to attend and participate in faculty meetings, and nearly all faculty members participate in shared governance by serving on committees.

In the 2006 reaccreditation review, faculty governance stood out as one of four areas of concern. The reviewers requested that the College clarify the system of faculty governance by simplifying its committee structure, reducing the number and size of committees, and eliminating the need for ad hoc committees. As outlined in the 2011 Fifth Year Report, Bowdoin's Committee on Governance took these concerns to heart and, after much deliberation, recommended substantive changes to the governance process. The resulting restructuring proposal was discussed by the faculty and approved unanimously, going into effect on July 1, 2008. With fewer and more deliberately designed committees, the work of shared governance has been apportioned more equitably and efficiently, achieving three goals: engaging as many faculty as possible in shared governance; making each faculty member's committee service clearly meaningful; and ensuring that, over time, all faculty can experience a reasonable balance between teaching, scholarship, and service. The new governance structure has also resulted in more clarity about the work of committees and working groups, through verbal and written reports to the faculty, collaboration between committees, and monitoring by GFA as a clearinghouse.

The revised governance committee, the Committee on Governance and Faculty Affairs (GFA), has established guidelines, published in the [Faculty Handbook](#), for eligibility for (and exemption from) committee service; it also consults with longitudinal records of faculty service. Working groups (shorter-term, timely, task-oriented committees) have replaced ad hoc committees and have, in recent years, examined and made recommendations on a number of issues, from online textbooks to peer classroom visitation. Recent name changes for two committees are indicative of changing faculty understandings of the relationship between diversity and inclusion: the Advisory Committee for a Diverse Community is now the Advisory Committee for an Inclusive Community, and the Faculty Diversity Committee is now the Faculty Diversity and Inclusion Committee.

Faculty Appraisal

Even with the changes of the last ten years, faculty members often find faculty governance in general, and committee service in particular, confusing components of academic life.

Since the revised faculty governance structure, GFA consistently uses a more methodical, intentional, and thoughtful process for appointing faculty to committees, taking into account more data and information on individual faculty (workloads, interests, history of service, etc.) than before. The Office of the Dean for Academic Affairs has enhanced its support of the committee election and appointment process, providing data on individual histories of service and on faculty who will be available and meet the criteria for vacant committee seats. Nevertheless, some faculty members still report dissatisfaction with particular committee workloads and with how committee work advances to the faculty as a whole.

Monthly faculty meetings typically draw 75-100 faculty members in attendance, in addition to a few senior staff, academic staff, and student observers. At the start of the 2016-2017 academic year, GFA, in the face of some faculty complaints, surveyed the faculty in order to assess the workings of the faculty meeting as well as the efforts of GFA itself. The committee has since sorted the ninety-six survey responses into three groups: topics for discussion among the faculty, ideas for restructuring faculty meetings, and a more amorphous group of remarks, which might be called “efforts and obstacles toward transparency.” GFA has shared with the faculty a report based on the results of the survey and has begun to engage faculty colleagues and the administration in prioritizing topics and next steps. An abbreviated list of topics of concern to faculty includes distribution requirements and general education, grade inflation, inclusivity, classroom visitation, mentoring, judicial board processes, and technology. In sum, the responses reveal a strong desire on the part of faculty members for meaningful and focused discussion of vital topics. As an initial response, in February of 2017, GFA scheduled an additional faculty forum following the faculty meeting to provide a space to deliberate on issues raised on the faculty floor.

Students

Students Description

Bowdoin students play an active role in the governance of the College. The [Bowdoin Student Government \(BSG\)](#), a body of twenty-six, represents all Bowdoin students, advocates for their interests, and provides them with leadership opportunities across the campus. BSG appoints more than forty students to designated seats on committees of the College, including trustee committees. President Rose, in addition to meeting regularly with the senior leadership of BSG, holds regular office hours for any students who wish to engage with him concerning matters of the College.

Students Appraisal

Bowdoin has an unusually high degree of student representation at all levels of governance. This opportunity for students to serve and participate is meaningful for them educationally and personally.

One recent topic under consideration is student participation in faculty meetings. Currently, observation by students, outlined in the *Faculty Handbook*, is limited to representatives of BSG and of the student-run college newspaper, [*The Bowdoin Orient*](#). Occasionally, other groups of students have wished not only to attend, but also to have a voice at faculty meetings. The faculty governance committee (GFA) spent a considerable amount of time during the 2016-2017 academic year discussing the role of students at faculty meetings. As a result, GFA purposefully developed a “non-policy policy” to allow students opportunities to engage at faculty meetings in both well-planned and more spontaneous ways. At the same time, the question has prompted GFA also to consider curtailing student presence at faculty meetings for part or all of some of those meetings in order to enhance the experience of the faculty, some of whom may feel uncomfortable discussing topics openly with students in the room.

Projection

The Board will continue to shift its focus to enable trustees to provide insight and advice to the College’s leadership on a handful of essential long-term issues, opportunities, and challenges. This will be accomplished in a variety of ways, including increased interaction between trustees and faculty around specific themes and lengthier full-board sessions, which allow trustees more in-depth engagement on specific topics.

A new board committee structure is under review and will be implemented with the 2017-2018 academic year.

The Board will continue to address specific governance issues, including responses to questions of board value, effectiveness, and self-assessment, final review and adoption of the new governance structure in July 2017, and a thorough review of the College’s by-laws to be conducted in 2017-2018.

The faculty is focusing on how to have more fruitful discussions as a self-reflective governing body, both within monthly faculty meetings and in other forums. In the next two to three years, the faculty, as well as the dean and president, will be guided in this effort by the results of GFA’s recent survey and the ongoing conversations prompted by the survey.

GFA is newly invested in improving the experience and effectiveness of committee work as part of faculty governance, by educating faculty members about the responsibilities of the standing committees of the faculty. As one example, in the spring of 2017, GFA and

the Office of the Dean for Academic Affairs will host the first annual informational meeting for junior faculty, to shed light on what faculty committees do and what service on committees entails. The goal is to raise awareness, interest, and confidence among junior faculty as full citizens of the College and participants in shared governance.

In support of the faculty committee election and appointment process, beginning in 2017-2018, the Office of the Dean for Academic Affairs will improve its process for making relevant information accessible and useful to GFA during the committee appointment process and enhance the tool for tracking longitudinal history of individual service.

Discussions of how and when to create student-free time at faculty meetings will be initiated by GFA (2016-2018).

Standard Four: The Academic Program

A Liberal Education

As a small, residential liberal arts college, Bowdoin is a vibrant academic community with the support to take surprising risks. Students undertake their academic journey with a talented faculty of internationally recognized scholars and artists who are dedicated and inspiring teachers. From the first-year seminar through senior seminars and other advanced courses, students are immersed in subjects with teachers who illuminate student learning with their own passion for the disciplines. Faculty and students work closely together in classrooms, labs, performance halls, museums, and in the field. Indeed, generations of Bowdoin students describe their relationships with faculty members as among the most important of their lives.

Bowdoin College's academic program is guided in large part by our mission statement. "It is the mission of the College," the document states, "to engage students of uncommon promise in an intense full-time education of their minds, exploration of their creative faculties, and development of their social and leadership abilities, in a four-year course of study and residence that concludes with a baccalaureate degree in the liberal arts." A liberal arts education is not narrowly vocational; rather, it provides the broadest grounding for finding a vocation by preparing students to be engaged, adaptable, independent, and active citizens. The success of a Bowdoin education is evident in the capacity of graduates to be informed and critically analytic readers of texts, evidence, and conclusions; to be able to construct a logical argument; to communicate in writing and speaking with clarity and self-confidence; to understand the nature of artistic creation and the character of critical aesthetic judgment; to have the capacity to use quantitative and graphical presentations of information critically and confidently; and to access, evaluate, and make effective use of information resources in varied forms and media.

These fundamental capacities serve as crucial supports for a commitment to active intellectual inquiry—to taking independent and multifaceted approaches to solving complex problems; knowing how to ask important and fruitful questions and pursue answers critically and effectively; sharing in the excitement of discovery and creativity; and being passionately committed to a subject of study. Bowdoin students should, over the course of their education, gain the ability to engage competing views critically, make principled judgments that inform their practice, and work effectively with others as informed citizens committed to constructing a just and sustainable world.

Bowdoin offers a course of study leading to one degree, the bachelor of arts. Our students design an education in the context of their own developing goals and aspirations and in relation to the College's vision of a liberal education, its distribution requirements, and the requirements of a major field of study. The academic program is sustained by twenty-two academic departments and eight interdisciplinary programs, which offer nearly 400 courses (and seventy separate lab sections) each semester. Four years (eight semesters) of

academic study culminate in a bachelor of arts degree, as long as the student has earned thirty-two credits and fulfilled the College's general education and major requirements.

Over the last decade, Bowdoin's [academic program](#) has continued to place emphasis on maintaining a diverse academic program typified by rigor and innovation in the classroom. Our academic program prepares our students for life in a changing world by offering courses that focus on diverse cultures and traditions; present significant international scope; equip students with quantitative and computational skills that can be applied within a variety of disciplines; provide experience in performing, creating, exhibiting, and curating; and highlight the importance of interdisciplinary approaches to learning, logical thinking, and problem solving. Standard Six addresses examples of the variety of teaching methods utilized at Bowdoin, and a host of syllabi may be found in the workroom, but some recent course titles give an idea of the range of our course offerings: African Migration and Globalization, Art and the Environment, Global Pentecostalism, Cancer Biology, Chaucer's Dreams, Fishing in the Gulf of Maine, Artificial Intelligence, Earth Climate History, The American Presidency, Joan of Arc, Data-Driven Societies, James Baldwin, and Capitalism and State Power in China.

President Rose regularly invites faculty, staff, and students to participate in efforts to make Bowdoin a more diverse and inclusive learning community, both in terms of the needs and experiences of individuals and in terms of the offerings and content of our curriculum. His newly formed Ad Hoc Committee on Inclusion is reviewing the 2016 report on Bowdoin's current challenges and needs by Camille Charles, the Edmund J. and Louise W. Kahn Term Professor in the Social Sciences at the University of Pennsylvania, and Rory Kramer, assistant professor at Villanova University. The report focuses especially on the challenges facing low-income students, first-generation students, and students of color. The role of the Ad Hoc Committee on Inclusion is to consider next steps—including curricular changes—to enhance and encourage a central aspect of our mission: deep engagement and discourse by our students on the most difficult challenges facing our world.

Bowdoin faculty employ a wide range of technological and pedagogical methods in their teaching and often explore pedagogical innovations. Recent examples of innovation include:

- Professor of Digital and Computational Studies Crystal Hall's course How to Read 1,000,000 Books, in which students read a physical copy of an Italian science fiction novel at the same time that they are learning how to perform basic computational analyses of the text file of the same novel
- Professor of Chemistry Rick Broene's video archive of lectures for his Organic Chemistry class, which provides students review options for all course material, including that from the chalk boards and projected graphics

- Professor Jackie Brown’s Sculpture I class, in which, for one exercise, students work collaboratively to build a sculpture from floor to ceiling, emphasizing process over product and encouraging risk taking and experimentation.

Other faculty have innovated pedagogically by designing course clusters, in which faculty team teach or in which students in related courses come together on occasion for shared lectures, films, meals, and other activities. Recent course clusters include those supported by the Mellon Foundation: The Civil War, Medieval and Early Modern Studies, Mediterranean Studies, and Studies in Beauty. Two courses in the Mediterranean Studies cluster, upper-level courses in Latin and Italian, took a joint faculty-led trip to Sicily in 2016 to study the historical, social, and cultural complexities of the island. Many courses make use of the collections of the [Bowdoin College Museum of Art](#) and the [Peary-MacMillan Arctic Museum](#) as integral parts of the coursework.

Every academic department and program has published a set of learning goals for students taking their courses as well as those who decide to major or minor in the discipline. This topic is taken up in Standard Eight as well, but here we provide examples of learning goals in each of the divisions of the College: [natural sciences and mathematics \(math\)](#); [humanities and the arts \(classics\)](#); and [social and behavioral sciences \(psychology\)](#).

Departments and programs offer a variety of major and minor tracks that provide students mastery in those disciplines. The majors and minors are structured to help students understand and contextualize disciplines both broadly and deeply. Requirements for the major ensure that students experience verticality in their areas of study, from introductory to advanced courses and with sufficient opportunity for breadth and depth along the way. There is significant range in the structure and requirements for majors: some departments/programs offer coordinate majors; others require students to take courses from different departments/programs; and most offer opportunities for independent work at the intermediate and advanced levels.

Curricular oversight at Bowdoin begins with the work of curricular committees, which include the Curriculum Implementation Committee (CIC), the Curriculum and Educational Policy Committee (CEP), and [the Recording Committee](#). Following committee review, new or revised courses, majors, minors, and curricular policies are approved by faculty vote.

In this way, the faculty—in consultation with staff and student representatives—oversees the academic program and is responsible for the day-to-day oversight of its implementation. The dean for academic affairs, the president, and, ultimately, the Board of Trustees have an overarching authority over the direction and structure of the academic program.

Review and adaptation at the department level occur regularly. Annually, every department and program submits a report to the dean for academic affairs, outlining curricular developments and student achievements and noting any challenges the

department/program is facing. Historic data is supplied to departments and programs to help inform and contextualize these reports.

External reviews of academic departments and programs are conducted on a ten-year cycle ([guidelines](#)). A self-study is prepared by the department/program and then presented to a team of three outside reviewers drawn from institutions (both peer and larger research institutions) from around the US. This is followed by a campus visit, during which the review team meets with faculty, students, and administrators. A report by the review team, along with a follow-up response from the department or program, is used as the basis for continued curricular planning.

Continued review and development of the College's academic program has led to some important changes and additions during the last ten years. Among these are a revision of [Introduction to Art History](#) to involve multiple instructors and a mix of lectures and small discussion sections, the creation of the Department of [Earth and Oceanographic Science](#) in 2010 from the Department of Geology, the creation of the [Bowdoin Teacher Scholars Program](#) in 2011, the emergence of the [Digital and Computational Studies Initiative](#) in 2014, the first offering of the [Bowdoin Marine Science Semester](#) in 2015, the creation of the [Gender, Sexuality, and Women's Studies Program](#) as a merger of Gender and Women's Studies and Gay and Lesbian Studies in 2016, and the creation of a [coordinate major in education](#) in 2016.

English is the default language for all courses except those explicitly taught in a foreign language, and the major and distribution requirements, including a required first-year seminar (FYS), promote competency in reading, writing, and speaking in the English language. Those same distribution requirements ensure that students take courses that represent all areas of the curriculum. The College's Center for Learning and Teaching, highlighted in Standard Eight, provides further resources through the programs in Writing and Rhetoric and English for Multi-Lingual Speakers (EMS).

General Education

General Education Description

The bachelor of arts degree program at Bowdoin requires students to seek breadth in their general education through a set of distribution and division requirements that stimulate students to navigate the curriculum in ways that encourage exploration and broaden students' capacities to view and interpret the world from a variety of perspectives. In addition, every student must complete a first-year seminar (FYS). A wide array of first-year seminars is offered each year from a variety of disciplines, but each focuses on writing. Finally, to graduate, a student must also complete an approved major. For more information, see [curriculum](#).

As noted above, each student must complete a first-year seminar, normally in the first semester at Bowdoin, as well as one full course credit in each of the five following areas

of distribution, highlighted further in Standard Eight: Mathematical, Computational, or Statistical Reasoning (MCSR); Inquiry in the Natural Sciences (INS); Exploring Social Difference (ESD); International Perspectives (IP); and Visual and Performing Arts (VPA). In addition, students must complete at least one full-credit course in each of the following three divisions of the curriculum: the natural sciences and mathematics; the humanities and the arts; and the social and behavioral sciences. Descriptions of the distribution requirements, arrived at through careful and robust faculty discussion, are outlined below.

Mathematical, Computational, or Statistical Reasoning (MCSR). These courses enable students to use mathematics and quantitative models and techniques to understand the world around them either by learning the general tools of mathematics and statistics or by applying them in a subject area.

Inquiry in the Natural Sciences (INS). These courses help students expand their understanding of the natural sciences through practices associated with questioning, measuring, modeling, and explaining the natural world.

Exploring Social Difference (ESD). These courses develop awareness and critical understanding of differences in human societies (such as class, environmental resources, ethnicity, gender, race, religion, and sexual orientation). ESD courses build the analytic skills to examine differences within a society and the ways they are reflected in and shaped by historical, cultural, social, political, economic, and other processes.

International Perspectives (IP). These courses assist students in developing a critical understanding of the world beyond the United States. IP courses provide students with the tools necessary to analyze non-US cultures, societies, and states (including indigenous societies and sovereign nations within the United States and its territories), either modern or historical.

Visual and Performing Arts (VPA). These courses help students expand their understanding of artistic expression and judgment through creation, performance, and analysis of artistic work in the areas of dance, film, music, theater, and visual art.

A number of policies have been established by the faculty to ensure that students progress through the curriculum in ways that reflect Bowdoin's commitment to a liberal education. The College recommends that students complete all distribution requirements by the end of the fourth semester in college. A course will be counted toward meeting a distribution or a divisional requirement if the student earns a grade of D or better in the course and if the student has taken the course for a letter grade, rather than the Credit-D-Fail option. Students may not count the same course toward more than one distribution requirement. With one exception, students may count the same course to meet a division and a distribution requirement. The exception is a course designated to meet the humanities

division requirement and the visual and performing arts distribution requirement; students may not count such a course to meet both requirements.

First-year seminars, independent study courses, and honors projects do not fulfill any of the five distribution requirements described above. Further, neither distribution requirements nor division requirements may be met by Advanced Placement or International Baccalaureate credits; these may only be satisfied with courses taken at Bowdoin.

The First-Year Seminar Program is designed to help students understand what it means to undertake serious intellectual work at the college level and provides small class settings (16-student enrollment cap) where students can engage with a particular topic, a professor, and their peers. First-year seminars provide an opportunity for in-depth study of a subject of mutual interest, as well as a place to develop college-level skills of critical thinking through reading, writing, and discussion. The development of such skills is a central feature of first-year seminars. All first-year seminars involve frequent writing practice, individualized feedback on writing, and an assignment structure that teaches students how to draft and revise. Additionally, the seminars provide an introduction to library research and an overview of the expectations of academic honesty and citing sources. This opportunity to learn and practice academic writing is both an independent goal of first-year seminars and an additional means through which faculty can introduce their discipline and invite students to engage with a particular subject.

Each fall, Bowdoin offers more than thirty-five [first-year seminar courses](#) on topics that traverse the Bowdoin curriculum. Students choose and register for these seminars during orientation, in conversation with their faculty advisors. First-year seminars were first made mandatory for the degree in 2005 and, starting in 2009, are required to be taken for a grade. In 2014, faculty voted that first-year seminars “should normally be completed by the end of the first semester.”

General Education Appraisal

Bowdoin’s current general education requirements were approved by the faculty in 2004 and phased in over the following two years (fully implemented in the 2006-2007 academic year). The most important (and contentious) component was the redesign of the distribution requirements. As planned, and over time, a review of the “new” curricular requirements has been undertaken during the last decade.

In 2008-2009, the curricular committees—Curriculum and Educational Policy Committee (CEP) and New Course Subcommittee, which later became the Curriculum Implementation Committee (CIC)—initiated a review of the distribution requirements. Between 2010 and 2012, faculty working groups met during the summers to formulate minor revisions to the distribution requirements; these were discussed by the faculty and adopted in 2013. This review also resulted in changes to the process for proposing that a

course be designated as one that may fulfill a distribution requirement ([distribution forms](#)).

Through this process, a number of observations and challenges relating to the distribution requirements have been identified. These include a reliance on faculty “volunteering” their courses for designation, which has led to an uneven supply of courses, making it difficult for some students to meet the distribution requirements and complicating the work of academic advisors. Resistance from some faculty to having their courses designated exacerbates the problem. In addition, there has been some confusion related to courses that meet more than one of the designations. Roughly half of our students find it difficult to fulfill their distribution requirements before our target of the beginning of their junior year. As we note in Standard Eight, students are most likely to fulfill the MCSR early on, due to the large number and predictable lineup of such courses. The distribution requirements that present the biggest challenges for students to fulfill are INS, as students prefer the special non-science course offerings in this category over the regular science offerings, and VPA, for which we do not always have a sufficient number of seats. Discussions are underway to augment the quantitative and computational expectations for our students, building upon the MCSR requirement.

While there remains broad support among Bowdoin faculty for the distribution requirements, some feel the criteria for designation need to be refined. This is particularly true among faculty who contribute to the INS courses. There is some discussion as to whether or not there should be INS courses explicitly available for “non-science” majors or whether introductory courses should fulfill this purpose. Faculty approved a broadening of the VPA designation in 2014 that has led to an increase in the number of VPA courses and seats available to students. The effect of these changes will be reviewed by CIC and CEP in the coming academic year (2017-2018).

The division requirements are a vestige of the “traditional” general education requirements at Bowdoin and were retained to allow courses not having the new distribution designations to count toward general education. Almost all courses receive a division designation automatically, with no petition necessary. Virtually all students fulfill the division requirement without any intentional planning and in advance of their senior year. In the Class of 2014, all students had completed their divisional requirements before the start of their senior year. In each subsequent year, fewer than fifteen students still needed to complete the divisional requirement during their senior year. For these reasons, and because students and faculty are often confused about the meaning and relevance of the division requirement, we are engaged in preliminary discussion of eliminating this requirement in the near future.

The first-year seminar (FYS) stands as Bowdoin’s only explicit writing requirement. As noted earlier, roughly thirty-five FYS courses are offered every fall semester to accommodate the entire incoming class of first-year students. A small number of FYS courses are offered in the spring semester for those students who still need to complete the requirement or who wish to take a second seminar. In 2015-2016, 100 percent of first-year students completed the first-year seminar requirement by the end of their first

semester at Bowdoin. Approximately fifteen students per year take a second first-year seminar.

Bowdoin's FYS program stresses the importance of writing within a discipline and provides faculty both guidance and considerable autonomy in designing their syllabi. While offered through a number of departments and programs, roughly 56 percent of first-year seminars come from three departments: government, English, and history. Other departments find it challenging to offer seminars in the fall semester, due to other curricular needs.

A faculty working group in the summer of 2015 concluded that an additional level of writing should be required of all students and recommended that a second-tier writing requirement be developed.

Major and Minors

Majors and Minors Description

Every Bowdoin student must complete at least one major to graduate, but the major at Bowdoin is far more than a set of related courses. The commitment to the major offers students the opportunity to develop a deep understanding of an area of study as well as the self-assurance to engage over time as independent and creative learners of, and then contributors to, that area of study. Using the departmental or interdisciplinary approaches available at Bowdoin, students choose a major in the spring of the sophomore year, using one of [six basic patterns to satisfy the major requirement](#) at Bowdoin: a departmental or program major; two departmental majors or a combination of departmental and program majors (a double major); the coordinate major; the interdisciplinary major; the student-designed major; or any of the preceding with a departmental or program minor.

The requirements for completing specific majors and minors are presented in detail in the [Academic Handbook](#) (online and in print) as well as on the department/program webpage. Students (and their advisors) can track their progress through the major using our online student information system (Degree Works). Bowdoin offers forty-four majors (departmental, interdisciplinary, coordinate, and student-designed majors) and forty minors. Course requirements for the major range from seven course credits (economics) to sixteen course credits (neurochemical concentration in the chemistry major). Within the major, the inclusion of introductory or prerequisite courses in the course count varies across departments and programs. Many science majors and the economics major include "hidden" prerequisites, such that the actual number of courses needed to complete the major is higher than the stated number.

The requirements for and structure of all majors and minors are, as described above, reviewed by the curricular committees (CIC and CEP) and approved by faculty vote. Modifications or revisions to existing majors and minors follow the same steps and are

reported to the faculty but do not require a faculty vote. Major requirements for each student are reviewed and approved by the department.

Majors and Minors Appraisal

Curricular committees have begun to engage in discussions about the role of the major in our curriculum, whether college-wide standards might be applied to all majors and what those might be. As one example of an issue that could be standardized, hidden prerequisites add to the courses needed for certain majors such that some students devote over half of their Bowdoin careers to a single major. Similarly, double-counting rules for double majors are inconsistent, permitting students in some fields to earn the distinction of a double major by completing significantly fewer courses than peers in other majors.

More consequentially, the Office of the Dean for Academic Affairs and CEP, in their regular review of enrollment trends to inform decisions related to staffing and curricular support, recognize significant changes in particular course enrollments and majors. Even allowing for discipline-specific variation in the structure of majors and the popularity of particular fields, several observations can be made. Demand and growth in some fields has been intense, while others are experiencing declines. Computer science, for example, graduated eight majors in 2010 and projects thirty-six majors for the class of 2018. Mathematics graduated nineteen majors in 2010 and projects forty-eight for the class of 2018. Among 2010 graduates, 34 percent of declared majors were in the humanities. The proportion of humanities majors has declined each year, to 22 percent among the majors who are projected to graduate in 2018, a 12 percentage point drop since 2010. In contrast, the division of natural sciences and mathematics has seen an increase in the share of all majors from 20 percent among 2010 graduates to 30 percent when projecting for the class of 2018. Recent review of trends in enrollment and majors has resulted in decisions to increase faculty staffing for computer science, math, and economics.

As is true of our general education program, students have ample and rich opportunity to engage with faculty through their major and minor courses of study. The Bowdoin faculty is known for being accessible, responsive, and engaged with students. The results of Bowdoin Course Questionnaires, completed by students at the end of each course, are taken seriously by faculty and by the dean for academic affairs, and provide feedback to faculty about student learning and engagement. The prompt and thoughtful responses from students in retrospective letters as part of the more formal faculty evaluation processes (reappointment, tenure, and promotion) attest to the value of the “Bowdoin experience” in our major and minor courses of study.

Integrity in the Award of Academic Credit

Integrity of Academic Credit Description

Bowdoin confers only one undergraduate degree, the bachelor of arts, and awards academic credit by the course unit. To graduate with a bachelor of arts degree, a student must complete thirty-two full course credits, sixteen of which (four semesters) must be completed in residence, and at least two of those in-residence semesters must be in the junior and senior years. The normal semester course load for Bowdoin students is four credits.

Most Bowdoin courses earn one full credit, which is equal to four semester hours, and are considered to have equal weight toward degree requirements. A few courses, such as music performance courses, generally earn one-half credit each. In accordance with federal regulations, Bowdoin courses that count for one credit typically meet for three hours a week, with the expectation that a minimum of nine additional hours a week will be spent in lab, discussion group, film viewings, or preparatory work. In this way, Bowdoin's credit system is equivalent to the 120-credit requirement common to American baccalaureate programs.

Faculty are informed of Bowdoin's credit policy and standards for course work in multiple ways. Prior to the start of their first semester, incoming faculty are referred to resources on the Academic Affairs section of the website that explain these and other teaching expectations. Upon arrival, new faculty are engaged in a multiday orientation led by the Office of Academic Affairs, much of which is centered on teaching expectations at Bowdoin. New and continuing faculty are continually encouraged to review sample syllabi made available on our website and to talk with colleagues to share course information and teaching expectations and methods.

Students at Bowdoin are evaluated using a letter grade system A, B, C, D, and F, modified by plus and minus signs, or by designations of credit (Cr). Grade criteria and explanations can be found here: [grades](#).

All students are expected to subscribe to the [Bowdoin Honor Code](#). The *Academic Handbook* outlines College policies around the consequences for academic dishonesty, including academic dismissal and readmittance.

The Bowdoin degree certifies that a student has completed a course of study that meets standards established by the faculty. It is normally expected that all of a student's coursework after matriculation will be completed either at Bowdoin or in an approved semester- or year-long off-campus study program. Bowdoin does not offer academic credit for internships.

On rare occasions, the College recognizes that it may serve a student's educational interests to take courses elsewhere for credit toward the Bowdoin degree. In such cases, the coursework done elsewhere should represent a standard of achievement comparable

to what is expected at Bowdoin in a field of study characteristic of the liberal arts. If approved, a student may transfer a cumulative total of no more than four credits from study in summer school programs from four-year accredited colleges/universities.

The College does not regularly grant credit for work completed through two-year institutions, domestic for-profit institutions, correspondence courses, bridge programs, or abbreviated winter terms (“Jan Plans”) or their equivalent at other times of the year, or programs such as HBX CORE. The College does not grant credit for professional or vocational study at other institutions. Beginning with courses taken in Summer 2014, students may apply for transfer credit approval for online or hybrid courses. Credit is not granted for courses taken elsewhere during the academic year except in special circumstances and with the prior approval of the Registrar and the Recording Committee.

Transfer credit is not awarded for courses in which the student has earned a grade below C- or for courses not graded with regular letter grades. No transfer credit will be awarded until an official transcript has been received from the other institution showing the number of credits or credit hours and the grade(s) earned.

Off-campus study can take place abroad or in the United States, and students are encouraged to participate in semester- and year-long off-campus programs. Students normally are expected to select from the options list of approximately 100 programs and universities kept by the [Office of International Programs and Off-Campus Study](#). Off-campus study should be an extension of the on-campus educational experience, and expectations are that the courses in which students earn credit toward the degree be in a field of study characteristic of the liberal arts and be academically engaging and complementary to their studies at Bowdoin. A student who wishes to count academic credit earned in an off-campus study program toward the Bowdoin degree is required to obtain approval, in advance, from the Office of International Programs and Off-Campus Study. Explanation about the awarding of off-campus credit can be found on the [Registrar’s website](#).

Students may have the opportunity to enroll in college-level coursework prior to matriculating at Bowdoin. The College will consider granting credit for pre-matriculation coursework if the following criteria have been met: the coursework must have been completed on a college campus at an accredited four-year college/university in a course taught by college faculty and completed in a class with matriculated college students. The course may not have been used to satisfy any high-school graduation requirements, and the coursework must represent a standard of achievement comparable to what is expected at Bowdoin in a field of study characteristic of the liberal arts.

Bowdoin also recognizes Advanced Placement (AP), International Baccalaureate (IB), and other international exams and may grant credit toward graduation requirements for them. Students may receive a maximum of four pre-matriculation credits toward the Bowdoin degree from approved exams or other approved college/university courses.

Integrity of Academic Credit Appraisal

During the 2016-2017 academic year, the Offices of the Registrar and the Dean for Academic Affairs reviewed and clarified College practices for communicating the credit policy to faculty, with special attention paid to communicating this information to new faculty, both on the website and in faculty orientation materials. While Bowdoin does not grant additional credit for labs, performances, film screenings, and other requirements outside of class time, we maintain that our students, in completing thirty-two credits before graduation, achieve the standards that Bowdoin has defined for a liberal arts education.

Also in the 2016-2017 academic year, the Governance and Faculty Affairs Committee (GFA) surveyed the faculty and identified a number of concerns about students' adherence to the Honor Code. These include: increasing numbers of cases of academic dishonesty, inconsistent faculty use of established protocols for addressing academic dishonesty, and confusion and dissatisfaction with Judicial Board processes. GFA engaged the faculty in deeper exploration of academic dishonesty and the College's approaches to preventing and addressing instances of academic dishonesty.

While 38 percent of Bowdoin students count at least one AP/IB credit towards graduation, [standards for accepting AP and IB credit](#) vary widely across campus.

Projection

In the next two years (2017-2019), the faculty will review and make improvements on a number of curricular issues, including the following.

CEP and CIC will review the effects of the 2014 decision to expand the definition of the VPA distribution requirement.

While many students complete their distribution requirements before the start of their junior year, we plan to improve compliance with this guideline, through course offerings and advising.

We will continue to offer enough first-year seminar courses to sustain our current completion rates and timing for the first-year seminar requirement.

CEP will explore how to elicit more first-year seminar offerings from departments and programs that have not typically offered many (or any).

The relevance of division requirements will likely be revisited by CEP.

The addition of a second tier of quantitative/computational coursework and of writing coursework that builds upon the MCSR requirement and the FYS experience may be considered by the faculty. Students would complete these second-tier requirements

during the second half of their college career in an intermediate or advanced course, ideally within their major discipline. President Rose has stated a commitment to ensuring all students acquire adequate quantitative literacy and skills before graduation, so there may be changes in our offerings and support. Following the assessment of the FYS program described in Standard Eight, the incoming dean will engage faculty committees in exploring new requirements and offerings.

The College will likely establish a minimum and maximum number of courses for each major. This might be set, for example, at a minimum of ten courses for each major, taking into account hidden requirements, and a maximum of sixteen courses, including prerequisites. This will be discussed in curricular committees before going to the faculty for a vote.

CEP and the faculty will review and discuss policies on the double counting of courses for double majors.

CEP and CIC will consider the current standards for accepting AP and IB credit, which vary widely and can be confusing to students and their advisors.

The faculty will review a proposal for a new major in performance arts with concentrations in theater, dance, and interdisciplinary performance.

CIC and CEP will assess the pilot of a new field seminar in Iceland, offered for the first time in Spring 2017 by the Department of Earth and Oceanographic Science, which expands on existing field seminars that study more local environments and allows students to observe geologic processes in real time and oceanography in global context.

The College will continue to support innovations in pedagogy and curricula.

Bowdoin will continue to fully support the humanities in spite of national trends to the contrary. Our efforts will include supporting innovative pedagogies like those mentioned above as well as finding ways to communicate the enormous success of all of our students, including those who study the least pre-professional of our liberal education offerings. To this end, President Rose has made the humanities one of the key areas for the College moving forward.

As a result of faculty engagement in academic dishonesty and the Judicial Board, the Governance and Faculty Affairs Committee established a faculty working group for the 2017-2018 year that will focus on fostering academic honesty and adjudicating academic dishonesty.

President Rose's Ad Hoc Committee on Inclusion reported to the campus in spring 2017 on the report of Camille Charles, the Edmund J. and Louise W. Kahn Term Professor in the Social Sciences at the University of Pennsylvania, and Rory Kramer, assistant professor at Villanova University. Recommendations will be deliberated and acted on from 2017 to 2019.

Standard Five: Students

Admissions and Financial Aid

Admissions and Financial Aid Description

The Office of Admissions recruits and enrolls undergraduate students whose academic initiative, preparation, and accomplishment, as well as their promise, suggest that they will thrive academically at Bowdoin College. We seek students who are bright and engaged outside the classroom, and who demonstrate curiosity and a willingness to take intellectual risks.

Bowdoin is a community of diverse backgrounds, beliefs, and experiences. Each year, admissions officers aim to enroll an incoming class that represents diversity in its many forms: geographical, high school type (size, curricular structure, public/private), socioeconomic, and racial, recruiting a class that mirrors the citizens of the world. To that end, the admissions office is interested in students who respect different views, opinions, and backgrounds and who welcome the challenges associated with such diversity.

The methodology used by admissions staff takes into account the individuality of each student's experience and potential to contribute to and gain from shared peer, social, and academic learning experiences. Characteristics of a student's high school experience—perceived quality of school, curriculum offered, academic expectations, and peer inclination toward higher education—are investigated, rated, and summarized to understand the student's own academic experience. We pay attention to other factors as well. Students who are first in their families to attend college, for example, often demonstrate a considerable aspirational spirit. Geography can play a role: where a student lives, or has lived, can contribute in important ways to the hopes for and expectations of the college experience. In our society, race and ethnicity strongly influence individual experience, and we welcome myriad voices to our residential living and learning environment. All of these factors contribute to the admissions staff's understanding of a prospective student's personal and academic experience, and we think carefully about these factors as we develop each first-year class.

Bowdoin has a policy of need-blind admissions for domestic first-year students. In addition, Bowdoin meets full financial need without loans for parent or student in the financial aid package. Bowdoin is one of only fifteen schools that stands by this level of commitment. See: [need-blind aid](#).

Admissions and Financial Aid Appraisal

Bowdoin's current methods of recruitment and selection of students realize exceptional academic strength and talent in each first-year class. The measure of some of these successes is represented in the 2006-2016 chart below.

Admissions Statistics 2006 and 2016

	Fall 2006	Fall 2016	Change	Percent Change
Class of	2010	2020		
Applicants	5,401	6,799	1,398	26%
Admits	1,165	1,009	-156	-13%
<i>Selectivity</i>	<i>21.6%</i>	<i>14.8%</i>	-6.7	
Matriculants	474	503	29	6%
<i>Yield</i>	<i>40.7%</i>	<i>49.9%</i>	9.2	
Domestic SOC	107	156	49	46%
<i>% Domestic SOC</i>	<i>22.6%</i>	<i>31.0%</i>	8.4	
U.S. States and Territories Represented	42	42	0	0%
Foreign Countries Represented	18	18	0	0%
High Schools Represented	367	395	28	8%
Men	221	241	20	9%
<i>% Men</i>	<i>46.6%</i>	<i>47.9%</i>	<i>1.3%</i>	<i>3%</i>
Women	253	262	9	4%
<i>% Women</i>	<i>53.4%</i>	<i>52.1%</i>	<i>1.3</i>	

As noted above, over the last ten years, the College’s applicant pool has expanded, and the yield rate has increased, meaning prospective students are more likely to accept Bowdoin’s offer. The College is also drawing more applicants from a greater range of high schools, suggesting that our geographic reach is expanding in important ways. In addition, the number of domestic students who self-identify as students of color has grown. The percentage of students in the Class of 2020, entering in Fall 2016, who identified as students of color increased by 46 percent from the class ten years prior.

The College’s current method of assessing and reviewing student applications works well for the volume of applications managed in the time period and in terms of the materials the staff review to evaluate academic and personal achievement and potential. At the same time, this current method of review and rating has undergone process revisions multiple times in the last eight years, as the office has moved from paper-based applications and review to electronic review, and subsequently to new electronic review tools. Each iteration was based on prioritizing the values of the office and adjusting the process to make best use of available information, tools, and time to support holistic review.

Additionally, admissions staff work closely with the dean of first-year students to suggest students who might benefit from the BASE advising program, which is described in Standards Six and Eight and offers particular students more intensive pre-major advising with a faculty member.

The College's recruitment and outreach efforts are routinely assessed and modified to adjust recruitment activities and locations to meet the needs, as we understand them, in different territories. Current efforts include developing partnerships with community-based organizations (CBOs) that support high-achieving underrepresented students, and organizing and funding "fly-in" programs to bring competitive students from underrepresented backgrounds to campus at the College's expense during their senior year as part of the recruitment process. We also bring high school and CBO counselors to visit the College and engage in a partnership with Questbridge, an organization that connects us to high-achieving, low-income students as potential applicants. In 2016, Bowdoin joined The Coalition for Access, Affordability, and Success, a new application platform intended to make the application process easier for students and highlight colleges that share a commitment to affordability and access. Coalition-member institutions provide substantial support to low-income and underrepresented students, offer significant student financial aid support, and demonstrate a commitment to student retention and graduation.

We have just completed a research project with The Lawlor Group to help us understand how the current population of prospective students evaluates colleges and to identify messages that will help students better understand the liberal arts, the values and purpose of Bowdoin College, and what we provide as an institution in terms of admission, affordability, and outcomes.

Before the Lawlor study, our suite of communication materials (print, electronic, web, etc.) had not been reviewed against the current conditions of the higher education landscape in more than fifteen years. However, we have adapted to alternative communication methods as new platforms have become available, with a focus on consistency of content and presentation and timeliness in relation to recruitment and application activity.

Our current student financial aid is generous, and our methodology for assessing need and granting aid is comprehensive. Bowdoin's policy of need-blind admissions, combined with meeting full financial need without loans for parent or student, allows the College to offer remarkably generous aid packages. In addition, our students who receive financial aid are supported in study-away opportunities.

When we consider the past ten years, we see notable changes in our financial aid. Starting in 2008, we removed loans from financial aid packaging while retaining need-blind standards; began capping home equity to 1.8 times total income as part of asset evaluation used in asset assessment; added the Net Price Calculator (NPC) to help families estimate the cost of their contribution to Bowdoin in advance of a student applying; increased/changed staffing allocation to provide service and data support; and increased one-to-one counseling opportunities for prospective families and admitted families, including during recruitment programming. Between 2006 and 2016, we increased the percentage of total enrollment receiving aid from 40 percent to 45 percent; increased the average Bowdoin grant for all aided students from \$24,378 to \$39,962; and

changed the average amount for an aided student in the first-year class from \$24,520 to \$40,503.

Our current financial aid policies and procedures are clearly articulated on the College's student aid website. However, the complexity of financing higher education leaves most families feeling insecure. Family confidence in Bowdoin's support will continue to be a crucial factor for Bowdoin to address. Recognizing the increasing need for affordability awareness efforts at every stage of admissions work, we will continue to strive for transparency in financial aid assessment, sensitivity to the role and concerns of families, and responsiveness in our communications about the quality and affordability of a liberal arts education.

Student Affairs

Student Affairs Description

A Bowdoin education extends beyond the classroom into the residence and dining halls, onto the playing fields and performance stages, into student and local community organizations, and to the Maine outdoors. The College's focus is on the education of the whole person so that Bowdoin graduates can "[be at home in all lands and all ages](#)." Some of the finest teachers may be fellow students, particularly in matters of personal and character development, clarity of thought and judgment, leadership growth, respect for and interest in differences, and readiness to serve the common good. By bringing students together outside of the classroom and thoughtfully building and investing in a vibrant cocurricular life, the College distinguishes itself and makes the Bowdoin experience special and enduring.

Bowdoin is dedicated to providing a dynamic and diverse learning community, in the belief that this contributes significantly to the education of students. By design, Bowdoin students differ in their backgrounds, life experiences, and talents. In addition, the core of Bowdoin's social and residential mission is to enable students to learn from each other and make lasting friendships. A vibrant and inclusive residential life and the experience of communal dining support this mission. Bowdoin's residential learning community has a [distinctive set of values](#) and qualities that support individual growth and development and foster a shared sense of responsibility to the larger college community. These values emerge from and reinforce a campus culture where a commitment to the common good connects students, faculty, staff, and community members.

Each student's [residential experience](#) begins in "the Bricks," a cluster of residence halls in which [first-year students live](#) in arrangements that allow students from different backgrounds, life experiences, viewpoints, and interests to live with one another. Students are supported and challenged to grow intellectually and to learn what it means to be a respectful member of an inclusive community. After the first year, opportunities for engagement and leadership shift to the [College Houses](#) and [upperclass residential areas](#), where informal conversation occurs in living spaces and through the

programs, activities, panel discussions, and community forums. Students practice leadership through residential self-governance and, together, develop their community. Participating actively in a living and learning community prepares students for engagement in the local, national, and international communities in which they will live and work after graduation; it also connects them in an enduring way with their alma mater. For a summary of opportunities for student growth and leadership in these residential contexts, as well as volunteer programs, student-run campus organizations, and opportunities to plan careers, see [Residential Life Year in Review](#).

The Student Handbook and Student Governance

The Bowdoin College [Student Handbook](#) is a student's key reference to the policies, procedures, and governance structures of the College. It is each student's responsibility to be familiar with the policies published in the *Handbook* and to abide by the rules and regulations described. The web-based *Student Handbook* links to various departments, resources, programs, and services and assists students in navigating the institution and—importantly—contributing to the future policies and directions of the College. As described in Standard Three, students are members of many faculty, trustee, and campus committees, including those that develop the policies of the College.

The Division of Student Affairs

The vision of the [Division of Student Affairs](#) is to cultivate an inclusive campus community that offers diverse and formative experiences, both supportive and challenging, so that individual students can reach their full potential at Bowdoin and beyond. The Division of Student Affairs comprises fifteen departments with 122 staff (103.41 FTE) who focus primarily on the student educational experience beyond the classroom. These departments include: [athletics](#), [career planning](#), [counseling services](#), [health services](#), [the McKeen Center for the Common Good](#), [the Office of the Dean of Student Affairs](#), [the Outing Club](#), [the Center for Religious and Spiritual Life](#), [the Office of Residential Life](#), [the Resource Center for Sexual and Gender Diversity](#), [student activities](#), [the Student Center for Multicultural Life](#), [Title IX and gender violence prevention and education](#), [Upward Bound](#) and [the Women's Resource Center](#). Each department has its own web presence outlining the department's mission and introducing staff and key programs, services, and resources.

Student affairs staff work cooperatively with students, with colleagues at Bowdoin and other colleges and universities, with parents and alumni, and with neighbors and local and national agencies, institutions, associations, and organizations. Staff also draw upon best practices shared by similar institutions, the varied expertise, imagination, and viewpoints of colleagues, and the ideas and talents of our diverse student body. The Office of Student Affairs strives for an approach that is reflective, intentional, coordinated, and highly collaborative. The student affairs division maintains a robust professional development program for staff that features a series of speakers, panels, readings, and workshops each semester. Division-wide and leadership-team retreats further support and strengthen the staff's abilities and effectiveness.

Orientation

The College offers a comprehensive [eight-day orientation program](#) for all entering students that takes place on campus and [around the state](#). The central goals of the first-year orientation program are to introduce students to the vibrant academic community they are joining, assist them with their initial transition to life in our residential community; familiarize them with campus services, resources, and community standards; introduce them to the great State of Maine; and encourage a lasting sense of community by helping students develop friendships and discover ways to immerse themselves in campus life.

Additional Resources

We expect students to assume responsibility for their education and to be familiar with the key resources and services available to them. Seldom does a student progress through Bowdoin without encountering academic and/or non-academic challenges. Students must both recognize the need for assistance and understand the resources that are available to them, which include the following:

- An academic advisor
- [A dean](#)
- An upperclass proctor (for first-year students) or resident assistant (for upperclass students)
- A coach
- Counseling
- Health Services
- [The Center for Learning and Teaching](#)

Cocurricular Life and Leadership Development

Through its cocurricular program and the Student Activities Fee (\$484/year), Bowdoin College provides students a wide array of cultural, social, and entertainment opportunities and supports 132 registered student organizations and club teams engaged in performing arts, spirituality, recreation, community service, preprofessional, and many other types of activities. See: [Student Organization Directory](#). Students may also take a leadership role in one of the four class councils that offer events specific to a class year or in groups organized by departments. Trained professional staff work with individual students and student groups, understanding that leadership skills are developed through the cocurricular process and within the parameters of the College's fiscal, social, academic, and safety and security policies. All student leaders attend training in both spring and fall semesters on topics as broad as contract negotiation, budgeting, leadership transition, hazing prevention, and volunteer management. More formal leadership development opportunities are also offered. For example, the Office of Student Activities utilizes an endowed fund to host the annual [Leadership Development Series](#), the Outing Club runs their 400-hour [Leadership Training](#) (LT) program three times a year, the McKeen Center for the Common Good coordinates [Leading for the Common Good](#), and the associate dean of students for diversity and inclusion trains students in [Intergroup Dialogue](#). Each series draws from a pool of talented Bowdoin College alumni, parents, faculty, and staff with expertise in a specific leadership topic.

Athletics

As stated in the College's mission, participation in intercollegiate athletics and other non-varsity sports can foster self-control, poise, and good health and provides an opportunity for students to continue to develop their leadership, communication, and time-management skills outside the classroom. Bowdoin offers professionally coached varsity and club programs, as well as intramural sports and an Outing Club program.

The Bowdoin Department of Athletics supports [thirty-one varsity programs](#), two club programs, and an extensive intramural sports program. Bowdoin participates in NCAA Division III athletic competition and is a member of the New England Small College Athletic Conference (NESCAC). Head and assistant coaches provide valuable mentoring for students that extends well beyond the athletic arena. Students and coaches are supported throughout the year by athletic training, strength and conditioning, and administrative staff to ensure students have a positive experience in all aspects of their athletic endeavors. The department provides extensive leadership training for captains and team leaders and has successfully implemented a [Leadership and Empowerment through Athletic Principles](#) (LEAP) initiative, which promotes positive coaching environments and sports psychology consulting services for members of our athletic programs. Through the Bowdoin Student Athlete Advisory Committee (BSAAC), the administration of the department works closely with team leaders to support their athletic experience, promote the intersection of athletics with student organizations, and engage in community service activities.

Student Affairs Appraisal

Since the last reaccreditation review, the Division of Student Affairs has achieved a number of accomplishments and strengthened the existing programming. To measure success, the Division of Student Affairs creates regular opportunities for dialogue and reflection with colleagues and students, surveys students and conducts focus groups, evaluates programs, and tracks key statistics such as student retention, student satisfaction, and other measures of individual and community health and well-being.

The division has prioritized and implemented an integrated [first-year orientation program](#) that includes orientation trips for all students, resulting in a common, shared orientation experience that is no longer divided by which students have the time or the finances to participate in trips. Incoming international students are also offered a tailored [orientation program](#). A proctor (and resident assistant affiliate) is now positioned as the upperclass student guide for first-year students on each floor of a first-year Brick, and a "buddy system" has been initiated through the College House System, pairing upperclass students with first-year students.

Investment in the expansion of the [Community Host Program](#) has resulted in partnering 332 students, beginning in their first year, who are living far away from home with more than 265 local families who offer a home-away-from-home, especially in cases where expense or distance make travel for students difficult.

Discussions about addressing sophomore student challenges are underway. The sophomore year at Bowdoin is a year of big decisions for students (e.g., declaring a major, deciding whether and where to study abroad, selecting a summer internship), and the College offers significant support in these areas. However, sophomores not living in College Houses reside in spaces that are further from the center of campus and lack adequate common spaces for engagement. Support for this stage of a Bowdoin education is a concern.

Diversity and Inclusion

The division expanded training and development for all Division of Student Affairs staff on intercultural competence, stereotype threat, and dialogue about difference; developed a strategic plan for “Hiring and Retaining a Diverse and Inclusive Staff”; created three new “centers” for LGBTQIA students, students of color, and faith communities and integrated them with existing activities; developed an inclusivity dashboard of key metrics we are now tracking; bolstered the diversity programming associated with Orientation; initiated an [Intergroup Dialogue program](#), training a cohort of staff and students as facilitators who now offer workshops for first-year floors, College Houses, and athletic teams; added the Bowdoin Outing Club “Out of the Zone” leadership training program for students of color and students from urban areas who have limited experience in the outdoors; deepened and broadened the diversity training for student members of the Residential Life staff; initiated an interfaith council; increased programming for first-generation and international students; increased campus accessibility for students with disabilities and created a position dedicated to students who require accommodations; and enhanced financial support to assist students with unanticipated expenses (medical, personal, and academic).

Health and Wellness

In 2009, the College opened the Peter Buck Center for Health and Fitness, providing a central location for athletics and health services, a fitness center and climbing wall, and rooms for yoga and meditation; developed free fitness, wellness, and mindfulness-related classes and programs that serve students, faculty, and staff; restructured the College’s student health insurance program and established strategic partnerships with Mid Coast Hospital, Orthopedic Associates, and local area providers; made the provision of coordinated and compassionate support for individual students in crisis a signature aspect of our work; added a .92 FTE health educator position that resides in Residential Life; and added 1.84 FTE dedicated to Title IX and gender violence prevention and education.

In addition, Student Affairs launched new programming and trainings, including peer health, bystander intervention training, motivational interviewing focused on alcohol, and Speak About It. The implementation of The Strategic Plan for Reducing Dangerous and Irresponsible Drinking has resulted in Bowdoin having the fewest number of alcohol-

related hospital transports each year over the past decade among NESCAC institutions, both on an absolute basis and when factoring for the size of an institution's student body. Meetings between the residents on every floor of each first-year Brick with the director of safety and security were initiated. The Office of Safety and Security's mantra is "We do for you and not to you," an approach that fosters a culture where students look out for one another and call Security when they are concerned about the well-being of a peer. The division also revised the College's Student Sexual Misconduct and Gender-Based Violence Policy; developed a Hazing Policy and associated education programming for athletic teams, club sports, student organizations, and College House leadership; and developed the Student Health and Wellness Survey, which is conducted every four years, and initiated and hosted the first NESCAC Alcohol Survey, which is now conducted every three years.

Campus Community

As part of its mission "to create a moral environment, free of fear and intimidation, where differences can flourish," the College has created a more vibrant residential and campus community through a number of measures in recent years. Between 2006 and 2008, the first-year Bricks were remodeled, and guidance was provided to the College House system to achieve a more fully realized vision of serving as "living rooms of the College" through expanded programming and catalysts for conversation; athletics was more fully integrated into student life; programs associated with the McKeen Center for the Common Good were expanded; and there was increased collaboration among groups within the Division of Student Affairs.

Given the importance of community to Bowdoin's mission, maintaining a residential campus is paramount. One of the challenges the College faces is the increasing number of students who wish to live off campus. This number has increased from 136 (Fall 2014) to 165 (Fall 2015) to 217 (Fall 2016). Students cite the following reasons for the growing interest in living off campus: to upgrade their housing, given growing dissatisfaction with the condition of upperclass campus housing; to have access to newly built off-campus housing that offers a higher quality living experience than some of what is currently offered on campus; to avoid the rules of the College, particularly related to party registration, hard alcohol, and drinking games; and to live with larger groups of friends. This trend has created a financial challenge for the College, resulting in a loss of revenue of \$514,836 due to the difference between 136 and 217 students living off campus. But an even greater risk is that the growing number of students living off campus will fracture the sense of campus community and contribute to social segregation. The students who are choosing to live off campus are primarily white (81 percent), male (61 percent), not on financial aid (72 percent), and connected to varsity (55 percent) or JV/club sports teams (21 percent). This cloistering contributes to socioeconomic and athlete/non-athlete divides and limits the opportunity for students from diverse backgrounds to live together and learn from one another, a stated value at Bowdoin. All but one of the other NESCAC schools have policies that limit the number of students eligible to live off campus. The College is currently addressing this important issue.

Leadership Development

The division has bolstered a number of existing student leadership development initiatives and created new ones. These include proctor and resident assistant training, College House leader training, peer health training, Outing Club Orientation trip and leadership training, and Judicial Board training. The Student Activities Fee generates \$730,000 in annual funding for enrichment of campus and student life through programs and activities that are planned and organized by students. Students gain crucial skills by leading organizations, developing programs/activities, and shaping campus culture. Similarly, peer-to-peer education programs expand opportunities for students to develop leadership and community-building skills. Student interest and engagement in leadership roles can be quantified by the following positions and applicant numbers:

- Proctor/RA – 178 applicants for 74 positions
- College Houses – 293 applicants for 193 beds
- Peer Health – 150 applicants for 15 positions
- Judicial Board – 42 applicants for 7 positions
- Leadership Training and Out of the Zone Training – 100 applicants for 48 spots
- BOC Orientation Leaders – 110 student leaders
- McKeen Fellows: 60 applicants for 21 positions
- Common Good Grant – 28 applicants for 20 spots
- Orientation Trip Leaders – 36 applicants for 30 spots
- Summer Fellowships – 50 applicants for 21 spots
- Alternative Break Trip Leaders – 20 applicants for 16 spots
- Alternative Break Trip Participants – 120 applicants for 72 spots

Life Beyond the College

Career Planning has revamped its approach to focus on three phases of discovery for students (Explore, Experience, and Pursue). The office has also expanded access to support [unpaid internships](#) through increased funding and more fully leveraged the network of Bowdoin alumni and parents for the benefit of students. These efforts have been well received by students, as evidenced by the results of the 2016 Senior Survey (see workroom). Eighty-five percent of Bowdoin respondents met with someone in Career Planning during their senior year, and 77 percent met with someone prior to their senior year. The opportunity to make career planning a true point of distinction for the College is real.

The Center for Co-Curricular Opportunities serves Bowdoin graduates as well as current students, as described in Standard Eight. Within the Center, the [Office of Student Fellowships and Research](#) supports those seeking fellowships, both during and after Bowdoin. This office recently added a staff member dedicated to advising students and graduates in this regard. Similarly, the [Office of Special Academic Programs](#) has expanded its reach and success in recent years through the Mellon Mays Undergraduate Fellowships Program and preparing students for graduate school.

Projection

Admissions and Financial Aid

The Office of Admissions will continue to adapt its efforts to the changing demographics, strengths, and experiences of applicants, both in the processes for review and selection of applicants and in outreach and communication about the Bowdoin experience and the values of the College.

In follow-up to the recently completed study of communication needs in relation to the current prospective student population, admissions staff will work closely with communications staff to evaluate and modify our current fleet of marketing materials. By 2018, we will have revised or created new print, electronic, and social media messaging to more effectively deliver messages about Bowdoin that will support authentic and transparent recruitment. Our new messaging method and content will strive for transparency and for sensitivity to the concerns of families in estimating and preparing for the costs of our education. We will rely on the results of the study to inform our practices.

Recognizing that the opportunity for prospective students and/or the counselors who advise them to *experience* the campus is crucial to their understanding Bowdoin, admissions staff will evaluate and propose more ways to encourage such visits and make them even more accessible by 2021. We expect the nature of the visits to make use of in-person visits as well as virtual tools for a personalized off-campus experience.

With increases in the cost of higher education, combined with demographic shifts in Bowdoin's future applicant pool, we anticipate an increase in the proportion of enrolled students who qualify for need-based grant aid; by 2018, the Office of Admissions and Financial Aid will complete a review of our aid-packaging policies to continue to adequately support the cost of attending Bowdoin and deliver a set of prioritized steps that could be considered to enhance affordability.

The admissions office budgets with the expectation that 50 percent of our enrolled students will qualify for need-based aid under our current policies. However, even with our effective and generous financial aid policies, we recognize that there are students on campus whose experience of campus life is limited due to a lack of funds beyond meeting the expectations of the comprehensive fee. Admissions and financial aid staff will work with input from the dean of student affairs to annually review and identify possible barriers to the comprehensive experience that exist for students receiving grant aid that may not exist for students not on aid, and then explore whether this need can be met through student aid or other funding outlets on campus. To provide one example of the differential experience, students who receive grant aid from Bowdoin are expected to earn \$2,300 over the course of the summer. As a result, these students cannot afford to take advantage of unpaid summer internship experiences that may advance them directly or indirectly into career opportunities. The comprehensive fee in cases like this does not cover the cost of the comprehensive experience, and we plan to address gaps such as this in our analysis.

Off-Campus and Upperclass Housing

Beginning with the 2017-2018 academic year, the College will limit the number of students permitted to live off campus to two hundred. From a budgetary and facilities standpoint, this will allow us to manage the financial consequences of increased off-campus living while we develop a plan to renovate and/or replace upperclass housing. The College will examine its residential future, focusing specifically on two areas: the development of an off-campus housing policy that takes into consideration financial realities and Bowdoin's values and priorities; and the development of a plan for renovating and/or building new upperclass housing. A working group made up of faculty, staff, and students will gather information and community feedback via focus groups, community forums, and campus-wide surveys and make recommendations to the dean of student affairs and the senior vice president of finance and administration & treasurer. The final plan for renovating and/or building new upperclass housing will be presented to the Board of Trustees for approval.

The "Sophomore Challenge"

We will reconfigure residential spaces to enhance the residential experience of sophomores so that sophomore students live together within spaces proximate to campus that also offer venues for programming. This work will follow the investment in upperclass housing and will be led by the dean of student affairs and the associate dean of student affairs and director of residential life.

Inclusive Community

Overall, our aim is to build an even more inclusive community across many dimensions of difference (race, ethnicity, gender, socioeconomic class, first-generation status, political views, religion, sexual orientation, and gender identity and/or expression, among others). The College will deepen and broaden support for students who are less well prepared academically; continue work to diversify athletic rosters so they are representative of the student body; continue efforts to further diversify our divisional staff so that it better reflects our student body; identify and remove hidden financial barriers that prevent students from accessing the full Bowdoin experience; and create opportunities to ensure that students from different backgrounds and life experiences engage with and learn from one another. In keeping with President Rose's initiative, beginning in 2016-2017 we increased opportunities for student discussion and dialogue beyond the classroom regarding the hardest, most uncomfortable ideas and issues of the day to confront the "culture of caution" that exists when students are afraid of saying or doing the wrong thing. New and ongoing dialogue initiatives include the McKeen Center's "What Matters" program and Intergroup Dialogue. Leadership for these initiatives will reside with colleagues in the Office of the Dean for Academic Affairs and associated department heads within the division of student affairs.

Career Planning

The director of career planning will develop a plan to further distinguish career planning and make it a point of distinction for the College. Students will be offered the skills and experiences necessary to explore and successfully pursue meaningful careers,

fellowships, and graduate studies. The resulting plan will require comprehensive aid that provides access to opportunity for all students. Funding the plan will be a focal point for the College in the next three years.

Facilities

The College will address pressing facilities challenges related to student life, including consolidating the counseling service staff in a fully functional and accessible space and renovating Whittier Field to include a turf playing surface, upgraded track, field lights, and locker rooms. As noted above, the College plans to renovate upperclass housing.

Communications and Record Keeping

Updating the student affairs website will provide clarification and promotion of our services and programs by increasing visibility and offering accessibility online. This will be part of a broader effort to revamp the College's website as noted in Standard Nine.

Staff in the Office of the Dean of Student Affairs will partner with staff in the Office of Information Technology to create an electronic student record, which will improve internal communications, strengthen advising, enhance record keeping, and offer a more sustainable practice than our existing paper file practice.

Standard Six: Teaching, Learning, and Scholarship

Faculty and Academic Staff Description

At Bowdoin College, teaching, learning, and scholarly and creative activity are performed at the highest levels and depend on faculty and academic staff who value, equally, the work of the teacher, scholar, and artist. The College's capacity to recruit, hire, evaluate, and retain faculty who achieve excellence in teaching and distinction in research is central to the institution's mission of providing a rigorous liberal education and a rich learning environment. Bowdoin currently employs 234 faculty members and 152 academic staff (133 FTE), forty-nine of whom have direct instructional roles with students.

The quality of the academic program and the excellence of that program, now and in the future, as well as the quality of faculty members' professional lives, depends on our commitment to recruiting outstanding faculty colleagues, which is a responsibility shared by all members of the Bowdoin faculty. Essential elements of a successful faculty search include carefully defining the nature of each position, understanding new directions within and between disciplines, actively seeking out strong candidates, and thoughtfully selecting and interviewing candidates. The [Allocation of Faculty Positions document](#) and [Recruitment Procedures](#) illuminate these policies and practices.

Fundamental to each faculty recruitment process at Bowdoin is the active pursuit of diversity, both in terms of identity and expertise. Consistent with the by-laws of the College, Bowdoin complies with applicable provisions of federal and state laws that prohibit discrimination in employment, admission, or access to its educational or extracurricular programs, activities, or facilities based on race, color, ethnicity, national origin, religion, sex, sexual orientation, gender identity and/or expression, age, marital status, place of birth, or veteran status or against qualified individuals with disabilities on the basis of disability. Beyond this, the faculty has recommitted itself in recent years to the recruitment of colleagues who are dedicated to the instruction and support of a diverse student population and who enrich and contribute to the racial, ethnic, cultural, and socioeconomic diversity of the college campus.

Responsibility for faculty appointments, reappointments, and promotions rests with the president of the College, but is normally delegated to the dean for academic affairs, who is advised by the Committee on Appointments, Promotion, and Tenure and works in collaboration with relevant departments or programs and the associate deans.

Responsibility for recruiting and screening candidates, however, rests most heavily with faculty. Search committees, appointed by the dean, typically consist of all tenure-line faculty members within the department or program, although some consist of faculty from multiple departments; each includes a representative of the Faculty Diversity and Inclusion Committee. The process for recruiting and appointing faculty is detailed in the [Faculty Recruitment Procedures](#), which is shared with all department, program, and search committee chairs. Definitions of faculty categories, roles, and expectations at Bowdoin are found in the [Faculty Handbook, Section IV](#).

The dean for academic affairs, in collaboration with the director of academic budget and operations and an associate dean for academic affairs, reviews department and program staffing needs annually (or more often), balancing the complexities of curricular needs and department/program stability with budget constraints and the strategic use of visiting faculty and postdoctoral fellows as leave replacements.

Bowdoin follows well-defined processes of evaluation for all faculty and academic staff. For tenure-line faculty, there is a clearly articulated process of formal reviews for [reappointment](#) and [promotion](#) leading to tenure as well as for promotion from associate to full professor. Non-tenure-track faculty undergo reappointment review every three to five years, depending on the nature of their appointment and the stage of their career. For academic staff (including laboratory instructors, librarians, museum staff, members of the Center for Learning and Teaching and of the Center for Co-Curricular Opportunities, among others), the College uses established performance review procedures and regularly assesses the quality of student-staff interactions.

In addition to these processes, all faculty and academic staff report on their professional work annually through a Professional Activities Form filed with the Office of the Dean for Academic Affairs. These forms, especially for faculty, are comprehensive and are the basis for salary-increase decisions. All new and redefined academic staff positions are reviewed and approved by the dean for academic affairs in consultation with the president and director of human resources.

Faculty and Academic Staff: Appraisal

Bowdoin has been fortunate in being able to sustain and even increase its body of excellent faculty and academic staff, even during recent economic stresses. Since the last reaccreditation review, the College has significantly expanded the size of the faculty, due to various factors, including the availability of funding for positions created during the last capital campaign, appointments made using the partner accommodation policy, the conversion of non-tenure-track or postdoctoral positions to tenure-track appointments, and the creation of new positions to meet compelling needs. Most recently, to address rapid and dramatic increases in enrollments over recent years and in response to ongoing trends nationally, the Office of the Dean for Academic Affairs reallocated an existing line to the Department of Computer Science and created a new line in the Department of Mathematics after consultation with the Curriculum and Educational Policy Committee and approval of the president.

As the following numbers demonstrate, the College remains committed to a model in which full-time tenure-track appointments predominate. The College currently employs 195 full-time faculty and 39 part-time for a total of 234 faculty. This is an increase of 42 faculty (or 37 FTE) since 2006. Of the college's 195 full-time faculty, 124 (64 percent) are tenured and 44 (23 percent) are on the tenure track, with the remaining 27 (14

percent) in visiting or lecturer full-time appointments. While the College does not have target ratios, these percentages are comparable to those in 2006.

During the 2015-2016 academic year, Bowdoin enrolled just over 1,800 students on campus, with approximately 150 students enrolled in off-campus study—some for a semester, others for a full academic year—resulting in a 9:1 student-faculty ratio. This is the seventh year that Bowdoin has comfortably maintained a 9:1 ratio.

Bowdoin provides substantial institutional support to its faculty members in a variety of ways. These include a highly competitive salary structure, the 9:1 faculty-student ratio mentioned above, generous sabbatic leaves, shared appointments/partner accommodations, generous parental leave options, and access to substantial financial resources for research and conference travel as well as curricular and professional development. In addition, Bowdoin maintains an instructional load of two courses per semester (four courses annually) in most departments and programs; many science faculty have an annual three-course load to allow them to allocate time to laboratory instruction and associated duties. Bowdoin's faculty include some individuals who are active artists/performers as well as scholars, and these are supported in meeting the unique demands on their time while participating fully in the academic life of the college. All tenured and tenure-track faculty members are afforded office space in which to carry out teaching, research, and service responsibilities; many also have access to sabbatical offices while on leave. Visiting faculty are usually provided office space as well.

Some of the challenges we now face are related to our recent successes. Increasing the size of the faculty, for instance, from 192 faculty (161 full-time and 31 part-time) in 2006 to 234 faculty (195 full-time and 39 part-time) in 2016 has exacerbated an existing problem of limited classroom and office space. Increased student interest in the sciences and mathematics has resulted in the need to shift and/or augment staffing and resources. Implementing an enhanced sabbatical policy that increases the frequency of leaves has created dilemmas involving leave replacements. The College is acutely aware of the need to attenuate these challenges in the near future and resolve them in the longer term.

Faculty Diversity

Since the last reaccreditation review, the faculty has engaged in serious and substantive discussions regarding the need to diversify the faculty ranks. These conversations have resulted in tangible policy interventions. Consequently, the faculty is becoming more diverse, with the percentage of faculty of color, for instance, increasing from 11 percent in 2006 to 16 percent in 2016. Interventions have included establishing a Committee on Faculty Diversity and Inclusion (formerly the Faculty Diversity Committee), contracting with Romney Associates, Inc. to provide diversity awareness training specific to the faculty hiring process, revising the requirement for a recruitment plan that highlights the College's commitment to diversity throughout the search process and, most recently, promoting use of a renewed target-of-opportunity hiring policy. These are described below.

In May 2009, the faculty approved a motion reiterating its longstanding commitment “to the goal of increasing the range of ethnic and cultural backgrounds represented in the faculty” and urging steps be taken to support that goal. One year later, the faculty voted to form the Committee on Faculty Diversity (now the Committee on Faculty Diversity and Inclusion). One of this committee’s responsibilities is to ensure that diversity and inclusion remain central to all search committee deliberations. Most recently, the dean for academic affairs now requires each department/program to consult with a member of the Committee on Faculty Diversity and Inclusion in advance of writing the position (re)authorization proposal and to include a mentoring and retention plan in the proposal.

In 2015, Bowdoin began contracting with Romney Associates, Inc. to provide training on best practices in faculty recruitment, hiring, and retention to all members of search committees and members of the Committee on Faculty Diversity and Inclusion. This training has resulted in a range of changes to the College’s recruitment and hiring process. These include (among others): 1) revising job announcements to signify the College’s particular interest in candidates who are committed to the instruction and support of a diverse student population and who will enrich and contribute to the ethnical, cultural, and socioeconomic diversity of the faculty, 2) adopting proactive recruiting strategies, such as search committee members sending job announcements to universities with strong PhD records and following up with personal calls in order to identify underrepresented individuals who might be qualified and interested in the position, 3) adopting measures for search committee members to learn about and check for unconscious bias and assumptions, and 4) shifting the ad hoc committee’s role to a non-evaluative one during the campus visit, providing a space where candidates can safely pose questions regarding the institution’s commitment to diversity.

Target-of-Opportunity Hiring Policy

In an effort to recruit faculty of color outside of the regular search process, Bowdoin instituted a [target-of-opportunity hiring policy](#) in early 2008. That year’s financial crisis, however, and the economic instability that followed limited the College’s capacity to execute the policy and, consequently, few such hires resulted. In 2015, the dean for academic affairs, in collaboration with the Curriculum and Educational Policy Committee and the Committee on Appointments, Promotion, and Tenure, revived the policy by leveraging Bowdoin’s involvement in the Consortium for Faculty Diversity (CFD). The Consortium’s mission is to increase the diversity of students, faculty members, and curricular offerings at liberal arts colleges with a particular focus on enhancing the diversity of faculty members and of applicants for faculty positions through offering postdoctoral fellowships. Bowdoin is an active member of the Consortium and has hosted an unusually large number of postdoctoral fellows annually. (CFD fellows teach one course per semester and receive compensation commensurate with the salary of a full-time, one-year faculty member with comparable qualifications.) In April 2016, the Office of the Dean for Academic Affairs announced a plan to reduce the number of CFD fellows on campus each year from six to three, permitting the College to redirect financial resources toward establishing two tenure-track lines to be filled through the target-of-opportunity hiring option. [A call for proposals for target-of-opportunity nominees](#) went out to all faculty, to further stimulate use of this powerful mechanism for affecting

faculty diversity in the long term. The dean for academic affairs, in consultation with the Curriculum and Educational Policy Committee and the Committee on Appointments, Promotion, and Tenure, conducted a rigorous and thoughtful process of reviewing and approving proposals. To date, we have made one tenure-track, target-of-opportunity appointment through this initiative, thereby filling a new faculty position created specifically to enhance the diversity of the faculty.

Faculty Compensation

Bowdoin has continued to meet the goals of its faculty compensation policy for achieving competitive faculty compensation. In keeping with the policy (see workroom), we have been able to keep the average compensation at each faculty rank at a level comparable to that of colleges in our 18-college comparison group whose compensation is ranked fourth, fifth, and sixth in this peer group. The dean for academic affairs carefully reviews individual faculty records annually to determine merit-based increases in salary in relation to the College's expectations for excellence in teaching, scholarship, and service. In addition, with an exception during the years of the recession, the College has continued to provide notable salary increases in recognition of promotion in rank, in keeping with the faculty salary policy.

In 2013, the College revised its faculty retirement incentive program after determining that the original program was no longer meeting its goals and had become an entitlement rather than an incentive program. The new program allows tenured faculty members to retire fully, with a declining bonus payment tied to the faculty member's age. There is also a phased transition option, reducing teaching to half time for up to two years at two-thirds salary, followed by full retirement. To date, twelve tenured faculty have signed agreements under this [new plan](#).

Partner Accommodation

In its last reaccreditation review, Bowdoin noted "trailing" spouses or partners as constituting a "significant hiring problem" that the College would seek to address. Since then, Bowdoin has adopted a policy on shared faculty appointments that has provided for over thirteen partner accommodations where the partner is an academic (see Faculty Handbook, Section IV, J, and [this profile](#)). Each faculty member in a shared appointment is eligible for the rights and privileges of a full-time citizen of the College and is treated as a regular faculty member by the College. Each has a full vote in faculty and departmental meetings, full professional benefits, and normal sabbatical benefits.

Parental Leave

Bowdoin has adopted a parental leave policy designed to provide flexibility and support to faculty in their careers (see Faculty Handbook, Section I, I, and [this story](#)). In addition to the paid parental leave (of up to four weeks) available to all employees, eligible faculty may take paid parental leave in a variety of forms, each of which is designed to provide a reduction in teaching and/or other responsibilities that is comparable to four weeks at full time, but is packaged in ways that are compatible with the semester teaching cycle. With the approval of the dean, it is possible for a faculty member to begin a parental leave of absence prior to birth/adoption if the birth/adoption is expected early in the semester. As

a result of this and other efforts, the college received the 2009 Alfred P. Sloan Foundation Award for Faculty Career Flexibility.

Academic Staff

In the last few years, there has been significant turnover in top academic staff positions, including the directors of the Museum of Art, the College Library, the Office of Corporate and Foundation Relations, and the Center for Learning and Teaching. In addition, new positions have been created, such as the directors of health professions advising, graduate student advising, the Writing and Rhetoric Program, and laboratory instructors. Spatial reorganization of particular academic staff offices has also been implemented in recent years, such as centralizing a number of related student support services as the Center for Co-Curricular Opportunities.

The College has worked to keep salaries for academic staff competitive in relation to vocational and regional standards, as addressed in Standard Seven.

Professional development funding has been institutionalized in department budgets for lab instructors. Other departments, such as the Library, Center for Learning and Teaching, and the Museum of Art, also devote a portion of their budgets to professional development opportunities for staff. However, the lack of growth in department budgets over the past few years has constrained our ability to fund all requests for staff development. Human Resources now offers periodic internal programs for professional development that are open to all employees. Recent examples include a workshop on delivering presentations, a project management workshop, manager/supervisor trainings, and multiple diversity training sessions.

The College has sought to improve the quality of many review procedures for academic staff. Recently, for instance, the Office of the Dean for Academic Affairs collaborated with departments and programs in the sciences to implement a new laboratory instructor professional review process that includes annual “interim” reviews, as well as more in-depth “triennial” reviews. The College has instituted biennial performance reviews for academic staff members of the Center for Learning and Teaching, all of whom work closely with students and some of whom also teach classes.

Teaching, Learning, and Scholarship Description

Teaching

Teaching and learning form the core of Bowdoin’s institutional mission. Faculty members enliven this mission by bringing current disciplinary scholarship as well as interdisciplinary inquiry to Bowdoin’s uniquely intimate learning environment. Faculty employ a range of instructional methods and techniques to respond creatively to students’ varied academic preparation, learning needs, and learning styles. In and across departments and programs, faculty work to model and implement cohesive, consistent, and innovative curricula that enable students to progress through the major, recognize and achieve stated learning goals, and create connections to other disciplines. In all

activities of teaching and learning, Bowdoin is devoted to protecting freedom of speech and supporting faculty in their right to “express both popular and unpopular views” (see *Faculty Handbook*, Section III, A).

On average, the college offers nearly 400 courses per semester, in thirty departments and programs, of different size and format. Approximately 25 percent of courses each semester are cross-listed with courses in other departments or programs, often drawing a wider pool of interested students and resulting in interdisciplinary classroom experiences. In Spring 2017, ninety-five courses were cross-listed with at least one department and, in some cases, as many as three.

Class size is recognized as a factor in the teaching and learning experience, as well as a resource management issue requiring thoughtful balancing of staffing, capacity, and demand. The standard class enrollment caps are sixteen in first-year seminars; fifty in 1000-level courses; thirty-five in 2000-level courses; and sixteen, for most departments, in 3000-level courses. Deviations from the standard class sizes reflect best practices for the discipline, pedagogical or curricular innovation relying on small class size, and available infrastructure. Examples of deviations are: eighteen students in introductory courses in foreign languages; sixteen students in special intermediate, 2000-level seminars constructed as gateways into the major (e.g., English, history); reduced class sizes due to space in associated laboratories; and higher enrollment caps in some team-taught courses. For instance, *Introduction to Environmental Studies*, which is team-taught by two faculty, is open to ninety students who meet, in addition to class meetings, once a week in separate discussion sections. The Curriculum Implementation Committee monitors and manages requests for class size exceptions.

Faculty members receive significant institutional support for professional development in teaching. An associate dean for academic affairs assumes as her central responsibility tenure-track and visiting faculty mentoring and professional development. The College’s Faculty Development Committee sponsors programming and distributes resources in support of teaching (through the Teaching Resources Subcommittee) and research (through the Research Resources Subcommittee). The College’s Center for Learning and Teaching also provides faculty development workshops in support of pedagogy and curriculum development.

Nearly all faculty teach at all levels of the curriculum, and faculty regularly engage in articulating the learning goals of major programs as well as the objectives of individual courses (and spell these out in syllabi). They adapt flexible pedagogies, driven by curricular consistency in learning outcomes and innovation in teaching philosophies. This includes work with students through independent and collaborative studies and in the supervision of honors projects.

Faculty members’ processes of innovation and reflective pedagogical practices are supported through a variety of methods: regular assessment of teaching effectiveness through critical engagement with feedback obtained through Bowdoin Course Questionnaires (BCQs, addressed in Standard Eight), individually administered mid-term

teaching evaluations, and reflection in annual Professional Activities Forms; professional development programs sponsored by the Faculty Development Committee and the Office of Academic Affairs, often in collaboration with departments and programs; and mentoring and teaching initiatives undertaken by individual departments and programs and among individual colleagues. In recent years, the role of new instructional technologies, the advent of e-resources, and experimentation with new forms of collaboration and methods of course design have been central to pedagogical innovation. See Standard Four for specific examples.

While Bowdoin has a high standard for teaching at every rank of the faculty and level of the curriculum, there are two public rewards that recognize individual teachers: the Karofsky Prize for Junior Faculty, selected annually by the dean for academic affairs, based on BCQ scores and in consultation with the Committee on Appointments, Promotion, and Tenure, and the Karofsky Faculty Encore Lecture Speakership, selected each semester by vote of the student body.

Scholarship

Although many undergraduate liberal arts colleges have historically valued teaching over scholarship and artistic engagement, Bowdoin values both equally and sees links between scholarly/artistic work and excellence in classroom teaching. Faculty receive institutional support for scholarship and artistic engagement through an annual conference travel stipend (at least \$1,200 annually). Faculty may apply to the Faculty Development Committee for funding for scholarly and artistic projects as well as course development and pedagogical innovation.

Since 2011, when the Board of Trustees approved an enhanced sabbatical policy, the College now provides three types of sabbatic leaves for tenure-track and tenured faculty. Assistant professors are eligible for a pre-tenure leave following a successful reappointment in the third year of service. Associate professors are eligible for a post-tenure leave typically taken in the second year in rank at associate professor. Tenured members of the faculty are eligible for a sabbatic leave following the completion of ten semesters of full-time service since the previous leave funded by the College. A sabbatical leave is defined as one semester of leave at full pay or one year at half pay. Faculty who choose year-long leaves may supplement their salary with external sources of funding. They may also apply to the College's Faculty Development Committee for internal funding.

Student Advising

As mentioned in Standards Five and Eight, Bowdoin's advising system includes pre-major academic advising and major academic advising. The pre-major advising program is coordinated by the Office of the Dean for Academic Affairs in collaboration with the Office of the Dean of Student Affairs. The faculty liaison for advising works closely with student affairs staff on coordinating the pre-major advising program, especially in planning first-year student orientation and matching students with advisors. All full-time, continuing members of the faculty are eligible to serve as pre-major academic advisors, who receive formal training as well as informal collaboration with other advisors.

The pre-major academic advising system is intended to help students take full advantage of their first two years at Bowdoin and begin to make informed academic decisions and a cohesive academic plan with a faculty member. This partnership is particularly important during the period of transition and adjustment to the first year at Bowdoin.

In addition to meeting with advisees at regular intervals throughout the year, pre-major advisors assist students with their academic planning on the micro level (course selection, course scheduling) and connect students with other faculty, departments, and resources for assistance with macro-level academic planning (study away, major selection, pre-professional programs). Pre-major advisors guide advisees to choose courses that represent a reasonable balance of work, do not prematurely foreclose curricular options, and enable them to meet degree requirements. They encourage students to think strategically and sequentially about possible routes through the curriculum. They are also trained to help advisees develop academic and personal goals and priorities, answer general questions about the academic program and degree requirements, ask challenging questions to help students clarify their choices, identify key resources and services, and offer suggestions regarding study methods.

For the relationship to be most productive, advisees must participate and fulfill certain expectations. Each advisee is encouraged to view their advisor as a knowledgeable resource, take the initiative to make (and keep) timely appointments, and seek out the advisor when they are having problems. Advisees are instructed to think about course selections and possible solutions to problems before talking to their advisor and come to meetings with questions. They are encouraged to be open about their academic strengths, weaknesses, and aspirations and to keep advisors apprised of their progress, plans, and challenges. That said, even if the student does not reach out to the advisor, faculty members who perceive that a student is having difficulty are regularly encouraged to use the electronic comment card system. The comment card system supplements the advising process, as it immediately shares instructor feedback with the student, the advisor, and the student's dean, and allows for early intervention.

The BASE (Bowdoin Advising to Support Academic Excellence) Program, discussed in Standards Five and Eight but worth noting here, is an intensive advising program for students who have received lower levels of academic preparedness prior to college and may face above-average challenges in adjusting to academic life at Bowdoin. Since its adoption in 2010, nearly one-third of the faculty have been trained as BASE advisors.

Once students declare a major, typically during the spring semester of their sophomore year, the advising responsibility shifts to a major department or program. While the pre-major academic advisor assumes a generalist approach, exposing advisees to the breadth of Bowdoin's liberal arts curriculum, the major academic advisor offers more of a specialist approach, is familiar with the nuances of the specific majors and ensures that their advisee understands the options within the major and meets its requirements. This relationship continues until the student completes their degree (or changes majors).

The main goals of major advising are to help compose a major program that is appropriate to the advisee's interests and abilities, makes sense intellectually, and exhibits the features regarded as desirable in the major, such as adequate coverage of subfields and appropriate exposure to advanced work. The major advisor may also encourage the advisee to choose courses in related fields of study that will complement their work, consider curricular and extracurricular opportunities to enrich the major (honors work, study away, internships, attendance at departmental colloquia, etc.), and consider where the major might lead them after Bowdoin, such as graduate school and employment options.

The assignment of major advisors to students varies by department. In many cases, all members of the department share in student advising. In other cases, the chair of the department or another designee advises all the majors or students select their own advisor, perhaps according to their area of academic focus or specialization.

Student Academic Support

Additional academic student support is provided through a range of centers and offices on campus (also described in Standard Eight). These include the Center for Learning and Teaching (encompassing the Writing and Rhetoric Program; Writing Project; English for Multilingual Speakers; Quantitative Reasoning Program; and Baldwin Program for Academic Development) and the Center for Co-Curricular Opportunities (Student Fellowships and Research; Off-Campus Study and International Programs; Health Professions Advising; and the Office of Special Academic Programs, which includes the Mellon Mays Undergraduate Fellowship Program, the Bowdoin Faculty and Joshua L. Chamberlain Scholarships, and Graduate School Preparation).

The [College Library](#) (described further in Standards Seven and Eight) provides a critical range of academic support services and consists of a main library—Hawthorne-Longfellow Library—and three branch libraries: the Beckwith Music Library, the Hatch Science Library, and the Pierce Art Library. Librarian liaisons at each location work closely with students in developing research skills through first-year seminar courses as well as in the context of assignments for other courses, independent study projects, and honors theses. Liaisons also work with faculty to develop library collections appropriate for faculty members' teaching and research.

The [Joseph McKeen Center for the Common Good](#), also described in Standard Eight, serves as the College's public service center, supporting faculty and students in developing and implementing community-engaged courses. Through these courses, collaboration with community partners fosters student learning through experiential and service-related opportunities.

The [arts at Bowdoin](#) are promoted and supported by a number of exceptional facilities and programs. Bowdoin is home to two museums, the [Bowdoin College Museum of Art \(BCMA\)](#) and the [Peary-MacMillan Arctic Museum](#), each of which plays a rich role in the academic program, as well as [Studzinski Recital Hall](#), a state-of-the-art performance and practice facility, Pickard and Wish Theaters, and the [Edwards Center for Art and Dance](#).

Based on a survey of the Class of 2011 five years after graduation, 86 percent of these graduates reported that Bowdoin had a “major” or “moderate” impact on their understanding and appreciation of the arts.

The BCMA offers the College community robust campus engagement, groundbreaking exhibitions, important publications, noteworthy acquisitions, and dynamic public programs. In the 2015-2016 academic year, the BCMA hosted fifty-eight different courses, with thirty-eight professors from eighteen departments. Faculty and staff curated five exhibitions, all of which offered purposeful student engagement. In addition to the five academic-year student interns, the BCMA employed seven student interns for the summer.

Through the Peary-MacMillan Arctic Museum, Bowdoin students are among a handful of undergraduates nationwide who have the opportunity to be directly involved in Arctic research. In addition to faculty-mentored scientific and environmental fieldwork, students also have access to the collections of the museum, which provide a rich ground for scholarly, curatorial, and cultural studies. In the 2015-2016 academic year, nine Bowdoin courses used the museum and ten Bowdoin students worked for the museum in various capacities. In the fall of 2016, the Arctic Council, the intergovernmental forum for Arctic peoples, held its secretariat in Maine, and Bowdoin students and faculty had the opportunity to participate in related events on the Bowdoin campus and in nearby Portland, Maine.

The 2013 opening of the Robert H. and Blythe Bickel Edwards Center for Art and Dance resolved a longstanding challenge for the college of finding appropriate and proximal spaces for visual arts and dance, which had previously been in six locations across the campus and throughout the town of Brunswick. The Edwards Center offers modern art studios, classrooms, critique and exhibition space, a state-of-the-art digital media lab, photography darkroom, and a large dance studio with a sprung marley floor, high ceilings, and natural light. Performance and rehearsal spaces on campus, including not only the Edwards dance studio, Studzinski Recital Hall, and Pickard and Wish Theaters, but also dance studios in Sargent and Memorial Halls and music rooms in Gibson Hall and the Chapel, provide a rich environment for the study and enjoyment of the arts at Bowdoin.

Bowdoin’s [Office of Health Professions Advising](#) provides students with individual advising as well as information sessions on allopathic and naturopathic medicine, physician assistant, physical therapy, and public health fields. This office partners with Career Planning to host panels with Bowdoin alumni who work in areas such as pharmaceuticals and nursing. In 2015, the office hosted the meeting of the Northeast Consortium on Medical Education, which focused on supporting transgender and gender nonbinary students. The director of health professions advising also works closely with faculty interested in teaching about public health and the medical humanities.

The [Office of Special Academic Programs \(OSAP\)](#) supports students and alumni in their application process for graduate school, from finding and evaluating graduate programs,

to taking entrance exams, to applying for programs. OSAP also hosts the campus's Mellon Mays Undergraduate Fellowship (MMUF) program, which seeks to expand the numbers of faculty of color in higher education and supports the Bowdoin recipients of two distinguished internal scholarships, the Bowdoin Faculty Scholarship and the Joshua Chamberlain Scholarship.

The [Office of Student Fellowships and Research](#) supports students who are interested in pursuing research during their undergraduate years or seeking nationally competitive fellowships during or after college (see also Standard Five). The Office connects students to merit-based opportunities, encourages students' self-development, and helps to make the application process a worthwhile learning experience.

Teaching, Learning, and Scholarship Appraisal

Scholarship

Bowdoin College was awarded over \$42 million in the past ten years in corporate and foundation funding. Many of these awards support college-wide initiatives, including Mellon Foundation support for library collections and for enhancing the humanities in the curriculum, William Bingham Foundation support for green initiatives, and George L. Alden Trust, Davis Family Foundation, and Booth Ferris Foundation support for classroom renovations.

Among our successful grant-seeking efforts are many related to faculty scholarship in all divisions of the College. Too numerous to list here (the full list of Corporate and Foundation funding is provided in the workroom), we briefly highlight two examples from each division of the College:

[Bruce Kohorn](#), the Linnean Professor of Biology and Biochemistry, received funding from the National Science Foundation to support research of wall-associated kinases (WAKs), cell surface receptors that bind to the pectin in the cell wall of plants and regulate the cell enlargement. The Kohorn lab research program begins to help in understanding the mechanism by which WAKs can distinguish and respond to different types of pectin in the cell wall, and thereby how plants sense the state of their cell wall, essential for their growth and development. The National Science Foundation has renewed support for the WAKs research project since 2001.

[Collin Roesler](#), professor of earth and oceanographic science, received funding from the National Aeronautics and Space Administration (NASA) for her work on quantifying uncertainties in phytoplankton absorption coefficients for accurate validation of the Plankton, Aerosol, Cloud, ocean Ecosystem (PACE) ocean color sensor. NASA's PACE mission is the first of its kind to provide climate-quality global ocean color measurements that are essential for understanding the carbon cycle and global ocean ecology and determining how the ocean's role in global biogeochemical (carbon) cycling and ocean ecology both affects and is affected by climate change.

[Marcos Lopez](#), assistant professor of sociology, was awarded a Career Enhancement Fellowship from the Woodrow Wilson National Fellowship Foundation (in partnership with the Andrew W. Mellon Foundation) to support the completion of his first book, which examines how the use of indigenous cultural practices shape migrant farmworker protest in California. Lopez's work addresses two questions: Why did indigenous farmworker resistance surface in the squatter settlements and not in the fields? How did a new labor politics emerge that uses indigenous cultural practices to organize and orient farmworker protest?

The National Institutes of Health supported [Deborah DeGraff](#), professor of economics, for her collaborative project with the University of Texas Medical Branch at Galveston on the dynamics of economic well-being and health in rapidly aging populations and developing economies, with a focus on Mexico.

[Matthew Klingle](#), associate professor of history and environmental studies, has received an NEH Public Scholar Award for his study *Sweet Blood: Diabetes and the Changing Nature of Modern Health*. Klingle's project traces how today's scourge stems from how humans have defined, shaped, and been reshaped in turn by their environment. By exploring the environmental, social, cultural, and political history of diabetes in North America and the world over the past 150 years, *Sweet Blood* argues for an expanded idea of the environment to understand and address this present calamity.

[Leah Zuo](#), assistant professor of history and Asian studies, received a Henry Luce Foundation/ACLS China Studies Postdoctoral Fellowship to complete a scholarly monograph on China's first empiricist, Shen Gua. Her project, *A New Way of Knowing in Middle-Period China: Shen Gua (1031-1095) and the Birth of Empiricism*, studies Shen's attempt—the first by a Chinese scholar—to introduce a strikingly new empirical stance to the intellectual world and present it as a worthy way of seeking knowledge. Zuo traces the evolution of empiricism through Shen's life experiences.

In addition, a number of our faculty have received Fulbright and other fellowships and grants, also outlined in the workroom. Bowdoin Fulbright recipients include Associate Professor of Government Laura Henry (Russia); Associate Professor of German Jill Smith (Germany); Assistant Professor of Art History Peggy Wang (China); Associate Professor of Economics Stephen Meardon (Mexico); and Associate Professor of Asian Studies Vyjayanthi Selinger (Japan).

Since the College's last reaccreditation, and as a result of our commitment to increasing sabbatical salary support, almost all tenure-track faculty who apply for internal funding to support a junior leave now receive it. As noted earlier, the College implemented an enhanced sabbatical program in 2011, which reduced the number of semesters of teaching between the junior leave and first post-tenure leave from twelve to six. By providing faculty with time to make significant progress on post-tenure scholarly and

artistic projects, this change has attenuated the challenge that some faculty previously confronted of getting “stuck” in the associate professor rank. The enhanced sabbatical also reduced the number of semesters of teaching between the first post-tenure leave and subsequent sabbaticals from twelve to ten.

The following narratives illustrate a few ways in which scholarship and instruction are mutually supportive and strengthened through faculty sabbaticals:

Daniel Stone, Assistant Professor of Economics

During my sabbatical leave for the 2015-2016 academic year, I hoped to make progress on my broad research agenda—understanding how and why media markets may fail to produce a well-informed citizenry. The main project I planned to work on was likely too ambitious, but I hoped it would lead me to related feasible projects, and that turned out to be the case. Over the course of the year, while doing related work, learning some new computational tools, and collecting related data, I came up with ideas for a few similar, and much more doable, projects. I couldn’t pursue these myself at the time as my plate was full (with the related projects) but I was pleased that two talented students contacted me that spring and summer about working on a senior honors project together. By having the sabbatical time to think things through carefully, I was able to refine my new ideas to the point that they were both feasible for students, but also still interesting, rich, and challenging projects for me—with the potential to end up being high quality coauthored economics publications. We have begun work on these projects, and they are going well.

Arielle Saiber, Associate Professor of Romance Languages and Literatures

During my sabbatical for the academic year 2012-2013, I had the opportunity to complete the majority of my research for my monograph “Measured Words: Computation and Writing in Renaissance Italy,” with a month-long trip to Florence and Rome to consult works in archives that are not available online, and to meet with a number of scholars in my fields of research.

While I was in Italy, I was also able to do a bit of work on my other research project constellation: science fiction. I call science fiction a “research constellation” as it consists of a variety of projects on which I was working: an anthology of Italian science fiction translated into English for Wesleyan University Press’s “Early Classics of Science Fiction” series; a special issue on Italian science fiction for the academic journal *Science Fiction Studies*; and although I did not know it at the time, a course I would teach in the spring of 2015 on world science fiction. I met with over thirty Italian science fiction writers over lunches, dinners, and coffees; attended and presented at a science fiction convention; bought every work of Italian science fiction I could find (old and new) and was gifted many more; had meetings with my coeditor, Giuseppe Lippi, for the anthology; and began work with my coeditors for the special issue on Italian science fiction.

This time in Italy, and the years of collaboration with Italian science fiction writers, editors, academics, and artists that followed, provided an immense amount of material for the World Science Fiction course (Spring 2015), which was cross-listed in the Departments of Romance Languages and English.

James Mullen, Associate Professor of Art

My work is centered on painting the landscape, often based on photographs and sketches I have made on site. This is a continuation of a body of work that I have been building over the last two decades dealing with the depictions of the environment.

Recently I have refined the focus of that investigation to examine iconic sites belonging to the lexicon of the nineteenth-century American landscape. These sites include locations like Kaaterskill Falls, Mount Desert Island, and Lake George. I am augmenting my research by expanding my focus to also include notable works of the late-twentieth-century Land Art movement. All of these artistic destination landscapes have often been understood primarily through reliance upon mechanical reproduction, whether through the dissemination of engravings in portfolios and publications in the nineteenth century, or in the twentieth century through photography. This new body of work seeks to visit a number of these sites and treat them as primary documents to research and develop. I see many of these sites as spatial texts, and I am interested in redefining them through works created from primary observation at those locations.

I have had a long-standing interest in exploring locations where earlier artists had worked, but that impulse became the primary focus of my 2015-2016 sabbatical. With the research support that I received, I was given the means and opportunity to travel to a wider range of destinations, and the benefit of a broader time frame than would have been previously possible. This was absolutely crucial for the development of this project. The resulting documentation of those travels has become the cornerstone of multiple studio investigations.

Steve Naculich, LaCasce Family Professor of Natural Sciences, Physics and Astronomy

During my 2015-2016 sabbatical year, I was invited to be a visiting scholar in the physics department at the University of Michigan. There I interacted with other faculty members, postdocs, graduate students, and visitors on a daily basis, attended two weekly seminars in elementary particle physics given by outside speakers, and participated in a weekly journal club where the group discussed recent preprints. At the beginning of the year, I gave a seminar to the group on my own recent research in particle physics, and throughout the year gave several presentations on the work of others at the journal club. I began scientific collaborations on three different projects with different groups of individuals. One collaboration has already resulted in two papers now undergoing peer review. I

have already received two invitations to speak on this project at the end of this semester. The other two collaborations are continuing and will soon result in several more publications.

Without a doubt, my sabbatical year has greatly invigorated my scholarship by allowing me to explore several new lines of research and to initiate collaborations with peers at other universities. I hope that these collaborations will continue over the next few years and lead to further projects. Exposure to current developments in the field will also improve my teaching, as I can convey to students the content and excitement of cutting-edge research.

Without the pressure of day-to-day teaching, my sabbatical also allowed me the time to deepen the foundations of my understanding of quantum field theory. As a result, when I was asked last spring if I would like to teach an advanced course in my research area, I was excited to be able to offer a new course titled Fields, Particles, and Symmetries, which draws very directly on some of the work that I did last year. Finally, I am currently advising a physics major doing an honors project on current research in particle physics on a topic related to what I studied last year.

Teaching

As noted in Standard Four, academic departments and programs periodically examine the structure of their curricula, the pathways through their majors and toward the degree, and their learning goals. In so doing, they explore curricular needs, efficiencies in staffing, the relationships between innovation and stability, and the balance of elective and required courses. The results of these self-reflective processes are publicly documented in several ways: in departmental learning goals published on each department/program website, in annual reports to the dean for academic affairs, in self-studies for decennial external departmental reviews, and in proposals for position (re)authorization and course/major/minor approval. The dean's office supports summer working groups on curricular issues as productive venues for these discussions; the working group format has also fostered cross-departmental collaboration and the implementation of assessment activities.

The College's instructional techniques and delivery systems are in line with departmental learning goals and institutional mission; that is, they correspond to the strengths of a residential liberal arts college. These strengths include place-based education, the possibility for cross-disciplinary inquiry, and close interaction between faculty and students. Accordingly, there is emphasis on learning formats, styles, and resources that build on these strengths. In all departments, programs, and majors, students are exposed to a variety of academic viewpoints and pedagogical techniques, allowing them to pursue courses of study that enhance their individual learning styles.

Excellence in teaching is paramount to the Bowdoin experience, and the College uses several ways of evaluating teaching and promoting improvement where needed. End-of-semester Bowdoin Course Questionnaires (BCQs, described more fully in Standard

Eight) are completed by students each semester and include both numerical scores and written feedback on each course and lab. The BCQ process contributes to the College's efforts to uphold consistently the standard of excellence in teaching effectiveness. Review of BCQ results is integral to assessing the quality of instruction during reappointment, promotion, and tenure reviews as well as targeting the need for ongoing mentoring efforts. An associate dean for academic affairs is tasked specifically with the responsibility of mentoring junior faculty. Many faculty members also employ self-designed mid-term evaluations to assess their teaching. A recent pilot program encouraging mutual classroom visits by faculty colleagues for the purpose of mentoring and discussion of pedagogy has sparked renewed interest in and demand for peer observation among the faculty, also discussed in Standard Eight. The 2016-2017 Classroom Visitation Working Group examined the results of this pilot and recommended the establishment of a campus-wide peer faculty classroom visitation program, which will be led by the Center for Learning and Teaching and the Faculty Development Committee's Teaching Subcommittee.

All new faculty members participate in workshops devoted to teaching at Bowdoin. These workshops address a range of topics (e.g., the Bowdoin student, constructing syllabi and assignments, student accommodations). New and continuing faculty participate in workshops devoted to the general education curriculum, especially the annual First-Year Seminar Workshop. The Subcommittee on Teaching and the Center for Learning and Teaching (CLT) offer programming aimed at improving instructional effectiveness. These include a Brown Bag Lunch Discussion series and Faculty Workshops in Writing and Rhetoric, a Lunch and Learn, and designated lectures, such as the Chandler Lecture on Teaching with Technology sponsored by the Library.

Faculty members work closely with staff in Academic Technology & Consulting in planning and carrying out innovative teaching methods. The College encourages innovative teaching in a variety of ways: supporting new course development through course development funds, providing new forms of delivery of course content and student support in courses, and experimentation with team-teaching in module-based courses. Examples, also noted in Standard Four, include Introduction to Environmental Studies, Introduction to Art History, and the Bowdoin Marine Science Semester. Academic Technology & Consulting collaborates with faculty and students on innovative uses of technology in teaching, research, and scholarship. The staff regularly supports faculty and their students with a variety of course- and research-related projects, including spatial analysis, network analysis, statistical analysis and programming, general course design guidance, and video and audio production. Additionally, they are working with emerging technologies and pedagogies to generate new ideas and demonstrate the possibilities of using tools such as 3-D printing, drones, augmented reality, and virtual reality in the educational environment.

Additional innovations include the use of technology for problem sets and reviews (e.g., economics and chemistry) and flipped classroom methods (Elementary German 1101 and 1102); course clustering by identifying courses devoted to a theme or area of inquiry, such as Mediterranean Studies; the inclusion of field trips, guest lectures, and

cocurricular components, supported by the Course Enrichment Fund; new initiatives in Digital and Computational Studies and in Public Health and the Liberal Arts; the Bowdoin Marine Science Semester; and a new field seminar in Iceland. These types of innovations are discussed in Standard Four and described more fully in many course syllabi (see workroom).

Several courses have been developed specifically to address different levels of student preparation. These include alternate introductory-level courses in biology, economics, physics, and chemistry, which offer more support structures than in typical introductory courses, through additional labs or a slower pace. Biology 1101 and 1102 are good examples. In the fall semester, Biology 1101 focuses on the structure and function of molecules and cellular structures; in the spring semester, Biology 1102 covers ecology, evolution, and organismal biology. In contrast, Biology 1109 combines all of these content areas into one semester. In a similar example, Mathematics 1050 has a dedicated emphasis on quantitative reasoning skills and serves as a valuable introductory course to many STEM-related disciplines. We also offer accelerated introductory courses in Italian and Spanish, combining the material for two semesters in one. Another example is Advanced Elementary Chinese I, an accelerated course for elementary Chinese designed for heritage speakers and for students with some background in the language. These courses are for students with prior exposure to the language or significant proficiency in other linguistically related languages.

On average, each student takes courses from twenty-four different faculty members over their four years at Bowdoin. At a minimum, a student will be exposed to fourteen different instructors, but the number varies across majors and is impacted by the preponderance of study away in some areas of study, such as foreign languages and cultures, social sciences, and English, or required courses for the major that are taken in different departments and programs (e.g., physics courses required for chemistry major) or patterns of double majors and major/minor. By fulfilling the distribution requirements, Bowdoin students are assured of being exposed to a variety of academic disciplines, strengths, faculty, and viewpoints.

Within each major as well, students are taught by a range of faculty to ensure their exposure to different academic strengths and viewpoints as well as the instructor-specific expertise within a discipline. Departments offering multiple sections of the same course taught by different instructors work to assure consistency in learning outcomes and flexibility. Professor Guillermo Herrera, chair of the economics department, explains: “In all cases, individual faculty members are free to choose their own textbooks and pedagogical approaches, though we do have consensus on key topics and tools that should be covered in the intro and core theory courses.” Similarly, Professor Adam Levy, chair of the mathematics department, writes: “We actually allow a great deal of autonomy for instructors of different sections of the same course. That being said, our sections typically (though not always) use the same text. On the other hand, I think it’s fair to say that our instructional methods actually vary quite a bit (for example, one instructor may lecture primarily, while another uses the “discovery method” where students explore the material in small groups).”

Academic staff, teaching assistants, and tutors enhance the learning experience for our students and are an integral part of teaching and learning at Bowdoin. Departments employ undergraduate teaching assistants (TAs) and/or course tutors in introductory courses. Numbers of TAs range, for example, from one in each of the courses in German 1101-2204 to five TAs in Computer Science 1101. In the computer science course, students are also supported by five peer quantitative reasoning mentors and two laboratory instructors. Teaching Fellows (native speakers) also enhance teaching in foreign languages.

Student Advising

The College's system of academic advising is at its most robust in the BASE program (explored in greater detail in Standard Eight), but all pre-major and major advising demonstrates an effective system of support for students throughout their four years. Students are also supported by the invaluable comment card system that allows for immediate intervention if students are at academic risk. The College has recently implemented Degree Works, a new aspect of the online student information system, which allows each student to track progress through the major and self-advise, playing with different scenarios. This combination of strategies creates productive tensions between technology-driven, anonymous advising and close faculty-student interaction as a signature element of the liberal arts experience.

Surveys reveal that BASE has had a dramatic effect on its student participants (see workroom). Bowdoin's first-year students are generally satisfied with pre-major academic advising, but BASE students are even more positive about the advising experience, reporting notably higher satisfaction on a wide array of advising topics—from courses and curriculum, to study skills, to off-campus study, to a great range of academic and personal resources. Major advising has been strong at Bowdoin. From our Senior Survey, 84 percent of seniors report being satisfied with major advising, with 50 percent being very satisfied.

BASE advisors also comment on the value of their own participation in the program, reporting that they have become more “intentional” and “hands-on” advisors because of it. BASE advisors credit their participation with creating a greater sense of engagement, interest, and confidence in their advising, as well as a stronger level of connection with their advisees and with other advisors. In a 2015 Advisor Survey, faculty who had been part of BASE rated their experience with the program as strongly positive, citing improvements in their advising practices, increased satisfaction with their advising relationships, and the real pleasure of the ongoing opportunity for sustained interaction with a group of fellow advisors.

Student Participation in Research

The College supports scholarly collaboration in the area of teaching and learning, most notably through joint research by faculty and students. The percentage of graduating seniors who participated in research with faculty through advanced independent studies, advanced collaborative independent studies, and honors projects is shown below for the past five years.

Percentage of Graduating Students Who Participated in Independent Research

2012	2013	2014	2015	2016
39%	37%	40%	43%	38%

A number of [departmental](#) and [institutional](#) fellowships, in addition to portions of faculty grants, support students' summer research. In 2015-2016, 14 percent of students were awarded fellowships for research projects, a growth of three percentage points since 2013-2014. An investigation of the composition of fellowship awardees found that students of color, first-generation college students, and students with moderate to very high financial aid needs are slightly over-represented in the awardee population.

Independent studies serve a variety of purposes: they deepen particular student interests, are part of student-faculty research collaboration (e.g., large-scale experiments and data collection), address curricular gaps (collaborative studies in Arabic, for example), and sometimes lead to honors theses. Between 2013 and 2016, an average of 172 students participated in summer research annually, supervised by an average of seventy-eight faculty members. Student summer research projects take place in all divisions of the College but predominantly in natural sciences and mathematics. Each department and program publicizes information about student research/honors opportunities and helps students plan and effectively carry out all components of their research projects.

Student research is celebrated annually at the [President's Summer Research Symposium](#), an event recently established after combining and modifying a few long-standing campus events in ways that increase the depth and reach of each. Previously, the President's Summer Science Symposium showcased student research in the sciences only. In fall 2016, we moved the event to Family Weekend, opened it to students who had performed summer research in all fields, and renamed it the President's Summer Research Symposium. This poster-session symposium now immediately precedes the Sarah and James Bowdoin Day ceremony, an annual Family Weekend event that celebrates student academic achievement. We also invited the faculty member selected by the student body for an annual fall lecture to deliver that lecture during the Sarah and James Bowdoin Day ceremony itself. A final change was to link a named lectureship to the event and hold the lecture during [Common Hour](#), immediately preceding the opening of the President's Summer Research Symposium. The 2016 speaker, Peter Norvig, director of research at Google, not only gave an outstanding talk but afterward walked across the Quad to the symposium with the crowd, mingling at the event, talking with students about their projects, and meeting our students' families and friends.

We see enormous potential in this new configuration of events. The posters at the symposium were arranged in alphabetical order by students' names, so the event featured a mix of 150 students sharing their work on everything from lobster hearts to literature. Bowdoin faculty and students from a far wider range of fields attended and interacted across disciplines. Families in attendance for Family Weekend, even those of first-year students, could witness the vast array of research opportunities available at the College. And Peter Norvig had far greater impact speaking during a Common Hour time and then interacting in a meaningful way with this wide range of Bowdoin students and families than he would have had in a stand-alone lecture.

Student Academic Support

In February of 2016, the *Chronicle of Higher Education* [ranked Bowdoin fourth in the nation](#) among top Fulbright-producing undergraduate institutions, and the College's yield of awards is one of the highest in the nation. For example, of the Bowdoin students who applied in 2014-2015 and 2015-2016, an average of 44 percent were offered Fulbright grants and 39 percent of the applicants accepted the award. Our academic support lasts beyond our students' time on campus. During the 2015-2016 academic year, for example, the director of health professions advising met with 302 unique students, 26 percent of whom were alumni.

Projection

As the Board of Trustees and the College collectively attempt to answer the question "What skills, knowledge, and creative disposition should every Bowdoin student graduating ten years from now possess?" the College will increase support for faculty members' innovations in teaching and collaborations with students and with each other. In addition, a working group of faculty, staff, students, and trustees will explore this question deeply during 2017-2018. One aspect of its work will be quantitative literacy and potentially incorporating quantitative requirements in first-year seminars. The College will support faculty development in teaching quantitative literacy.

Through continued internal support (such as support for teaching through the Faculty Development Committee) and external support (such as recent support from the Mellon Foundation), we will support innovations in disciplinary and interdisciplinary teaching in all fields and mitigate against national trends that show students moving away from the study of the humanities.

The new Roux Center for the Environment, to open by the start of the Fall 2018 semester, will support interdisciplinary work and provide much-needed office and classroom space. As described in Standard Eight, the building will provide a "test kitchen" for the kinds of innovative classroom spaces and activities for which funds will be raised during the next capital campaign. Through the Campus Master Plan process, the College will address the growing need for additional classroom and faculty office space.

The College will aim to support new endowed chairs to sustain existing and new faculty positions across the divisions of the College. These may be linked to interdisciplinary collaborations between departments/programs, efforts to leave-proof departments/programs, innovative pedagogical initiatives, and/or student demand.

The Office of the Dean for Academic Affairs will continue to explore ways to attenuate faculty staffing challenges stemming, in part, from more frequent sabbatical leaves. The first step in this process, asking departments and programs to develop three-year staffing plans, is underway.

With decreases nationally in opportunities for sabbatical-related and other research funding, the College will, over the next few years, increase support for faculty research on and off the sabbatical cycle.

As a means of strengthening the diversity and excellence of the faculty, the College may consider raising funds to establish more target-of-opportunity positions in the next few years.

In 2017-2018, the Office of the Dean for Academic Affairs will develop and implement an in-house training program for faculty regarding recruitment, mentoring, and retention of a diverse faculty, building on the work that Romney Associates provided over the past two years.

Building on the implementation of a new laboratory instructor performance review process, the Office of the Dean for Academic Affairs will now undertake a review of the role of laboratory instruction at Bowdoin. This review will consider laboratory instructors' professional responsibilities, the mechanisms through which laboratory instructors report their work to the Office of the Dean for Academic Affairs (i.e., Professional Activities Forms), and ways to improve the feedback laboratory instructors receive from students.

Standard Seven: Institutional Resources

Human Resources

Human Resources Description

Bowdoin College values its human resources, recognizing the critical role each person plays in our community and in the overall student experience. The College employs 729 full-time equivalent (FTE) staff members and 208 FTE faculty members, committing more than 63 percent of the College's annual budget to payroll and benefits. Positions are reviewed and approved by the president. Search committees receive appropriate training and guidance on best hiring practices, and background checks are completed on all final candidates.

As new staff and faculty are hired, the College provides an orientation program. Also, new employees are required to complete online harassment and discrimination prevention training. College policies are available in the [Employee Handbook](#) and [Faculty Handbook](#) and on the Human Resources (HR) website. Policies are reviewed and updated on a regular basis or as state or federal regulations require. Staff and faculty are reminded annually about policies and annual training requirements. Each year there are opportunities for staff to participate in professional development activities on campus as well as to attend position-specific conferences and development opportunities.

The grievance process is outlined in the [Employee Handbook](#). In most cases grievances are resolved before an employee takes the step of pursuing the formal grievance process. In the case of complaints of discrimination or harassment, the College responds swiftly and thoughtfully to investigate and remedy concerns. Faculty and staff also have access to the Workplace Advisors, a group of employees who serve as quasi-ombudspersons to help individual employees work through concerns.

Human Resources Appraisal

By offering competitive pay and benefits and a supportive work environment, the College continues to be able to attract, hire, and retain qualified, talented, and devoted employees. The average years of service for all faculty and staff is 10.75 years, and the average age of all employees is 47.5 years. Since 2014, the College has recruited more than 200 administrative and support staff positions and, on average, received approximately thirty-six applications for each posted position. The College has completed approximately ninety-two faculty searches in the same time period and, on average, receives more than seventy applications per position. Visiting faculty positions receive fewer applications (approximately twenty per search) versus tenure and tenure track, which average more than seventy-two per search, with the search for an assistant professor of English receiving 600 applications.

The College is also actively working toward cultivating a more diverse and inclusive work environment. We have engaged external consultants to help accomplish this goal and continue to offer professional development programs in managing and understanding a diverse and inclusive environment at Bowdoin. A diversity and inclusion training session in the fall of 2015 had 316 members of the finance and administration division participate (94 percent). Additionally, another 100 employees from other divisions attended the training in the spring of 2016.

The College participates in at least eight annual salary surveys to monitor and ensure competitive levels of compensation for staff and faculty. Faculty compensation, as described in Standard Six, is set in accordance with a formula designed to ensure Bowdoin professors are compensated at levels near the top of the College's peer group. Minimum starting rates for hourly-paid staff are reviewed annually, and when appropriate, increased to be competitive in the local market.

Health care costs and the administration of federal regulations are among the biggest challenges facing the College. As is the case for most mid-sized employers, the increasing cost of health care, with trend rates above seven percent for the foreseeable future, requires creative ways to maintain plans that are affordable for employees as well as the College. With the added administrative requirements of the Affordable Care Act and other federal regulations, resulting cost increases require careful consideration of staffing levels, hiring practices, and overall costs. With 63 percent of the College's operating budget dedicated to payroll and benefits, these external pressures require ongoing analysis.

Every three years, the College measures staffing levels across all divisions and departments against a set of peer colleges. Across most departments, Bowdoin appears to be more than adequately staffed in comparison to peers. Recent increases in staffing levels have occurred in instructional support, libraries, technology and computing, and student services.

The College has an annual performance management process for staff that utilizes an online tool for managers and supervisors. The tool allows for multiple evaluation formats to be customized for different types of staff. Over the past few years, approximately 85 percent of employees have received an annual performance evaluation.

Human Resources (HR) works in constructive partnership with academic and administrative departments on campus. As a result of building these partnerships across campus, HR is often sought out early to advise and resolve conflicts. Over the past several years, HR systems and processes have become more coordinated and integrated, especially with academic areas, such as the recruitment and hiring of faculty using the centralized system (PeopleAdmin); the introduction of background checks for all employees including faculty; and more involvement in employee relations matters concerning members of the faculty. Using the annual benefits open enrollment process, as well as new faculty orientation, HR has cultivated more opportunities to meet face-to-face with faculty as well as with all departments on campus.

Bowdoin implemented one of the leading human capital management systems, Workday, in January 2016. The Workday project provided an opportunity for the College to review and improve its HR processes and reporting. More than 120 active business processes were reviewed, including integrations. Analytics that would have previously not been feasible due to the time and resources required are now performed in real time using Workday reporting tools.

In 2016, the Student Employment Office was moved to Human Resources in recognition of the continued regulatory complexities around employment that extend to student employees on campus.

In December 2015, in light of Title IX regulatory changes, the College made significant revisions to its [Freedom from Discrimination, Harassment, Sexual Misconduct and Gender-Based Violence Policy](#) for staff and students.

Workplace social media policies are undergoing legal review and challenges nationally, so the College will continue to watch this issue and develop its own policy.

Financial Resources

Financial Resources Description

Bowdoin's management of its financial resources and of the long-term financial health of the College is fundamental to sustaining Bowdoin's mission, purpose, and continued evolution. This includes overall financial planning and assessment, management of the operational budget, investment management, debt management, fundraising, and audit and ethical oversight. The College undertakes these essential responsibilities with effective, interactive processes and thoughtful, conservative foresight.

Financial planning and assessment is an ongoing, continuous process coordinated by the treasurer's office and conducted within the context of the long-term financial health of the College. In accordance with College by-laws, the Financial Planning Committee reviews annual operating and capital budgets as well as long-range financial plans and forecasts and their underlying assumptions. The treasurer's office uses a dynamic ten-year financial model, developed in-house, to assess and report on the current and prospective financial condition of the College. This model is updated regularly and allows for unlimited adjustments to key assumptions related to enrollment, tuition, payroll, fundraising, endowment performance, and core operating expenses. Select scenarios, representing both positive and negative financial outlooks, are shared with senior officers and the Financial Planning Committee at least annually. The committee also receives an annual financial ratio report prepared by the higher education finance team at Barclays, comparing Bowdoin's results with peer institutions.

Dashboard reports displaying operational liquidity, reserve balances, and the funding status of capital projects are monitored daily by the treasurer. The treasurer and chief investment officer communicate regularly regarding institutional liquidity needs.

The treasurer's office annually prepares the operating and capital budget together with the president, senior officers, and budget managers and budgets on a sources-and-uses (or cash) basis of accounting. The Financial Planning Committee votes to recommend the preliminary budget to the full board, and the annual budget is presented for final approval at the May board meeting.

As noted in Standard Three, Senior Vice President for Finance and Administration & Treasurer S. Catherine Longley resigned in 2016 and was recently replaced by Matthew Orlando, who served previously as Bowdoin's vice president for finance and assistant treasurer and, during the search process, as vice president and interim head of finance and administration & treasurer.

The College's endowment is overseen by the College's senior vice president for investments, Paula Volent, in collaboration with the Investment Committee of the Board of Trustees. Ms. Volent has managed Bowdoin's endowment since 2000. The endowment is invested with the goal of generating a steady and stable stream of funds that will support the College's current operations, while preserving purchasing power to support programs and initiatives for future generations of Bowdoin scholars. The endowment is invested by allocating funds to external investment managers who possess expertise in specific areas of investment opportunity; no endowment assets are managed internally at the College. The endowment is diversified across multiple asset classes with differing correlations and risk and return characteristics. A particular emphasis is placed upon protecting capital in down markets.

The College uses a spending policy that allows for the distribution of between 4 percent and 5.5 percent of a twelve-quarter moving average of endowment market values, using the valuation at June 30 of the previous fiscal year as the terminal value. For the fiscal years 2016 and 2017, the Board of Trustees approved a 5 percent draw. Approximately 46 percent of the endowment is restricted to use for scholarships and financial aid.

Fundraising is an important element of Bowdoin's financial resource management, and Bowdoin continues to have a loyal and devoted donor base. The College follows a gift acceptance policy that sets forth the criteria by which proposed gifts are reviewed for acceptance. The most recent policy update was adopted in January 2016. Policy guidelines emphasize the importance of protecting both the donors' and the College's best interests. The College reserves the right to refuse gifts that are incompatible with its mission or put the assets or the reputation of Bowdoin at risk.

After some transitions in leadership for the Development and Alumni Relations office, in 2016 Scott Meiklejohn was named senior vice president for development and alumni relations, bringing nearly two decades of service to Bowdoin, first as senior capital support officer in development and most recently as dean of admissions and financial aid.

The College places emphasis on financial accountability, transparency, and risk management.

The Audit Committee of the Board of Trustees assists the board in fulfilling its oversight responsibilities relating to the integrity of the College's financial statements, the systems of internal control, the performance of the College's independent auditors and internal audit function, the independent auditor's qualifications and independence, and the College's compliance with legal and regulatory requirements. To allow for anonymous and confidential reporting of financial misconduct (i.e., whistleblower protection), the College uses a third-party online reporting application.

The College engaged KPMG LLP in February 2011 to succeed PricewaterhouseCoopers LLP as auditor of the College's financial statements, including the annual Circular A-133 audit for federal awards, and to assist with tax filings. Beginning in FY 2013, the College engaged the Boston Consortium for Higher Education to conduct internal control audits on a biennial basis. The results of the audits are shared with the Audit Committee.

The College's health benefit plan (medical and dental) is self-funded under the Employee Retirement Income Security Act (ERISA). The annual costs of the plan are primarily a function of health and dental claims. The College carries stop-loss insurance and maintains a \$1-million health claims reserve in the event of higher-than-budgeted health claims.

The Bowdoin College Employee Retirement Plan, an ERISA 401A plan, is overseen by an internal trustee committee with annual external audits performed by CliftonLarsonAllen LLP. The committee meets quarterly to review plan performance, make determinations on the inclusion or exclusion of funds offered in the Plan's core lineup, and engage and monitor the Plan's record keeper. In FY 2016, the College entered into a limited-scope engagement with Fiduciary Investment Advisors (FIA) to provide independent advisory services and benchmarking for the Bowdoin College Retirement Plan. In Fall 2016, the internal trustees of the plan voted to increase the scope of Plan advisory services received from FIA to include fund menu design analysis, fee analysis, and ongoing performance monitoring.

The staff of the College's financial offices (controller's, treasurer's, and investments) includes two certified public accountants, four chartered financial analysts, and one certified payroll professional. For each of these professionals, the College supports their continuing education to maintain certifications.

Financial Resources Appraisal

Bowdoin's financial resources have increased significantly over the past decade through prudent investment management, careful financial planning, and strong donor support. As of June 30, 2016, the College had total assets of \$1.8 billion and net assets of \$1.5 billion.

Included in total assets is \$66 million of spendable reserves invested outside of the endowment and \$97 million of taxable bond proceeds held in a refunding escrow account that is managed by the investments office. Spendable cash and investments, inclusive of unrestricted and temporarily restricted endowment, totaled \$1.0 billion as of June 30, 2016, roughly 375 percent of outstanding debt.

Investment Management

The endowment has consistently delivered top-tier investment performance relative to peers, providing for an increasing revenue stream to support operations. At June 30, 2016, Bowdoin’s audited endowment market value was \$1.34 billion, representing endowment assets per student of approximately \$746,000. In fiscal year 2016 the endowment supported 32 percent of the operating budget, with a spending draw of \$50.0 million. The College’s one-year investment return for fiscal year 2016 was in the top-quartile of college and university endowment results as tracked by Cambridge Associates while the College’s three-, five-, and ten-year returns were all within the top one-percentile for each period.

The following table details the College’s investment performance over 1-, 3-, 5-, and 10-year periods vs. various market indices, as of June 30, 2016.

	<u>1-Yr</u>	<u>3-Yr</u>	<u>5-Yr</u>	<u>10-Yr</u>
Bowdoin College Endowment	-1.4%	10.4%	9.9%	8.5%
S&P 500 Index	4.0%	11.7%	12.1%	7.4%
Barclay Aggregate	6.0%	4.1%	3.8%	5.1%
MSCI ACWI	-3.2%	6.6%	6.0%	4.8%
Cambridge Associates C&U Median	-2.9%	5.0%	5.1%	5.1%

The College established a refunding escrow with \$99 million of the Series 2012 Taxable Century Bond proceeds on July 3, 2012, for the purpose of paying off the Series 2009A bonds on the first optional call date of July 1, 2019. The escrow portfolio is invested separately from the endowment with a lower-risk, shorter-time horizon strategy and a goal to cover the coupon payment over the holding period. Protection of capital is prioritized using a diversified portfolio of low-volatility fixed income-related and absolute return funds. Since inception through January 31, 2017, the portfolio returned 5.1 percent, compared to the coupon rate of 4.69 percent paid on the century bond.

Fundraising

Development and alumni relations staff have preserved a longstanding culture of ensuring that donors are treated in a professional, ethical, and fair manner. A variety of interactions are thoughtfully undertaken to help potential donors fulfill their charitable intentions with gifts that are compatible with the College’s mission and, as is most often the case, in alignment with the College’s areas of greatest need.

For the ten-year period ended June 30, 2016, the College recorded approximately \$384 million of contribution revenue, of which \$265 million contained donor-imposed

restrictions. Unrestricted annual giving continues to provide an important stream of revenue to support operations, reaching nearly \$8.3 million in FY 2016. Bowdoin's total Annual Giving program, which includes current-use gifts from the Alumni, Parents, Friends, and Polar Bear Athletic Funds, raised \$11.7 million in FY 2016, \$2.9 million more than was raised in FY 2006. In FY 2015, the alumni participation rate of 61.6 percent was among the highest at any college or university in the US.

The College's top fundraising priority over the past decade has been gifts for financial aid, to support our commitment to need-blind admissions and the no-loan policy. Fundraising goals to increase financial aid endowment served as the foundation of the last major capital campaign (FY 2005 to FY 2009) and of a fundraising initiative launched near the end of Barry Mills's presidency, which raised over \$50 million for financial aid endowment. Since FY 2006, new gifts and additions designated for financial aid endowment totaled \$162 million.

From 2005 to 2009, the College conducted a comprehensive capital campaign ("The Bowdoin Campaign"). The goal of raising \$250 million was surpassed, and \$293 million was raised: \$145 million for endowment; \$29 million for new construction; \$26 million for renovation; \$51 million for annual giving; and \$42 million subsequently designated for endowment and other capital or spendable purposes. In FY 2009, the College introduced the Hyde Scholarship program, a gift commitment whereby donors make a minimum pledge of \$40,000 over four years in support of financial aid. This spendable gift program was designed to help cover the institutional gap between total financial aid expenditures (\$33 million in FY 2016) and the annual income distribution received from the endowment to support financial aid (\$23 million in FY 2016).

Budget Management

The FY 2017 operating budget, \$156 million, is 2.6 percent over the previous FY budget—an increase that is well below that of recent years—and consists of the highest level of endowment budget support ever—more than \$55 million. In the ten-year period from FY 2007 to FY 2017, Bowdoin's operating budget grew from \$106 million to \$156 million, a 3.9 percent compound annual growth rate.

Three major sources of revenue constitute nearly 90 percent of the total operating budget revenue: gross tuition and fees, net of financial aid (49 percent); endowment spending distribution (35 percent); and unrestricted annual giving (6 percent). By comparison, the endowment spending distribution for operations represented just 22 percent of total revenue in FY 2007. The steady growth of the endowment spending distribution has enabled the College to subsidize an increasing portion of financial aid expenditures and academic and student programs. Though mitigated to some degree by the lagged endowment spending formula, the risks associated with an increasing reliance on the endowment to support operations are recognized by the College.

The dedication of sufficient resources to the academic program and the student experience remains at the top of budget-setting priorities. The biggest driver of operating expense growth over the past decade has been payroll and benefits. In FY 2016, 63

percent of total operating budget expenditures were related to payroll and benefits for faculty and staff, compared to 58 percent in FY 2007. In addition to maintaining competitive wages for faculty and staff, much of the increase is attributed to soaring employee health plan costs over this period, with average annual increases of 11 percent between fiscal years 2007 and 2016. Benefit design changes have been implemented regularly to help curtail costs. Starting in calendar 2015, the College added two high-deductible health plans along with individual health savings accounts to which the College made contributions. Over time, these new health plan options are expected to moderate the impact of rising health care costs on the budget.

Savings in certain expense categories, such as utilities, telecommunications, and leased equipment, have helped to offset cost increases elsewhere. Of particular note are the utility initiatives the College has implemented in recent years, including enhanced dual-fuel capability at its central heating plant; numerous energy savings initiatives and major building renovations that produced immediate utility savings; and a strike price strategy for locking in future energy prices. Collectively, these efforts have allowed the College to reduce its utility budget by nearly seven percent, from \$5.6 million in FY 2008 to \$5.2 million in FY 2017.

Operating from a position of financial strength, the College is now taking steps to prepare for what is expected to be a period of slower revenue growth (2-3 percent) combined with wage pressures, rising benefit costs, and capital renewal needs over the next ten years. The College is undertaking a zero-based budgeting exercise for FY 2018. Budget managers have been asked to build their operating budgets from zero, highlighting key activities, associated staffing, and the importance of various expenditures to the mission and goals of each department. This exercise will position the College to better assess how resources could be reallocated to fund strategic priorities and control costs.

Affordability

The Board of Trustees and senior management have remained committed to enrolling the most talented students regardless of their ability to pay. For the ten-year period FY 2007 to 2017, financial aid support has more than doubled (from \$17.6 million to \$36.9 million). After eliminating loans from all financial aid packages in 2008, the College has continued to take steps to support families with financial need.

Starting with the class of 2016 (in July 2013), the College revised its aid formula so that the home equity component of a family's expected contribution toward college costs is capped at 180% of income. This policy has benefitted many middle-income families who have lived in the same house over an extended period and would otherwise have found it difficult to meet the expected family contribution.

As middle-class incomes have stagnated nationally and the College admissions office has sought to recruit outside of traditional geographic areas, the percentage of admitted students eligible for financial aid has gradually increased. Starting in FY 2012, the financial aid budget was increased to provide aid to 42 percent of the student body, up 2

percent over the prior year. This budget has continued to increase, and in FY 2017 the budget assumes 46 percent of the student body will receive aid.

Debt Management

The College uses debt as an efficient source of funding for capital projects, particularly for auxiliary and administrative facilities where fundraising prospects are limited. The College currently has \$313 million of bonds outstanding. The debt portfolio is 100 percent in fixed rate mode, inclusive of a fixed-for-floating interest rate swap on \$21 million of variable rate debt. As previously mentioned and discussed below, nearly one-third of the \$313 million bonds outstanding consists of debt that is scheduled to be fully repaid in July 2019 through an internally managed escrow account. As such, the College's balance sheet has exhibited high leverage ratios relative to some peers since FY 2012, and will continue to do so until these bonds are redeemed in early FY 2020.

With the majority of the College's long-term debt in the form of non-callable taxable bonds with bullet maturities, flexibility is somewhat limited. The College's endowment management and strong fundraising capacity mitigate the reduced flexibility. Notwithstanding, the College has created reserves in the endowment to provide future administrations with options as these long-term taxable obligations mature, the first of which begins in 2035.

In July 2012, the College took advantage of an opportunity to issue a 100-year taxable debt ("century bond"), at an attractive rate of 4.69 percent. The bond issue provided proceeds of \$128 million to refund the \$99 million Series 2009A bonds, callable in July 2019, and to fund facilities priorities through the end of President Mills's tenure. These projects included the Robert H. and Blythe Bickel Edwards Center for Art and Dance, a new administrative building, campus network upgrades, and the renovation of a building to house the financial aid office.

More recently, certain deferred maintenance needs have surfaced that are both urgent and difficult to support with donations (i.e., infrastructure, upperclass student housing, and dining service improvements). To finance these facility improvements and to provide capital to support strategic improvements to academic spaces outlined in the campus master plan, the College issued a \$45-million taxable bond issue in April 2017, the first long-term borrowing in nearly five years.

Audit and Risk

Bowdoin's audit and ethical oversight have been thorough and effective. The College has received unqualified opinions from its external auditor (KPMG) for each year covered in this appraisal. In addition, there have been no internal control weaknesses identified by the auditors during this period with respect to the annual financial statements or the OMB-Circular A-133 Compliance Supplement. The internal control audits performed by the Boston Consortium since 2012 have covered several broad functional areas, including accounts payable, payroll, procurement, and student accounts (scheduled for March 2017). The College has adopted a number of recommendations outlined in the audit reports to improve controls.

Information, Physical, and Technological Resources

Bowdoin is an excellent steward of its physical and technological assets, utilizing benchmarking and other data to prioritize facilities projects and enhance current practices. Ongoing assessment of its physical and technological resources in light of its mission and current finances forms the basis of realistic planning and resource allocation. Current budget and planning efforts provide a framework for the future, with particular emphasis on academic space planning, deferred maintenance, equipment replacement and renewal, and network and technology upgrades.

Information, Physical, and Technological Resources Description

Library

In its role as an intellectual and cultural center on campus, the Library focuses on supporting the academic mission of the College through its services, information resources, and expertise of its staff. Underlying the Library enterprise are its goals to enrich learning, support creativity, ensure access to scholarship, and engage actively with the Bowdoin community.

After a national search, Marjorie Hassen was hired as the new college librarian in 2013, following the retirement of Sherrie Bergman. The library's professional staff is composed primarily of librarians who hold ALA-accredited master's degrees as well as additional advanced degrees in pertinent subject areas. In order to meet the changing needs of the library and the College, roles and responsibilities are continually evaluated, with positions recently redefined to focus on support for the social sciences and outreach related to Special Collections & Archives.

Outreach to the campus community in support of teaching, learning, and scholarship is the fundamental aspect of the Library's work. The librarian liaisons, who are focused on providing direct assistance to faculty and students in all disciplines, support the curriculum through both in-class instruction developed in collaboration with faculty and one-on-one assistance with course assignments outside of class time. They support faculty scholarship and advise on issues related to the discovery and access of research materials, copyright, and data management. They create tools to support the research discovery process and knowledge acquisition; provide workshops for the Bowdoin community on such topics as citation management; collaborate with other academic support units on campus; support multimedia and emerging technologies; and develop and oversee exhibitions and cultural events.

The Library acquires, processes, and provides access to information resources both physically, in library buildings, and virtually, through the Library's website and a variety of discovery systems, including the purchase or licensing of print and electronic materials and through borrowing items from other institutions via resource sharing partnerships. The Library's close collaboration with the Bates and Colby College libraries supports

both collaborative acquisition activities and a shared catalog (CBBcat), which provides users access to resources at all three institutions.

Library collections have been developed and maintained to support the curricular and research needs of the Bowdoin community. Librarians work closely with faculty to ensure that collections meet their needs and those of their students in terms of both content and format. In the current hybrid print/electronic environment, decisions regarding format choice are made based on needs, usage, and availability. Librarians continually monitor the landscape of the publishing industry, including costs and user needs and behaviors, and adjust collection strategies as appropriate. Further, the Library works closely with its Bates and Colby colleagues through the CBB partnership to negotiate collaborative arrangements with publishers and vendors.

The Library is committed to providing an environment that promotes and supports teaching, learning, and research and the emergence of new pedagogical methods and modes of scholarship. Hawthorne-Longfellow Library and the College's three branch libraries (Art, Music, and Science), provide space for independent study, collaboration, instruction, and technology exploration.

The [Media Commons](#), which opened on the lower level of Hawthorne-Longfellow Library in 2015, supports viewing, creating, and manipulating media, including still photography, video, animation, and 3-D visualizations, as well as film research. The space contains thirty-five computers with media-production software, five film-viewing stations, an eighteen-seat screening/seminar room, and two production studios. Video, photography, and audio equipment are made available for loan to faculty and students.

Bowdoin recently unveiled a high-tech telepresence classroom, within the Media Commons, to link students to university classrooms around the world. Funded with a Mellon Foundation grant to bolster the Russian curriculum, the space will forge a virtual connection with Yale's Slavic studies program but can also be used by faculty across the College. The room has been outfitted with high-definition screens, audio-sensitive cameras, and interactive whiteboards that allow students to interact with professors and students in other locations as if they were in the same room.

Information Technology

Bowdoin College's Office of Information Technology (IT) offers an array of services and consulting to assist in making the technology-related work of faculty, staff, and students straightforward, efficient, and effective. From staff members looking for skills training, to faculty members looking to explore new forms of technology for their research, to students needing assistance with unfamiliar tools, to offices weighing the merits of new forms of campus-wide data gathering, IT provides support both on campus and remotely. Policies are available on the [IT website](#) and are regularly reviewed.

IT develops its forty employees so that they have the skills to assess, implement, and maintain current and future technologies. Keeping staff trained has allowed for the use of internal resources on projects, rather than outsourcing to external consultants and

contractors, saving money and ensuring Bowdoin staff are knowledgeable about the current applications. Due to the investment in training and certifications, IT has relatively low staff turnover rates.

Bowdoin was the first of its peers to offer faculty, students, and staff access to a High Performance Computing (HPC) environment that can run multiple intensive jobs concurrently. [“The Grid”](#) is a group of Linux servers that act as a single, huge multiprocessor. Originally created in 2003 to support a single faculty member, it now supports dozens of faculty and students for individual projects and across eleven departments. Since 2008, Bowdoin has had a dedicated FTE staff member to support and maintain the HPC and to provide consulting services to faculty and students.

Information Security

Bowdoin has developed a culture of building information security into projects and processes rather than trying to address them as an afterthought. Safeguarding information and information systems is essential to preserving the ability of the College to perform its mission and meet its responsibilities. In 2008, the College created an information security officer position to promote and oversee information security. In an effort to better secure its data, Bowdoin maintains a partnership with Oxford Networks (recently acquired by Oak Hill Partners) to provide colocation services at a redeveloped data center located on a former Navy base about four miles from campus. This data center is the primary site for servers and storage. Bowdoin maintains its own equipment in the data center, including connections from three different internet providers and two physically diverse fiber paths back to campus. Additionally, IT designs systems that are scalable, secure, and recoverable if there were a major disk failure or disaster using disk and tape technologies. Bowdoin also maintains a fireproof safe in a locked network closet for long-term storage of backup tapes.

Physical Resources

Bowdoin’s campus includes buildings of widely varied ages and many architectural styles on approximately 210 acres surrounded by residential neighborhoods. Much of the main campus has been designated a historic district in the National Register of Historic Places. The College owns a total of 117 buildings in Brunswick that total more than two million gross square feet. The College also owns and operates the 118-acre Coastal Studies Center and marine laboratory in Harpswell, Maine, and a scientific field station on Kent Island, New Brunswick, Canada. The College has other minor property holdings both in Maine and Canada. In 2013 and 2014, the College acquired 130 acres of undeveloped land located on the former Naval Air Station Brunswick, for which future plans are under discussion. The property is within two miles of the main campus and includes forest, open grassland, and wetland. An additional 144 acres of former base land is expected to be conveyed to the College in the future.

With Sightlines Facilities Asset Advisors of Guilford, Connecticut, the College developed an Integrated Facilities Plan (IFP), which is a cyclical repair and replacement plan of primary building components for each of the College’s buildings. The IFP is used

to develop a ten-year maintenance and renewal plan. The IFP is updated annually and shared with the Facilities and Properties Committee of the Board of Trustees.

The FY 2017 major maintenance budget is \$5.3 million, an increase of 3 percent over the prior year. In the past three years, approximately 65 percent of the budget was allocated to building envelope and mechanical systems, with the remaining 35 percent to space and program projects. The Sightlines IFP is used when allocating available major maintenance funds between these two project categories. The College maintains a capital expenditure plan separately from the operating budget. New construction and renovations are typically included in the plan and funded from a combination of debt proceeds, gifts, and grants. The Facilities and Properties Committee reviews and approves all projects.

Environmental and Ecological Concerns

The College's facilities are constructed and maintained in accordance with all applicable federal, state, and local laws, by-laws, ordinances, codes, and regulations. Standard facilities contracts for capital projects and maintenance contain provisions that require contractors to observe and comply with all applicable laws, ordinances, codes, and regulations, including the US Environmental Protection Agency's "Renovation, Repair and Painting Rule" regarding renovation of buildings containing lead paint surfaces.

Bowdoin's environmental health and safety office is responsible for ensuring the College is in compliance with all government regulations in the areas of environmental protection and human health and safety.

In 2007, the College became a signatory to the American College and University Presidents' Climate Commitment (ACUPCC). The College developed a detailed implementation plan in 2009 for becoming carbon neutral by 2020. Bowdoin's Climate Neutrality Implementation Plan (updated most recently in 2014) was developed by a team of staff, faculty, students, and trustees who evaluated a range of strategies for increased energy efficiency, transportation adaptations, renewable-energy generation, and carbon offset options necessary to eliminate the College's carbon footprint. In the spring of 2013, a new [Sustainability Implementation Committee](#) was formed with student, faculty, and staff representatives. The committee is responsible for overall climate action plan development, coordination, analysis, and goal setting.

The College has been incorporating sustainable design features into all of its new building projects since 2000 and has made a commitment to attain Leadership in Energy and Environmental Design (LEED) certification on all newly constructed buildings. Further, the College is also taking innovative approaches to energy conservation and efficiency (see workroom document). Bowdoin measures its energy use through an energy dashboard and solar PV metering of its facilities. These data are used by faculty, staff, and students to measure the College's progress in reducing its carbon footprint.

The Americans with Disabilities Act (ADA) Committee, staffed with members from many different offices, meets annually to review the current status of compliance, planned improvements, and planned capital and major maintenance projects. For nearly a

decade, the College has been utilizing the firm Access Design/Alpha One of Portland, Maine, to perform periodic surveys of its facilities and identify and prioritize potential improvements. The College is committed to making all new construction and significant renovation projects ADA-compliant. Each major maintenance project is reviewed with consideration of the ADA, and compliance is achieved where possible.

Information, Physical, and Technological Resources Appraisal

Library

Bowdoin's collaboration with the Bates and Colby College Libraries (CBB) significantly expands the breadth of information resources available to the Bowdoin community. The merged online catalog (CBBCat) exposes the holdings of all three libraries, and materials can be requested easily for expedited delivery from one institution to another. CBB is currently engaged in an assessment of the underlying Sierra platform (supplied by Innovative Interfaces) to ensure it meets current and future needs.

Library and Academic Technology & Consulting staff have been working collaboratively to assist students and faculty with media projects and film research. In 2016-2017, over 400 unique users have scheduled the Media Commons' production studios, and staff have supported course-related and individual projects that involved podcast recording, film creation and editing, and media software training. The Commons has supported the growth of the Cinema Studies Program, which recently revised its course requirements for minors to ensure that students graduated with knowledge about film technique, theory, history, and international cinema. With the opening of the Telepresence Classroom in the space this past December, this team is now working with faculty who are exploring new pedagogical approaches supported by the room's extensive technology.

Improving Access to Collections in the Library and across the College

In order to increase access to the wealth and variety of materials in the Library's Special Collections & Archives, we are exploring the implementation of a "bento-style" search. Through a single search box, users are able to quickly and simultaneously discover resources from multiple search tools, with results from each underlying data source presented side-by-side on a single results page. Bento will provide a full overview of the universe of Special Collections and Archives holdings and eliminate the need for "siloed" searching.

Librarians are increasingly providing in-depth research assistance to students in groups and consulting on group projects. To support collaborative work among students and between students and the Librarian Liaisons with whom they work closely, we are renovating space in the Hawthorne-Longfellow Library to create a Research Lab. The Lab will include mobile tables, chairs, and whiteboards, along with technology to support collaboration, and will provide a flexible space to facilitate this evolving support model. At the same time, Academic Technology & Consulting staff will move to the first floor of Hawthorne-Longfellow to increase the team's visibility and support its expanding

outreach program. Their reconfigured office space will include a “maker space” that will highlight new and developing technologies available to students and faculty.

President Rose has asked the Bowdoin community to envision the “library of the future” within the context of our growing digital world and the role of the library’s esteemed collection, services, and place as the intellectual and cultural center of campus. As a component of planning for the “library of the future,” Director of the Library Marjorie Hassen has engaged faculty in conversation about the nature of an academic library in the twenty-first century and, specifically, how Bowdoin’s library can be reenvisioned so it continues to serve as an indispensable intellectual center on campus.

Information Technology

For over ten years, the Office of Information Technology has been measuring success based on client satisfaction. In the 2012 MISO (Measuring Information Service Outcomes) survey, Bowdoin scored 3.5 or higher in each category, besting scores assigned to participating peer institutions. Bowdoin will be participating in the 2017 MISO survey to provide an updated measure of satisfaction. IT continues to monitor and improve its service to the College.

Major projects, such as a 2013 student information system (Banner, branded locally as Polaris) and 2016 Workday, as well as dozens of smaller projects each year, have been delivered on time and within budget. The success of these projects is attributable to the development of a strong project team made up of all the stakeholder departments, commitment to technical training and excellence, and skilled project management.

Information Security

The College engages annually with external auditors, penetration testers, or focused risk assessors to review the College’s information security and controls, with the last external audit performed in 2016 by KPMG LLP. These annual assessments include reviews of access to programs and data, network security, password policies, and physical access to critical technology infrastructure. Recommendations are incorporated into security planning and are reported to the Audit Committee.

With the rollout of Workday in January 2016, Bowdoin IT security implemented Duo two-step authentication to further protect personal information with security beyond the password. Duo is currently mandatory for HR, payroll, and finance employees, and provided as an opt-in for all other Workday users. There are currently over 250 Duo users, 145 of which are opt-in. Duo has since been expanded to five other areas that house sensitive information, and plans are in development to expand further.

Maintaining information security is a large and growing challenge. Bowdoin considers securing information to be everyone’s job. Since 2008, Bowdoin has engaged in internal security training with over 800 individuals across campus. Every technology project and service now addresses information security in its review. A key challenge for Bowdoin is the movement of data and technology services to the Cloud, introducing greater risk of being the target of a cyber-attack. IT will need to carefully evaluate and understand data

and systems moved to the Cloud, as the process will require additional skill sets and resources.

Physical Resources

Over the past ten years, the College's building acquisition, construction, and renovation efforts have been extensive, focusing on strategic goals related to the mission of the College. These projects, guided by the Campus Master Plan, were aimed primarily at improving the student residential experience; enhancing the arts and the sciences; supporting the academic program, in particular renewing and expanding outdated facilities; and maintaining and improving the underground campus steam line and electrical infrastructure. A list of major projects can be found in the workroom.

Since FY 2007, the College has invested approximately \$83 million into renovating and expanding outdated facilities and \$39 million into constructing major new buildings. Over the same period of time, the major maintenance budget has grown from \$3.0 million in FY 2007 to \$5.3 million in FY 2017, an increase of nearly 74 percent.

Capital projects achieving ADA compliance over the past decade include but are not limited to: construction of 216 Maine Street; the renovation of Adams Hall and the Edwards Center for Art and Dance; the renovation of all first-year Brick residence halls; the renovation of Hawthorne-Longfellow Library; new construction of Osher and West residence halls; construction of the Sidney J. Watson Arena; and conversion of Curtis Pool to the Studzinski Recital Hall. Furthermore, major maintenance projects include the addition of ADA-compliant seating and hearing loops in Pickard Theater, hearing loops in Lancaster Lounge in Moulton Union and in the Pickering Room, and a flexible classroom located in Hubbard Hall. Many ramps have been constructed, pathways improved, and door access/hardware improved.

The College has invested substantial resources into converting rooms and exterior doors of buildings to card access, as concerns or issues have arisen in relation to access and as part of the standardization of door access. To date, the College has over 2,000 offline card-access doors and 470 networked doors. The College has achieved card access for all College residence external doors. For emergency preparations, the College has implemented a workflow that allows a security officer in the communications center to rapidly lock networked card readers within seconds to secure the perimeter of buildings; as buildings are converted to card access, they are integrated into that workflow.

Environmental and Ecological Concerns

The College is actively engaged in sustainability projects and has made significant progress in promoting energy efficiency. The College's solar PV complex provided about eight percent of the College's electricity in FY 2016, generating about 1,376,000 kWhs. Combined with the electricity produced by the cogeneration turbine at the heating plant, approximately 14 percent of the College's electricity is now generated on-site and from renewable or efficient sources.

Bowdoin's Greenhouse Gas (GHG) emissions were 24 percent lower in FY 2016 compared to the 2008 base year of the College's carbon reduction plan. Additionally, Bowdoin's own-source emissions decreased 19 percent in FY 2016 with respect to the base year, and the College is on track to meet its goal of a 28 percent reduction in own-source emissions by 2020. The College's Annual GHG Inventory Update summarizes key changes that contributed to the College's most recent reduction in emissions.

Over the last decade, the College has added four LEED-certified buildings, including the Sidney J. Watson Arena (LEED), the Peter Buck Center for Health and Fitness (LEED Silver), the residence hall located at 52 Harpswell Road (LEED Gold), and the administrative building located at 216 Maine Street (LEED Silver). The College has also developed and utilizes LEED-like building design standards for renovation projects. These guidelines provide architects and contractors with a framework for helping the College reach its goal of building efficient and environmentally friendly buildings.

Projection

Capital Campaign

President Rose, the Board of Trustees, and members of the community are reviewing priorities that will set the course for fundraising efforts over the next several years, a timeframe likely to include the College's next comprehensive campaign. Planning and coordination of the campaign will be overseen by the president and the senior vice president for development and alumni relations.

Campus Master Plan

The process of updating the campus master plan began in 2016 and is near completion. The campus master planning strategy aims for the optimal development of the campus physical plant to address our nearest-term needs and maintain the longer-term potential for expansion, while strengthening the character and quality of the overall campus experience. Over the near term (three to five years), new and/or improved upperclass housing, renovation of Sills Hall, opening of the Roux Center, and reconfiguration of existing academic spaces are priorities for the College, as outlined in the plan. The president and senior vice president for finance and administration & treasurer will coordinate the finalization of the campus master plan and the programming and design of the new facilities.

The Roux Center for the Environment

Currently in design development, the new academic building is scheduled to be open for the Fall 2018 semester. The design includes lab classrooms, flexible classrooms, research labs, faculty offices, a green roof, and solar PV. The College has set an ambitious goal of achieving LEED Platinum designation for the Roux Center. The senior vice president for finance and administration & treasurer and the director of capital projects will be responsible for the on-schedule and on-budget completion of the project during the construction period, as well as achieving the LEED Platinum designation.

Sustainability

The Sustainability Implementation Committee is actively engaged in charting a course for the College to reduce own-source greenhouse gas emissions by 28 percent by 2020. The College is exploring options for an additional 1MW of solar PV capacity on campus, including a possible expansion of the existing facility at the former Navy base and the addition of rooftop systems on existing buildings. Further, the president and the committee have begun discussions on setting goals beyond 2020 that will aggressively move the College closer to carbon neutrality without relying on the purchase of renewable energy credits. It is anticipated that the president and committee will present updated plans to campus prior to 2020.

Library Improvements

The Research Lab will provide a flexible space that will promote active learning and collaboration beginning in 2017-2018. Librarians will establish protocols and practices to support their work with students in this new space. Assuming successful implementation of the “bento-style” search for Special Collections & Archives, the Library will work with the Museum of Art and the Peary MacMillan Arctic Museum to expand the search to cover those collections, which also utilize multiple databases and discovery tools. This would make it possible to access the holdings of all three organizations through a single search interface.

Information Technology

IT will continue its commitment to information security, bringing in new technology, such as next-generation intrusion-prevention and antivirus tools, as well as reassessment of existing security technology and processes. Over the next year, IT Security will expand the use of Duo two-step, including increased mandatory use with Workday and VPN access, as well as the addition of other applications and infrastructure with sensitive information.

Standard Eight: Educational Effectiveness

Bowdoin College demonstrates its educational effectiveness in a number of ways, several of which we describe and evaluate in detail below. Given our mission, our accomplishments to date, and our goals moving forward, we highlight the following: distribution requirements, assessing student learning, improving learning for all students, student success more broadly, and Bowdoin's commitment to the common good.

Effectiveness of Bowdoin's Distribution Requirements

Effectiveness of Distribution Requirements Description

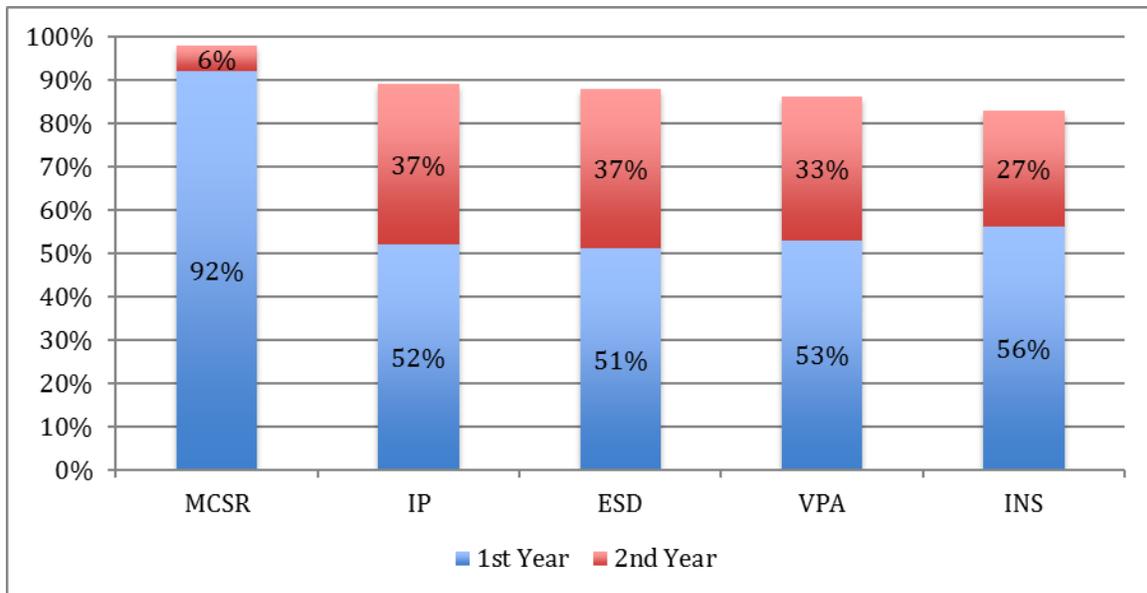
The academic disciplines are specialized modes of inquiry through which human beings perceive and intellectually engage the world. Both their power and their limits have led the College to make a long-standing commitment to general education. Bowdoin students acquire immersion experiences in their majors. In addition, through general education and distribution requirements, specialist faculty offer non-specialist students critical acquaintance with the perspectives and methods of disciplines in three general divisions of learning: the natural sciences and mathematics, the humanities and the arts, and the social and behavioral sciences.

Bowdoin College's degree requirements are described in detail in Standard Four. They include a one-course requirement in each of the following: Mathematical, Computational, or Statistical Reasoning (MCSR); Inquiry in the Natural Sciences (INS); Exploring Social Difference (ESD); International Perspectives (IP); and Visual and Performing Arts (VPA). Students must also complete the divisional requirement, taking at least one full-credit course in each of the three divisions of the College. Finally, to complete our general education program, each student must complete a first-year seminar.

Effectiveness of Distribution Requirements Appraisal

The faculty, through the Curriculum Implementation Committee (CIC), reviews proposals for courses designed to meet distribution requirements. In addition to this vetting process, each such course outlines, on the syllabus, the connection(s) between the course content and the distribution requirement. This process has strengthened with time and experience. We have also been successful in our goal of having students complete their distribution requirements by the end of the sophomore year. The chart below shows completion rates for the first- and second-year students.

Percentage of Students Completing Distribution Requirements in
First and Second Years
(Class of 2018)



As evidenced in this chart, the vast majority complete their distribution requirements by the end of the sophomore year: 98 percent for the MCSR; 89 percent for the IP; 88 percent for the ESD; 86 percent for the VPA; and 83 percent for the INS. As these are degree requirements, by time of graduation the completion rate is 100 percent for each of them.

Assessing Student Learning

Assessing Student Learning Description

As noted in Standards Four and Six, Bowdoin places particular emphasis on the academic major, a concentrated engagement with the methods and content of an academic discipline through which, as they advance through their coursework, students take increasing intellectual responsibility for their own education. The College provides opportunities for intermediate- and advanced-level independent study as well as honors projects, enabling students to engage in research and writing under the guidance of faculty mentors. The arrangement of teaching responsibilities of our faculty presupposes professional duties not only of classroom teaching and original scholarship and creative work but also of supervision of advanced student projects and advising students.

The 2006 reaccreditation review identified assessment of student learning as one of four concerns for the College. Bowdoin's 2011 Fifth Year Report outlined several improvements we made in this area, including reviewing and revising placement tests, linking placement results to student records and advising, requiring students to complete

the first-year seminar in the fall semester, participating in National Science Foundation (NSF) and New England Consortium on Assessment and Student Learning consortia programs, and implementing assessment/tutorial tools in quantitative reasoning, information literacy, and plagiarism.

Since the Fifth Year Report, we have institutionalized the development of departmental learning goals. Rachel Beane, an associate dean for faculty and a national expert on faculty development, and former associate dean Nancy Jennings, have provided group and individual workshops for department chairs and other faculty to assist them in this work and have shared a range of approaches to developing learning goals for each major. Faculty were asked to write goals in ways that stated what students are expected to know or to be able to do upon completion of a major and in ways that would be measurable to allow for assessment. Departments and programs now have written and posted learning goals for their undergraduate majors online.

Assessment of student learning is perhaps most visible within individual courses. For the past two years, a workshop in “Intentional Pedagogy” has been offered by Associate Dean Rachel Beane, with help from staff in the Center for Learning and Teaching, to faculty in their first or second year of working at Bowdoin. As part of this workshop, faculty are guided toward articulating goals for their courses and planning assessments that align with these goals.

Assessing Student Learning Appraisal

The College now has a variety of means for assessing student learning and continues to develop and use these.

Decennial departmental reviews provide an opportunity and a means for departments and programs to assess student learning. Data from annual senior surveys are provided to academic departments undergoing review so they can measure, in the case of senior survey data, satisfaction on a variety of measures including: course size; intellectual challenge; opportunities for class discussion; academic advising; instructional quality; and others. Alumni data by major summarizes graduate degrees obtained and provides individual career information. Sample alumni profiles from the Departments of German and Economics are available in the workroom.

All departments and programs have written learning goals and published them on their web pages. Departments and programs are at different stages of establishing assessment mechanisms. Some, including Africana studies, earth and oceanographic science, music, and neuroscience, have developed curriculum maps that link learning goals to courses:

<http://www.bowdoin.edu/africana-studies/learning-goals/index.shtml>

<https://www.bowdoin.edu/earth-oceanographic-science/learning-goals/index.shtml>

<https://www.bowdoin.edu/music/learning-goals/index.shtml>

<https://www.bowdoin.edu/neuroscience/learning-goals/index.shtml>

Chemistry, which has also approached learning goals through curriculum mapping, has an assessment mechanism in place that includes common rubrics for oral presentations, written work, and skill competencies in 2000- and 3000-level courses. Individual faculty in Chemistry assess their own courses in relation to learning goals for two years and then pool assessment data. The department checks to see that each of the chemistry concentrations meets the stated learning goals. In addition, through alumni assessment the department determines what their majors do after graduation—and the degree to which they are prepared for that professional work. For more information, see <https://www.bowdoin.edu/chemistry/pdf/chemistry-learning-goals-mapping.pdf>

Individual faculty assess student progress toward course goals typically through a series of formative assessments combined with summative assessments as evidenced in course syllabi. Samples are available in the workroom.

Library liaisons teach information literacy concepts, have developed best practices, and work directly with faculty to develop learning goals for individual instruction sessions. These librarians are in the process of creating a new set of standards based on the Association of College and Research Libraries (ACRL) recently adopted “Framework for Information Literacy for Higher Education.” As part of this effort, they are developing a scaffolded approach to instruction in concert with articulated departmental learning goals. See the library’s [instruction program](#) website for detailed information.

Improving Learning for All Students

Improving Learning for All Students Description

The unevenness of American secondary education, the diversity of student backgrounds, and the demands of college-level work and effective citizenship all require that the College—with guidance from faculty, other professionals, and qualified student peers—implement the means to empower all students to master essential skills in writing, oral communication, and quantitative reasoning. The following summaries of our Center for Learning and Teaching, BASE advising program, student feedback, Office of Off-Campus Study, and pedagogical innovation provide a valuable, although not comprehensive, sense of our efforts toward meeting this need.

The [Center for Learning and Teaching](#) (CLT) provides significant student support (as introduced in Standard Six). Within the CLT, the English for Multilingual Speakers program provides individual tutoring sessions on writing conventions and help with the first-year adjustment to college-level demands for reading and writing. The Baldwin Program for Academic Development provides students, through meetings with the director or peer mentors, the opportunity to assess academic strengths and weaknesses and develop individually tailored time management, organizational, and study strategies. The Quantitative Reasoning Program establishes study groups and individual peer tutoring for students in quantitative courses, and the Writing Project provides peer

writing assistance through course-based assistance, drop-in workshops, and semester-long tutorials. The Writing and Rhetoric Program, established in the fall of 2015, contains the First-Year Seminar Program (FYS) and also offers support to students of all levels for developing rhetorical skills in both speaking and writing contexts. The Quantitative Reasoning, Baldwin, and Writing and Rhetoric Programs provide workshops for students around specific learning strategies.

Enhanced faculty development has a significant effect on student learning outcomes (see also Standard Six). The CLT supports Bowdoin faculty by identifying relevant issues and current developments in teaching and learning, offering individual meetings with CLT program directors knowledgeable in the field of teaching and learning, hosting informal coffees, lunches, workshops, reading groups, and speakers, and providing pedagogical and other resources. This link provides a sample semester's worth of CLT offerings: <http://www.bowdoin.edu/center-learning-teaching/pdf/clt-faculty-offerings-fall-2016-poster.pdf>

As described in Standard Six, the Bowdoin Advising Program to Support Academic Excellence (BASE) provides another critical means of supporting Bowdoin students and ensuring that all students master essential skills and achieve success. Providing targeted advising to students identified as potentially facing extra challenges in transitioning to and succeeding at Bowdoin, BASE was launched in Fall 2010 as the result of faculty working groups on underprepared students and on advising. The program is designed to enhance the academic experience of students and support academic excellence through more structured, integrated, and comprehensive academic advising, with opportunities for goal setting and self-reflection. For faculty, this requires a commitment to the time and training necessary to provide this intensive advising. Now in its seventh year, over sixty faculty members have been trained as BASE advisors, and 237 students have participated in the program. In Fall 2016, the College adopted a new structure and level of resources for BASE in order to expand the number of students served in the program. Previously, the program served thirty students with ten advisors, annually. In 2016-2017, we are able to include forty-five students and fifteen advisors, with committed support for maintaining this size for the next three years. Any member of the faculty who has served as a pre-major advisor for at least two years is eligible to become a BASE advisor. BASE advisors now commit to participating in the program for at least two years (and many choose to serve for longer), advising one cohort per year of three first-year students. BASE advisors receive a research stipend as well as extensive, ongoing training and support from the faculty liaison for advising and the dean of first-year students.

The BASE advising model was developed in part from data from the New England Consortium on Assessment and Student Learning (NECASL), for which seven schools studied the Class of 2010 from their first year of college through graduation, and then five years out. As one of the results of this work, two Bowdoin faculty (Nancy Jennings and Suzanne Lovett), along with two faculty from Wellesley College (Lee Cuba and Joseph Swingle), wrote the influential *Practice for Life: Making Decisions in College* (Harvard University Press, 2016). In addition to influencing BASE, another lasting benefit of NECASL was expanding Bowdoin's student survey program and revising the

survey questions. The Senior Survey instrument was revised to be closer to the COFHE Senior Survey, as other NECASL schools are members of COFHE. This was of direct benefit to Bowdoin when we joined COFHE in 2015, as many of the Senior Survey questions had already been adopted.

At the end of each semester, the Office of the Dean for Academic Affairs coordinates the administration of the Bowdoin Course Questionnaire for all faculty and instructional staff teaching in that semester. Through the BCQ, students are asked to rank and comment on their own efforts and learning, the quality of their interactions with their instructors, their classroom learning experiences, the value of the course to their education, and the feedback they receive on their work.

Since the 2006 reaccreditation review, the BCQ has moved from a paper format to an online tool for both completion and submission. An initial pilot of the online form showed student response rates that were significantly lower when students completed the form outside of regularly scheduled class time, so the Office of Academic Affairs adopted the position that students should, ideally, be given time in class to fill out the BCQ, as was previously done with the paper process.

In 2016, the Office of the Dean for Academic Affairs held a summer working group composed of faculty from across the campus to reexamine the BCQ's effectiveness and check for possible bias implicit in the language of the questionnaire or invited by the wording of the questions. Revisions to the BCQ have been proposed and are under consideration by various groups of faculty and students.

As noted in Standards Four and Six, Bowdoin encourages that students study away to encourage international awareness and linguistic mastery. Most of our students studying away are juniors who leave campus for one or two semesters. The College's pre-approved programs can be explored at <http://www.bowdoin.edu/ocs/>. The College's financial aid policy allows this study-away experience to be accessible to all students who wish to pursue it.

Finally, the College has encouraged experimentation with the aim of improving student learning, and faculty have responded in a number of ways. The chemistry department, for example, reviewed their lab curriculum and decided to try a new, real-world-problem-based learning approach for the Chem 1109 lab in Fall 2015. After it was assessed (see appraisal section), that approach was adopted for other chemistry labs. In an effort to help all students be successful in introductory chemistry, the chemistry department expanded their introductory chemistry course offerings in 2015-2016 to include one that included an additional problem-solving session in addition to the lecture and lab meetings. The Bowdoin Marine Science Semester, which takes place each fall at the College's Coastal Studies Center, immerses students in a multifaceted approach to site-specific inquiry and cutting-edge lab science. The creation of laptop classrooms has helped us assess the promise and complications of moving away from desktop classrooms on campus. The emergence of the College's Digital and Computational Studies Initiative has resulted in the development of new faculty partnerships and innovative pedagogical approaches

across the disciplines and, in turn, new ways for students to engage with topics and enliven their learning. Science departments continue to experiment with creating different entry points to their majors. Many faculty members make use, for example, of Bowdoin's Special Collections, Peary-MacMillan Arctic Museum, and Museum of Art in substantive ways in their classes, developing new pedagogical approaches in the process.

Improving Learning for All Students Appraisal

Bowdoin's graduation and retention rates are available for the past nine years at <http://www.bowdoin.edu/ir/data/retention.shtml>. For 2016-2017, Bowdoin's retention of first-year students is 94 percent, which is slightly below our ten-year average of 96 percent. The College's most recent six-year graduation rate is 94 percent for the Class of 2014, with a ten-year average of 93 percent. As a residential, liberal arts institution, our aim is to have students graduate in four years. Over the past five years, on average, 88 percent of our students have graduated within four years. We track how graduation rates differ within particular populations to learn how successful we are at graduating all students. Averaging the past three years, first-generation college students have trailed the class four-year graduation rate by nine percentage points. High-need students and students of color have both trailed the class by four percentage points. Progress has been made with students of color. Their four-year graduation rate has increased by two percentage points for each of the past two years, bringing them within a single percentage point of the Class of 2016's four-year graduation rate of 88 percent.

Academic Support

Students make significant use of our resources for academic support. For example, in the Center for Learning and Teaching, the Writing Project conducts approximately 450 workshop conferences and 1,000 course-based conferences per year, and each semester about a dozen classes are designated Writing Project courses. Students and faculty in Writing Project courses provide feedback on the effectiveness of the individual tutoring, and students who use writing tutors outside of Writing Project courses are surveyed as well. The Writing Project director reviews this survey data, as well as reports from the tutors, to improve the annual training of student tutors. The Quantitative Reasoning Program provides over sixty-five study groups each semester to support student learning in mathematical, computational, and statistical reasoning courses. Drop-in tutoring for these courses is available five days a week, both day and night; and individual tutors are assigned to work one-on-one with over thirty students each semester.

Approximately 35 to 40 percent of Senior Survey respondents said they had received academic support from the Center for Learning and Teaching. As the chart below demonstrates, among those who received support, satisfaction is quite high and historically has hovered around 90 percent. Satisfaction reached its highest level in 2016 at 96 percent (38 percent very satisfied and 57 percent generally satisfied.) The College would like to see more students use the Center for Learning and Teaching in the future.

How satisfied were you with academic support (QR, Baldwin, WP, etc.) provided by the school or department

2016 wording: <i>tutorial help through an institution or department based program</i>	2009	2010	2011	2012	2013	2014	2015	2016
Number Participated	122	122	154	155	176	167	162	164
Percent Participated	30%	30%	37%	36%	39%	36%	35%	38%
Very Dissatisfied	2%	2%	1%	1%	2%	1%	2%	0%
Generally Dissatisfied	9%	9%	10%	13%	13%	9%	7%	4%
Generally Satisfied	52%	52%	57%	59%	57%	53%	62%	57%
Very Satisfied	37%	37%	31%	27%	28%	37%	28%	38%
Not applicable					0%	0%	0%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%

Until recently, the Center for Learning and Teaching (CLT) had separate usage-tracking and assessment systems within each of its programs. Under the leadership of its new director, the CLT integrated the different data collection systems across the programs into one system. The Center is working with the Offices of Information Technology and Institutional Research, Analytics and Consulting to select a software application that will enable the Center to more easily schedule, track, and analyze usage patterns of their programs. The goal is to provide a student-centric view, where the program directors can understand a student’s use of all of the Center’s services.

BASE Advising

Evaluations of the BASE advising program (Classes of 2014-2018) demonstrate the program’s success in terms of enhancing the advisor-student relationship and providing students with stronger advising support. For example, 89 percent of BASE participants, compared with 62 percent of non-BASE participants, state that they are comfortable approaching their advisors. Eighty-two percent of BASE participants state that their advisors provide information about campus services (as compared to 57 percent of non-BASE participants). Equally importantly, 71 percent of BASE participants note that they use resources on campus, compared with 21 percent of non-BASE participants. Detailed comparison tables are available in the workroom. BASE advisees appreciate the supportive familiarity they receive from their advisors and the confidence and competence they have gained in using the tools and resources that Bowdoin offers. In these ways, the BASE advising program continues to do what it was intended to do and proves to be essential to our efforts to improve learning for all students.

Student Feedback

Recent changes to Bowdoin’s course evaluation process are indicative of the value Bowdoin places on soliciting meaningful student feedback and seeking to uphold and enhance inclusive student learning. In 2014, the Office of the Dean for Academic Affairs changed the name of the course evaluation from “Student Opinion Form” to “Bowdoin Course Questionnaire” to reflect an understanding of this process as far more than one of gathering “opinions.” Groups of faculty are revisiting the language of the course

questionnaire to address bias in the questions and the potential for bias in student responses. The transition from a paper to an online process was made, in part, to provide faster feedback to faculty and department chairs. We also encourage students to provide feedback to the Committee on Appointments, Promotion, and Tenure when a faculty member who taught them is under consideration for promotion or tenure. Bowdoin takes student feedback seriously and views it as one of the ways to ensure that all students are receiving excellent teaching and support.

Response rates for the BCQ are very high. In Fall 2016, the response rate was 88 percent. We hope to return to the high of 93 percent, which was reached in Fall 2015, the first semester that *all* courses and labs were evaluated online, and which matches that of the final semester of the paper-only process. We continue to use a variety of means to ensure high student response rates. However, we do not tie BCQ completion to grade access, as some institutions do. We have found that the best method is to encourage instructors to make time in class for students to begin filling out the BCQ, and we supplement this message with reminders to students via posters, table tents, and emails.

Study Away

Historically, about half of Bowdoin students have studied away during their Bowdoin years. There was a reduction in studying away for the Classes of 2011 through 2014 (academic years 2009-2010 to 2012-2013), which likely was in response to the financial uncertainty of the time. Over the past three years, study-away rates have risen steadily to 54 percent (a twelve-year high). In terms of who chooses to study away, women and white students are overrepresented in the population that studies away compared to the class as a whole. Financial aid status has not shown to have a statistically significant association with studying away, in part because financial aid continues unchanged for students when they study away.

Pedagogical Innovation

When programs or faculty experiment with new pedagogical methods or approaches, the students are partners in the process and invited to give feedback formally and informally. Some students have noted how exciting it was for their class to be the first to try a particular method or technology, such as using iPads in Spanish 2410 to facilitate the close reading of texts in a second language. Assessment for the new problem-based Chemistry 1109 lab included a post-course survey. Over 90 percent of respondents agreed that the Chemistry 1109 lab increased their skills and ability to work in a laboratory, enabled them to synthesize results from multiple experiments, improved their understanding of chemistry, and enhanced their scientific literacy. One student commented, “Great lab course in terms of being able to apply chemistry concepts to real-world examples, such as river water pollution.” As a result, in Spring 2016, the problem-based lab approach was also used for labs in Chemistry 1092, 1102, and 1109.

Not all experimentation is successful. An attempt to offer financial accounting through collaboration with another institution and synchronous online delivery was determined, after several forms of assessment, not to be in keeping with Bowdoin’s expectations for student learning and student-faculty engagement. Like our successes, our failures inform

subsequent experimentation and drive us to refine our curricular policies so that we provide helpful guidance for faculty innovation.

Student Success

Student Success Description

As noted in Standard One, Bowdoin College's Statement on Liberal Education, adopted by the Bowdoin College Faculty in May 2004, begins with the "Offer of the College" and concludes with goals for Bowdoin graduates: "The success of a Bowdoin education is evident in the capacity of graduates to be informed and critically analytic readers of texts, evidence, and conclusions; to be able to construct a logical argument; to communicate in writing and speaking with clarity and self-confidence; to understand the nature of artistic creation and the character of critical aesthetic judgment; to have the capacity to use quantitative and graphical presentations of information critically and confidently; and to access, evaluate, and make effective use of information resources in varied forms and media." College resources to support student success after graduation include graduate school advising, health professions advising, and the Career Planning Center. For example, in 2015-2016, the director of health professions advising met with 222 current students and eighty alumni for advising. Bowdoin faculty provide ongoing support for students even after graduation through continued mentoring and by writing letters of recommendation.

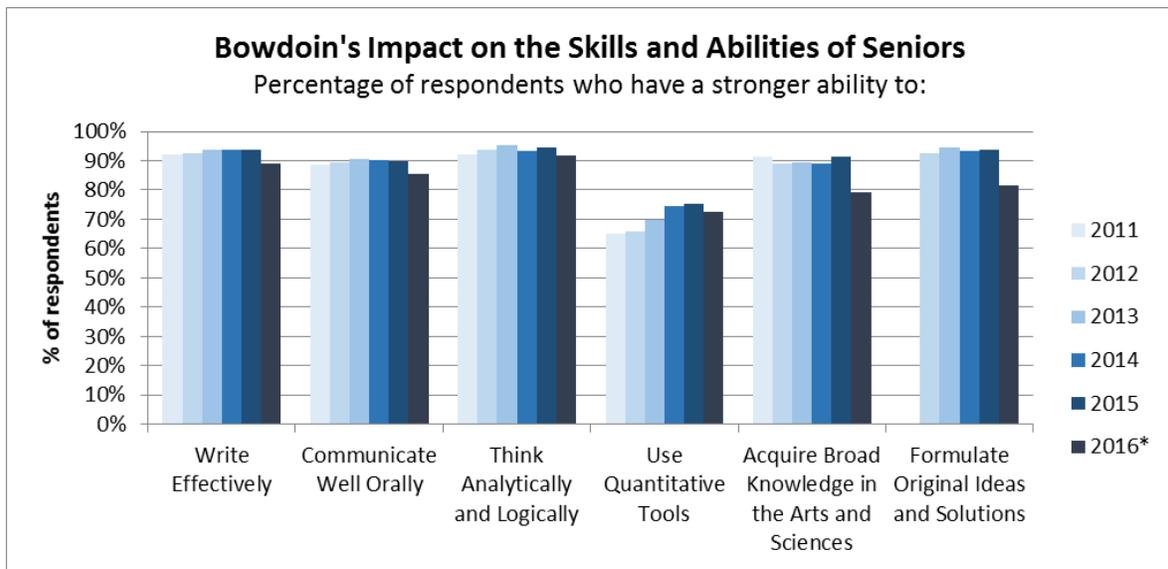
Student Success Appraisal

The College has developed the appropriate infrastructure to facilitate assessment of our student success supports in a number of ways. As already mentioned, the Alumni Data Collection Project provides data from twelve recent class years. Our online course evaluation process gives faculty more timely access to BCQ results so they can more readily respond to student feedback as they plan courses for subsequent semesters. We have also improved the usability of the annual profile data we provide to departments and programs. Our participation in COFHE now provides peer-comparison data on student/alumni/parent surveys and a resource for larger assessment projects.

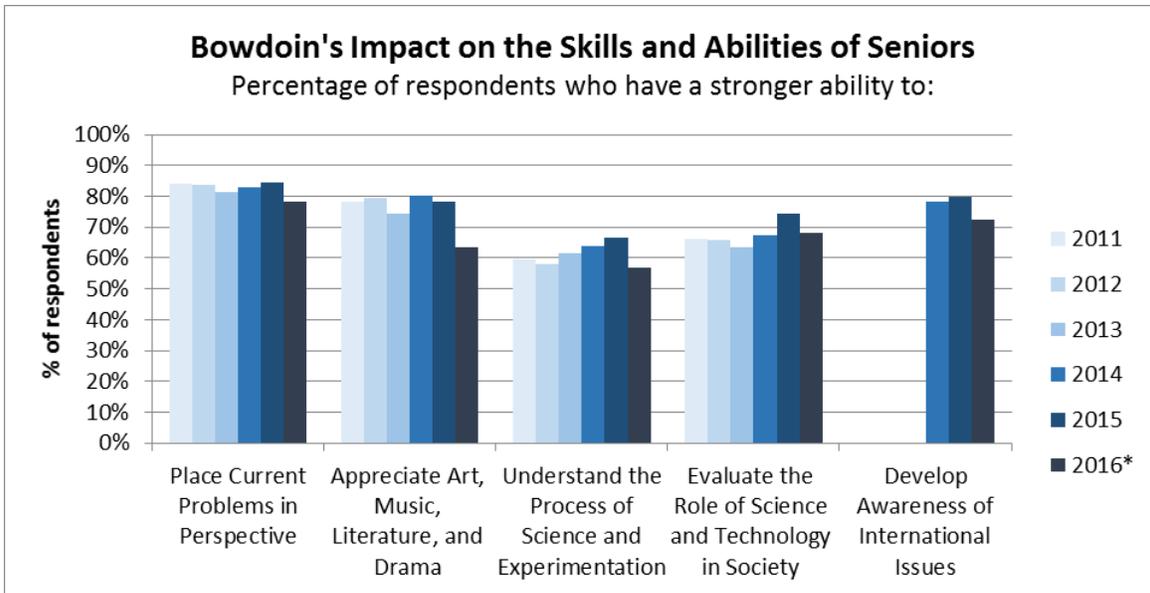
Each May, the Senior Survey asks graduating seniors to reflect on their time at Bowdoin and provide feedback on their experience. Over 95 percent of seniors participate in the survey, which includes questions about their growth in key academic areas, including writing effectively; communicating orally; thinking analytically and logically; using quantitative tools; placing current problems in historical, cultural, and philosophical perspective; appreciating art, music, literature, and drama; acquiring broad knowledge in arts and sciences; understanding the process of science and experimentation; understanding the role of science and technology in society; creating and formulating original ideas and solutions; and developing an awareness of international issues.

In 2016, Bowdoin moved to the COFHE Senior Survey instrument. We provide results below, but with a word of caution. The 2016 version of the survey included changes in the overall wording of the question, the wording of the response choices, and in some cases, changes in the way the ability or skill itself was described. For example, prior to 2016, students were asked about the ability of “appreciating art, literature, music, and drama,” whereas in 2016, this ability was depicted as “critical appreciation of art, music, literature, and drama.” The use of the word “critical” could explain the drop from 2015 to 2016. Because of all these changes, we cannot view the 2016 numbers as consequential at this point; we will need to consider future Senior Survey results with the new phrasing of the questions to come to reliable conclusions.

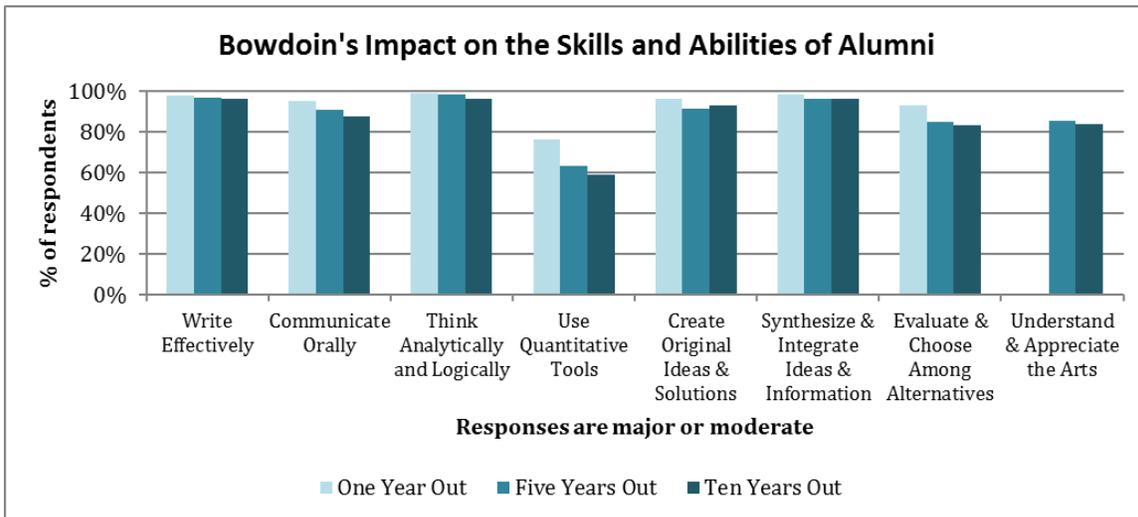
As seniors graduate, approximately 90 percent report that Bowdoin has contributed to their ability to write effectively, communicate well orally, think analytically, acquire broad knowledge of the arts and sciences, and formulate original ideas and solutions. Fewer seniors (approximately 70 percent) report that Bowdoin has contributed to their ability to use quantitative tools.



Through our alumni surveys, we know that, even ten years after graduation, alumni agree that Bowdoin’s influence on them in key areas was strong. Of the respondents, 95 percent or more reported that Bowdoin had a positive effect on their ability to think analytically and logically, synthesize ideas and information, and write effectively. Approximately 90 percent reported that Bowdoin contributed to their ability to create original ideas and

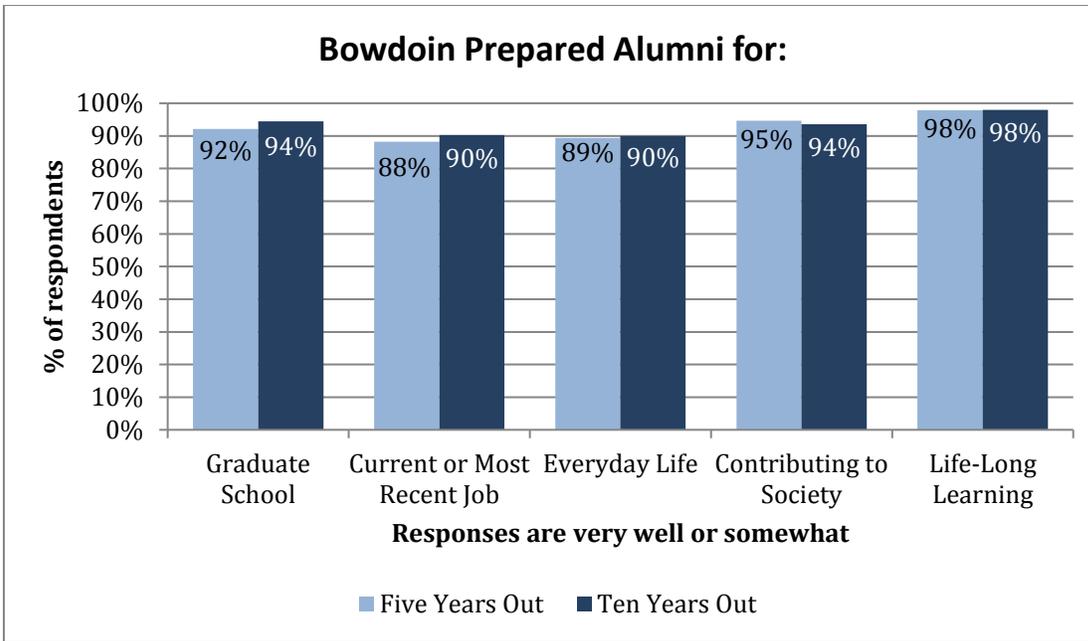


communicate orally, and about 85 percent reported that Bowdoin had a positive influence on their ability to evaluate alternatives and appreciate the arts. Using quantitative tools was the skill that fewest alumni (about 65 percent) reported they had learned and retained from their Bowdoin education.

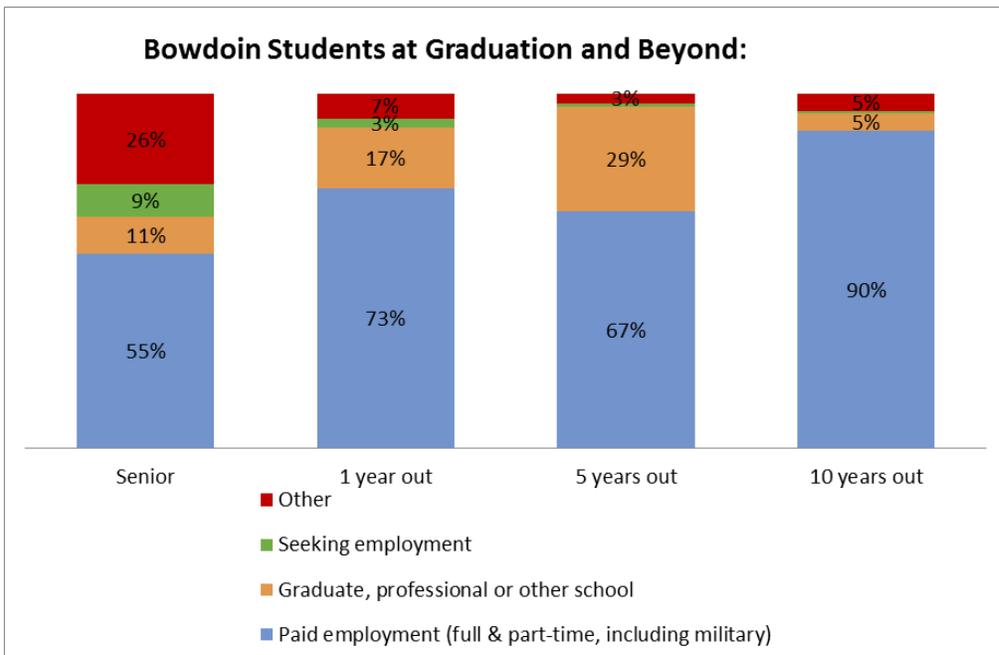


Note that “understand and appreciate art, music, literature, drama” was not asked one year out.

In addition to learning skills and knowledge, graduates tell us that they were well prepared for life after Bowdoin. Approximately 90 percent of respondents said that Bowdoin prepared them well for many different aspects of their lives after college.



Bowdoin collects information on graduate school and employment rates annually. Recent data show on average 55 percent of Bowdoin graduates planning to work by the fall following graduation, with 26 percent planning for “other,” which includes undecided, volunteer activity, travel, fellowships, etc. A year later, 73 percent were working and only 7 percent engaged in “other.” At five years out, we note a shift from employment to graduate school, which then shifts back to employment by the ten-year mark.



Data from Senior Surveys 2012-2015; alumni surveys from Classes of 2003-2006; 2008-2011 and 2013-2015. For seniors, data reflect plans for the fall after graduation.

Ten years after graduation, 75 percent of graduates have pursued or obtained an advanced degree (Classes of 2003-2005). Just over half the degrees are master's degrees, followed by law degrees at 15 percent and PhD's and medical degrees at 10 percent each.

Increased coordination of student affairs, academic affairs, career planning, and the Center for Co-Curricular Opportunities, particularly through information sharing, supports educational effectiveness outside the classroom. In 2015-2016, Bowdoin students attained 208 fellowships, including departmental, institutional, and external fellowships, a 14 percent increase from 2013-2014. We have been successful as well in encouraging a wide diversity of students to pursue fellowships. Of the 2015-2016 academic year award recipients, 56 percent were students with financial aid, yet aided students only make up 45 percent of the student body. The proportion of award recipients who were students of color and first-generation college students matches their respective proportions within the student body.

The Common Good

The Common Good Description

Among the purposes of a Bowdoin education, as outlined in the College's Mission, is to encourage "a willingness to serve the common good and subordinate self to higher goals." In recent years, Bowdoin's main conduit for this has been the [McKeen Center for the Common Good](#), which states, in its mission, "The Joseph McKeen Center for the Common Good provides opportunities for students to discover the ways in which their talents, passions, and academic pursuits can be used for the benefit of society through public engagement." The McKeen Center seeks to enhance student learning and leadership skills through reflective public engagement in the curriculum and cocurriculum while cultivating lifelong commitments to improving the well-being of society. The Center encourages and supports publicly engaged teaching, research, and artistic work. It also promotes public engagement throughout the Bowdoin community by fostering discussion of the common good in campus-wide events that address issues of broad public concern. The McKeen Center offers students opportunities to explore themes of community responsibility, active citizenship, and informed leadership through service and community engagement at the local, national, and international levels. It also encourages and assists faculty members in connecting their teaching, research, and artistic endeavors to issues of the public good. It creates avenues for community partners, alumni, and staff to educate students by action and example. In addition, the McKeen Center coordinates and supports public events that challenge all members of the Bowdoin community to consider both the historical and contemporary meanings of the common good and to debate issues of broad public concern. Faculty fellows appointed to work with the McKeen Center help shape the Center's educational vision and its connection to the academic program, while student leaders of community service programs focus the Center's work on those initiatives that are most current and compelling.

The Common Good Appraisal

The McKeen Center's participation rates have been and remain high. In 2015-2016, 962 students (49 percent of all students) participated in McKeen Center initiatives through courses, summer fellowships, or direct service programs. Fifteen unique courses identified as community-engaged were offered in 2015-2016. Importantly, the student volunteers highlight the diversity of Bowdoin students. Women, students of color, first generation to attend college, and those with high financial aid need are overrepresented as leaders within McKeen Center programs when compared to all participants. Students of color represent 43 percent of the McKeen Center leadership, yet only 30 percent of the student body. First-generation college students compose 23 percent of the leadership compared to 11 percent of the student body; very high- and high-need students make up 36 percent of the leaders compared to 20 percent of the student body; women compose 69 percent of the leaders compared to 50 percent of the student body.

Overall student civic engagement is high, with 68 percent of the student body participating in the 2016-2017 Bowdoin Student Government (BSG) elections. Alumni feedback attests to this commitment to the common good and civic engagement. As noted in Standard Two, in 2013 Bowdoin began surveying alumni who had graduated one, five, and ten years prior. With a response rate of 62 percent, the surveys show that over 90 percent of graduates one year after Bowdoin feel that Bowdoin prepared them well to serve the common good through public engagement.

Nearly 90 percent (88 percent) of graduates five and ten years after Bowdoin feel that their experiences at Bowdoin had a major or moderate effect on their ability to serve the common good. And nearly 70 percent of graduates five and ten years after Bowdoin feel that Bowdoin prepared them very well for contributing to society. Among the responses from alumni are the following:

While the College cultivates the skills necessary for individual success, it also exhibits the importance of community and commitment to the "common good," ultimately leading its students to pursue professions and champion causes that advance the human condition. On top of that, Bowdoin develops true leadership skills within its students that allow them to effect the change they wish to see in their chosen endeavors. (Class of 2006)

The Common Good and selflessness are values that are rooted in the Bowdoin culture. These values have carried over into every situation I find myself in, no matter how big or small, work or personal. (Class of 2011)

The culture of giving back to the "Common Good" that Bowdoin fosters was a major influencer in my continued volunteer works and side projects. (Class of 2011)

Projection

The Curriculum and Educational Policy Committee over the next five years will work with the faculty to review the Bowdoin degree requirements, specifically considering President Rose's aspirational question, "What skills, knowledge, and creative disposition should every Bowdoin student graduating in ten years possess?" CEP will also consider a requirement that students complete their distribution requirements by the end of the sophomore year, the continued usefulness of the division requirements, and a second level of distribution requirement that would ensure that all students have sufficient competency in both writing and quantitative reasoning.

Now that we have achieved the goal of articulating and publicizing learning goals for each major at the College, the Office of the Dean for Academic Affairs will continue to offer workshops on curriculum mapping and the development of assessment methods, with the goal of moving toward effective assessment of learning goals in every department and program. We will consider ways of embedding assessment into college policies and practices. This will include: asking faculty who submit new course proposals to CIC to include course learning goals and explain their relationship to departmental learning goals; asking departments to determine the effectiveness of learning goals during decennial reviews; and asking departments to discuss how new faculty position requests align with departmental learning goals.

In 2019-2020, the Office of Institutional Research, Analytics and Consulting (IRA&C), in partnership with the faculty liaison for advising, will conduct an assessment of the BASE program to inform how we move forward in 2020-2021. If the BASE program continues to prove effective, we may want to set a goal of having nearly all faculty trained through BASE, potentially having a positive influence on pre-major and major advising.

By the summer of 2018, the Office of Information Technology and the Center for Learning and Teaching, in partnership with IRA&C, will implement a system that tracks the usage of the Center's programs with a student-centric view.

The director of writing and rhetoric, in collaboration with IRA&C, will engage in a two-year longitudinal study aimed to understand, broadly, the Writing Program in its current format. Drawn from student surveys across classes, faculty perspectives across disciplines, and alumni data, this study will aim to determine if our First-Year Seminar Program is preparing students for college-level writing, if our composition course is supplementing student need, and if a second writing requirement is advisable.

The College will develop a campus-wide initiative to infuse quantitative literacy throughout the curriculum.

Standard Nine: Integrity, Transparency, and Public Disclosure

Integrity

Integrity Description

As an institution of higher education, an employer, and member of local, state, and national communities, Bowdoin College strives to operate within the highest levels of integrity. Links to the relevant policies are provided in Data First Form 9.1.

The College's Code of Conduct Policy includes a conflict of interest policy, whistleblower protection standard, and reporting of violations policy. A conflict of interest questionnaire is distributed annually to all members of the board of trustees, all Bowdoin faculty, and all administrative staff. Employee and faculty handbooks are reviewed on a periodic basis; some policies within which are reviewed annually. Each new employee takes part in a human resources department employee orientation program that covers important policies and procedures.

The Academic Honor Code and Social Code are key components within our Code of Conduct policy. Academic dishonesty allegations that are brought to the attention of the Office of the Dean of Student Affairs are consistently brought forward to the Judicial Board. Conflicts, privacy, and fairness are all addressed in these processes. The Office of the Dean of Student Affairs follows up with student violations of intellectual property laws when they come to the attention of the office through the Office of Information Technology (RIAA-type violations).

Bowdoin College's policy regarding free speech and human rights within the academic community is clear and features prominently in the *Faculty Handbook*, Section III, A and B. President Rose has spoken repeatedly since his inauguration about the necessity for Bowdoin students, faculty, and staff to be engaged in thoughtful, honest, respectful discourse and debate about the most challenging issues, particularly those that make us uncomfortable or may offend us. Speakers representing different viewpoints have been brought to campus to engage with our students on such difficult topics, and speech has not been silenced. The *Faculty Handbook* clearly states that "faculty members are entitled to full freedom in discussing their subjects in the classroom, in research, and in the publication of results." Further, the by-laws of the College state specifically that tenure for faculty members exists as a safeguard to academic freedom.

The College is committed to creating the conditions for a diverse and civil educational community. Our affirmative action policy affirms that the College welcomes students and employees of all backgrounds. Bowdoin's Equal Employment Opportunity statement lives on the Human Resources website, in the *Employee Handbook*, on the admissions application page, and in all postings. Further, the by-laws proscribe discrimination on the basis of age, race, color, sex, sexual orientation, gender identity and/or expression, marital status, religion, creed, ancestry, national and ethnic origin, or physical or mental

handicap. College publications carry statements of nondiscrimination, and appropriate mechanisms are in place to communicate policies and ensure they are followed. The College also adheres to its obligations under other federal regulations including Americans with Disabilities Act, Equal Employment Opportunity, and Freedom from Harassment policies.

Bowdoin College is committed to providing a working and a learning community free from harassment and discrimination that recognizes the worth and potential of every individual, and that accords respect and civility to all. To ensure all faculty and staff are provided with ongoing education regarding what is considered appropriate workplace conduct, how to recognize all forms of discriminatory and sexual harassment, and what to do in case they witness it, the College asks all employees to complete an interactive, online training developed by our insurer, United Educators. Ongoing training ensures that employees are familiar with College policies and resources, which may change and be updated periodically, and participation in the online training indicates that employees have read and understood the College's policy and can recognize workplace harassment. College policy requires that all faculty and supervisors, including those who supervise casual employees and student workers, complete training every other year; all nonsupervisory employees are encouraged to complete the training at minimum every three years; and all newly hired employees (faculty, staff, and casuals) are required to complete the training upon hire as consistent with Maine state law. The dean for academic affairs and vice president of human resources send an annual reminder to all employees that includes the College's policies on harassment prevention.

Integrity also applies to the College's admissions selection process. Bowdoin seeks students who are bright and engaged inside and outside the classroom, and who demonstrate curiosity and a willingness to take intellectual risks. For each entering class, we are interested in students who respect different views, opinions, and backgrounds, and who welcome the challenges associated with such diversity. Bowdoin is clear and upfront with its financial aid and admissions policies. With the exception of transfer and international students, admission to Bowdoin is "need-blind," meaning that a student's financial aid eligibility is not considered in the selection process. It is also the practice of Bowdoin College to meet the full calculated financial need of all enrolled and entering first-year students. (See also Standard Five.)

With regard to activities that are sponsored by Bowdoin or carry its name, the web-based event calendar requires that the sponsoring department and a responsible contact individual be listed for each event posted to the calendar. Events not sponsored by a College organization or department cannot post to the Bowdoin events calendar. The College uses clearly identifiable branding such as the College wordmark for branding promotional posters of official events. Additionally, posters and other promotional materials must include the sponsoring department/organization within the College. For College-sponsored events that are live-streamed, the College uses graphics during the event to remind the audience that the event is sponsored by the College. In addition, for non-College events taking place on campus and live-streamed, the external organization

must use their own live-streaming service so there is no audience confusion regarding the host/sponsor of the event.

For student organizations, the Office of Student Activities provides guidance through its funding committee (SAFC) on the need to have consultation with the student activities staff before confirming guest speakers or presenters, providing an opportunity for staff feedback before events are finalized.

Through the Lectures and Concerts Committee, faculty have the opportunity to pursue funding for events, with one criterion: that a potential event will “enhance the academic life of the College.” To the extent feasible on an open campus, Office of Events and Summer Programs staff works to prevent external organizations from using recognizable campus buildings and/or rooms in photos to promote their organizations or events.

The fair resolution of grievances is an important component of integrity, and the College clearly posts its grievances policy on our website. Specific grievance policies are outlined in the [Faculty Handbook](#), the [Student Handbook](#), and on the [Human Resources website](#).

Integrity Appraisal

The Office of Human Resources regularly reviews and revises policies as concerns are raised, as federal or state regulations change, or when necessary for any number of other reasons.

Since the last reaccreditation review, we have updated human resources documents about safety, health, and environmental requirements, as well as about preventing and addressing incidents of bullying, harassment, and insensitive language. We periodically update and clarify policies in response to needs that arise. The Code of Conduct was revised to include anyone who represents the College (including trustees), not just faculty and staff.

Transparency

Transparency Description

Bowdoin College endeavors to uphold transparency, publishing comprehensive and accessible information on our website to enable students and prospective students to learn about the College and make informed decisions. The information is updated annually or when updates are required. This includes information about the mission of the College, the academic program, the faculty, athletic and extracurricular opportunities, life at Bowdoin, costs and availability of financial aid, requirements and expectations, outcomes, policies and procedures, facilities, and data describing the student body, among many other attributes.

This information also appears in the printed and digital *Academic Handbook*. On our website, it appears in various locations accessible from the homepage, including the “About,” “Admissions,” “Campus Life,” and “Athletics” sections. It is also available on publicly accessible web pages maintained by the Office of Institutional Research, Analytics and Consulting (IRA&C), including a “Frequently Asked Questions” section and within the “Common Data Set.” Finally, it is available on social media channels and on mobile apps developed or acquired by the College. Bowdoin also provides specific information online about admissions (general, applying, policies and procedures), employment, grading, assessment, student discipline, and complaints and appeals. Safety and emergency information is available in the “About” drop-down menu on the homepage.

Inquiries about the College are fielded by staff in numerous departments, including academic affairs, admissions, alumni relations, athletics, communications, development, digital and social media, institutional research, student affairs, the president’s office, safety and security, and the treasurer’s office, among others. Some of the most frequently asked questions are addressed on department websites, while other offices provide specific response services. Media inquiries are directed to the Office of Communications and Public Affairs, with staff who monitor telephones and email on a 24/7 basis year-round. Staff in Digital and Social Media monitor and respond to inquiries submitted through social media channels in collaboration with the Office of Communications and Public Affairs. In addition, IRA&C monitors an online data request form.

Information about the president, trustees, and senior staff is available online, as is financial information, including audited financial statements, budget information, and other financial documents. The Controller’s Office provides notice of their availability to interested parties.

The *Academic Handbook*, formerly called the *College Catalogue*, which appears in both print and digital form, is prepared annually and serves as the official statement of institutional policies and procedures. In order to ensure consistency and accuracy, the *Academic Handbook* serves as the basis for information that appears in other places online and in print form. Archival editions of the *Bowdoin Catalogue* and *Academic Handbook* are available in electronic format and, upon request, in print.

Valid documentation is readily available to confirm statements by the College regarding, among other things, outcomes and placement success, alumni achievements, and program excellence. The information appears: on the IRA&C website; in profiles of alumni and faculty that appear in *Bowdoin* magazine; in campus news and in the *Bowdoin Daily Sun*; on individual faculty web pages; through publicly available survey results; through information about announcements posted to the Student Fellowships and Research website, which also includes lists of funded internships; and through Bowdoin’s Digital Commons repository, which contains electronic versions of students’ honors projects, materials from conferences organized by Bowdoin faculty, and faculty monographs that are open-access. Bowdoin’s repository is connected to the international “Digital Commons” repository, which optimizes these materials for search engines.

The accuracy of print and digital publications is reviewed on an ongoing basis by the Office of Communications and Public Affairs and by Digital and Social Media in conjunction with academic departments, the Office of the Dean for Academic Affairs, the Office of Admissions and Student Aid, the Office of the Dean of Student Affairs, and the Treasurer's Office, among others. Changes are made regularly in consideration of factual updates and corrections, user ease, audience expectations, consistency, and clarity.

Transparency Appraisal

Transparency and accuracy in College publications have been improved in recent years through a shift from largely printed materials that can quickly become inaccurate or incomplete to online publications and systems that allow for more timely updates. As the College community and outside audiences have grown accustomed to searching for information online, the College has been able to make information much more broadly available. For example, information about courses is now accessed from the database managed by the registrar, so course information is continuously updated as changes are made throughout the year. And the *Student Handbook* is now online, managed by the Office of the Dean of Student Affairs. Updates and changes can be made immediately with notice, as warranted, rather than waiting for an annual printing process.

The College continues to focus carefully on the utility, accuracy, and effectiveness of its publications. For example, a recent market research project that will inform future revisions to admissions communications identified areas of potential improvement in various publications that provide information about affordability, location, outcomes, and diversity at the College.

With the addition of a new web content management system (CMS) in 2006, the College has been able to move to distributed web content management so that staff from all parts of the campus may update appropriate areas of web content. Education, training, consultation, and support are provided for the CMS. Training is not just technological support, but includes education on best practices for digital communication. Other improvements include a digital and social media group (formed in 2014) that works college wide to facilitate the integration and adoption of digital media and technology to achieve a more connected, engaged, and informed Bowdoin community; an active social media program with documented strategy, guidelines, and campus oversight and support system; a tool to regularly monitor website accessibility and quality assurance issues such as broken links and misspellings; a mobile app to assist attendees at large, campus-wide events like commencement, reunion, homecoming, family weekend, and orientation; access to live-streamed events; and a new virtual campus tour.

Public Disclosure

Public Disclosure Description

As itemized in the Data First forms, [the Bowdoin website](#) provides multiple channels of information about its mission, programs, costs, requirements, finances, and outcomes. Communication about Bowdoin occurs via print pieces, web content, social media posts, videos, live-streaming and webcasts, and mailings (postal mail and email).

Public Disclosure Appraisal

In recent years, the College has developed new systems and processes to facilitate the consistent and effective delivery of college content and data through a seamless, modern digital communication system. This has resulted in access to Bowdoin information wherever, whenever, and however users choose to consume it (e.g., web, mobile, apps, social, email, etc.); more dynamic, accurate, and up-to-date information distributed throughout Bowdoin's website (e.g. campus news, events, announcements); and more accurate and up-to-date academic and course information on department web pages and individual faculty pages. The College has also adopted new tools and methods to improve public disclosure and disseminate public information (video, live-streaming, virtual tours, net-price calculators, online course descriptions and registration, daily blogging, social media, etc.).

Projection

One area for improvement in distinguishing Bowdoin activities from non-Bowdoin activities is athletic camps. Athletic camps that use campus facilities are structured as external, rather than College-sponsored organizations, and renewed attention needs to be given to ensure that the camps make that separation clear with their promotional materials, names of their camps, etc. The current efforts ensure that no external program bills itself as the “Bowdoin College Sports Camp,” but this will be an ongoing task to ensure that the distinction in the sponsorship of these programs remains clear to families and participants. This will be completed in 2018 with participation from staff in events and summer programs, the treasurer’s office, and athletics.

Another area we continue to attend to is live-streaming events. We plan to provide more oversight for live-streaming, to ensure a good process is followed for deciding what events use the College’s live-streaming channels, as the structure of live events with College branding implies sponsorship. While this has not proven a significant challenge to date, the requests to add more live events makes it an ongoing item to track, to ensure that the College maintains an appropriate, recognizable, and intentional identity with the viewing audience. This will be completed in 2018 with participation from staff in events and summer programs, the president’s office, communications and public affairs, and digital and social media.

Bowdoin is working to address digital strategy and resource issues in order to meet needs of the College and better serve the College's audiences. This includes continuing to improve digital competency among college staff, in recognition of the fact that the use of digital media and tools are now core job responsibilities. This work will be ongoing and will involve staff in digital and social media, communications and public affairs, information technology, and human resources.

As at other institutions of higher education, management of web content is a necessity. Given the size and scope of the Bowdoin website, and the ability of many members of the College to post information, it is difficult to guarantee the accuracy and consistency of all the information presented. Information may also be overly redundant. Plans for the future include continuing to assess and improve content (with a focus on quality over quantity), evolving to a fully mobile-responsive design, and improving web accessibility. This work is underway and involves staff in digital and social media, communications and public affairs, and information technology. While the work is ongoing, we expect to make significant progress in the 2017-2018 and 2018-2019 academic years.

Digital governance for the College's website management is being developed. A clear and effective structure of staff, technical systems, and policies and procedures for maintaining and managing the website will be important for ensuring consistent style, layout, language, best practices, and marketing messages across the website, as well as in all means of digital communication. This work, involving staff in digital and social media, communications and public affairs, and information technology, will be completed in 2018.

The College will continue to assess and balance its production of print and digital communications in order to meet needs of our audiences, with a particular focus on materials and information for prospective students and their families. We have completed a data research study and have engaged a design partner, with the work to be completed during the 2017-2018 academic year. Participants will include staff in admissions and financial aid, communications and public affairs, and digital and social media.