range ofinterdisciplinaryangle

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 form P t of

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.

The Board of Trustees has a commitment to diversity within its own membership. Trustee co

year as vice

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 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 meeti

Standard Four: The Academic Program

A Liberal Education

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department/program is facing. Historic data is supplied to departments and programs to

Integrity in the Award of Academic Credit

to what is expected at Bowdoin in a field of study characteristic of the liberal arts.

Standard Five: Students

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, organizing and funding "fly- in" programs to

Orientation
The College of

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

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

Standard Six: Teaching, Learning, and Scholarship

Faculty and Academic Staff Description

At Bowdoin College, teaching, learning, and scholarly and creative activity are

percent) in visiting or lecturer full-time appointments. While the College does not have target ratios, these

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 p

The premajor 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

Based on a survey of the Class of 2011 11 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 acquisiti

Marcos Lopez, assistant professor

This time in Italy, and the years of collaboration with Italian science fiction

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.

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 suMC -124(y)20s(tomi)-4(oitt)-3or, ad e

Dashboard reports displaying operational liquidity, reserve balances, and the funding

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

Included in total assets is $6

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

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.

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 re

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

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contractors, saving money and ensuring Bowdoin staff are

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Standard Eight: Educational Effectiveness

Percentage of Students Completing Distribution Requirements in Firso/d Sec(F)o/d Ytae

survey questions. The Senior Survey instrument was revised to be closer to the COFHE

Until recently, the Center for Learning and Teaching (CLT) had separate tracking and assessment systems within each of its programs. Under the leadership of its new

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

Projection

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

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