



BOWDOIN COLLEGE • BRUNSWICK, MAINE
INTERIM (FIFTH-YEAR) REPORT

FOR NEW ENGLAND COMMISSION OF HIGHER EDUCATION

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Bowdoin

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INTRODUCTION

Bowdoin College is pleased to submit this five-year interim report to the New England Commission of Higher Education. In this report, we discuss progress made in each of the Standards for Accreditation since our 2017 comprehensive review and identify areas of continued focus leading up to our next reaccreditation evaluation in 2026. We also address three areas that the Commission on Higher Education, in its letter dated April 24, 2018, requested receive special emphasis:

1. Comprehensively assessing the Bowdoin College experience—academic and cocurricular—at the course, program, and institutional levels with evidence of using the results for improvement;
2. Advancing diversity and inclusion on campus; and
3. Managing resources to have the capacity to continue to address the College’s deferred maintenance needs and other financial requirements.

Preparation of this interim report began in July 2021 and has been led by Jennifer Scanlon, senior vice president and dean for academic affairs and the John S. Osterweis Professor of Gender, Sexuality, and Women's Studies; Tina Finneran, senior vice president of institutional research, consulting, and analytics; Stephen Perkinson, associate dean for academic affairs and professor of art history; and Allison Crosscup, director of academic advancement and strategic priorities. Throughout the 2021–2022 academic year, this team engaged senior staff whose areas of responsibility lay within the standards, the department chairs and program directors for each of the College’s thirty-three academic departments and programs, and members of the curriculum and educational policy committee. The team also consulted representatives from the Division of Student Affairs, the Office of Student Aid, the Office of the Treasurer, the College museums, the Library, and the Baldwin Center for Learning and Teaching. In addition, the core team would like to recognize staff in the Office of Institutional Research, Analytics, and Consulting and in the Office of Communications for their contributions.

INSTITUTIONAL OVERVIEW

Bowdoin College has been preparing students to be leaders in all walks of life for more than two centuries. A highly selective residential liberal arts college, Bowdoin enrolls more than 1,900 undergraduate students who come from nearly every US state and more than fifty countries. For each entering class, Bowdoin seeks students who are engaged inside and outside of the classroom, demonstrate curiosity and a willingness to take intellectual risks, respect different views, opinions, and backgrounds, and welcome the challenges associated with such diversity.

Bowdoin is committed to creating access and opportunity for all students and ensuring their long-term success, a commitment that begins with its need-blind admissions and need-based financial aid policies. Since 2008, Bowdoin has been one of only a small number of colleges and universities in the country that practice need-blind admissions and meet the full demonstrated need of each student, without requiring loans in their aid packages. In 2022, the College expanded its need-blind admissions policy to include international students and is now one of just seven institutions nationally with comprehensive need-blind aid policies for all students, regardless of citizenship.

Bowdoin students are taught by more than two hundred faculty who are highly accomplished scholars, performers, researchers, and artists and who are deeply committed to the liberal arts. The College confers the bachelor of arts degree and offers forty-three majors and forty-five minors within twenty-four departments, nine programs, and four special areas, as well as a student-designed major option. While declared majors in the social and behavioral sciences division have traditionally made up the majority, those in the natural science and mathematics division have risen to match them in recent years. About thirty percent of declared students choose majors within the humanities and fine arts division. Although not required, about fifty-five percent of declared students choose a minor in addition to a major.

Bowdoin is located on a beautiful two-hundred-acre campus in midcoast Maine. There are over 120 buildings of varying shapes and sizes on campus, including the historic Massachusetts Hall, built in 1802; a stone Romanesque chapel, constructed in the 1850s; the landmark Walker Art Building, built in the 1890s; and the recently completed Roux Center for the Environment, a three-story, LEED Platinum academic building designed to support interdisciplinary teaching and learning around myriad aspects of the environment. In its teaching and study of the environment, Bowdoin takes full advantage of its proximity to the ocean and operates two field and research stations: the Schiller Coastal Studies Center located at the edge of the Gulf of Maine, thirteen miles from the main campus, and the Bowdoin Scientific Station on Kent Island, located in the Bay of Fundy in New Brunswick, Canada. Both off-campus sites provide extraordinary place-based teaching and research opportunities for faculty, students, and scholars.

Grounded in the tradition of the liberal arts, a Bowdoin education is defined most notably by personal engagement with faculty, space for intellectual inquiry and dialogue, support for critical thinking and creative expression, a strong sense of community, and a commitment to the common good.

SPECIAL EMPHASIS: ASSESSMENT

Bowdoin has developed a strong culture of continuous improvement through ongoing assessment at all levels: academic, cocurricular, extracurricular, and institutional. Discussion of assessment has been built into academic department and program annual reports and strategy meetings, and faculty are continuing the work of articulating assessment plans for learning goals at the course and department level (see below). The Division of Student Affairs has embedded assessment in departments across the division: Athletics assesses students' athletic experiences through surveys; the Joseph McKeen Center for the Common Good has created departmental learning goals as well as specific learning objectives for each of its programs and is working to develop associated assessment strategies; the Office of Career Exploration and Development (CXD) assesses job placements for seniors every year, analyzing how many students secure positions or entry to postgraduate programs, what industries or graduate programs these are in, and a host of related demographic data (see *Standard Eight* for a recent analysis of CXD outcomes); and the number of students served, along with associated demographics, is tracked by the Office of the Dean of Students and Counseling and Wellness Services, with the next stage to assess students on the services they receive. Specific program evaluations within the Division of Student Affairs also take place regularly to inform ongoing improvements. An assessment of student staff training by the Office of Residential Life, for example, revealed that student leaders love the "Behind Closed Doors" training (i.e., role-plays conducted with new staff acted out by returning staff to practice unknown scenarios) and feel it is instrumental to their training and success. Based on this, Residential Life has streamlined other student staff training programs without reducing their impact to make time for an additional "Behind Closed Doors" session.

To deepen our commitment to the assessment of programming for historically excluded students, a new associate director of assessment position in the Office of Institutional Research, Analytics, and Consulting has been created and filled. The associate director spends fifty percent of their time on assessment data collection, analysis, and reporting for the flagship program of Bowdoin's THRIVE initiative (see *Standard Four* for more on this program). The associate director also created three student researcher roles that support THRIVE's data collection and analysis needs and meets regularly with the director of THRIVE to provide feedback that informs ongoing program improvements and formative assessments. (See *Standard Eight* for more on the THRIVE assessment work and related outcomes.)

In its 2018 visit report, the Commission on Higher Education's evaluation team noted an absence of institutional learning goals in our self-study materials. While these goals are expressed in many places, including the Statement on a Liberal Education adopted by Bowdoin faculty in 2004, we have engaged in work to make them more explicit. This began with the core team leading the development of this interim report drafting a comprehensive set of institutional learning goals (ILGs) informed by key institutional documents in which our goals and aspirations are conveyed, including: the Mission of the College; the Statement on a Liberal Education; Bowdoin's environmental mission statement; the Division of Student Affairs' vision, mission, and values statements; the Knowledge, Skills, and Creative Disposition Working Group's 2018 report; and questions asked in our alumni and senior surveys. Input was also solicited from the dean for student affairs to ensure the essential values of the extracurricular experience were clearly articulated, and from faculty in the visual and performing arts, as the core team felt that the documents consulted may not have adequately represented embodied or artistic work. The draft set of goals was then shared with the Curriculum and Educational Policy Committee (CEP), whose faculty and student members offered thoughtful revisions based on their institutional perspectives as well as a review of the noted documents. The revised ILGs were presented at a spring 2022 faculty meeting, during which those

present discussed the goals in small groups and provided valuable feedback from which further revisions were made.

Given the nature of the materials consulted, it is not surprising that our revised ILGs, which are included in draft form in The E Series Forms, are reflective of long-standing practices at the College, responsive to current needs and ambitions, and bring together the full breadth of the Bowdoin experience. Under development now are ways in which these goals will be assessed. Initial ideas for assessment strategies have been mapped onto each goal and range from direct measures like completion of core distribution requirements and academic majors to indirect measures like student reflections and survey responses. Further review of the ILGs and proposed assessment strategies for the extracurricular goals will be part of this summer's student affairs leadership retreat and subsequent conversations between the Division of Student Affairs and the Office of the Dean for Academic Affairs. With the benefit of feedback from these conversations, the core team will provide CEP with a final version for faculty endorsement during the 2022–2023 academic year.

Faculty and academic staff have also been engaged in significant work to examine and develop learning goals and assessment strategies at the course level. Most recently, we recognized that, while some departments were advanced in their thinking about learning goals and assessments, others had spent far less time thinking in these ways. At the same time, we were witnessing some departments doing important work around their gateway classes, with several departments thinking hard about how to devise multiple entryways to their disciplines to ensure that their course offerings speak to the wide-ranging backgrounds and interests of our student population. These departments were particularly interested in offering multiple gateways while also ensuring that, by the time students arrived at the intermediate level, they would possess foundational skills and knowledge bases. With that in mind, we decided to start our campus-wide work on course learning goals and assessment at the “gateway” level.

The first phase of this work involved a study in fall 2020 by Bowdoin Professor of Psychology Emerita Louisa Slowiaczek that examined more than 270 gateway¹ course syllabi gathered from all departments and programs and provided a baseline assessment of how departments and programs think about and organize these courses. Slowiaczek's assessment noted, for instance, the number of syllabi with course learning goals (CLGs), the nature and range of gateway CLGs represented, and how many gateway CLGs related to departmental learning goals (DLGs). Through this, we learned that most gateway courses do include CLGs; we have since reiterated that CLGs need to be included on all gateway syllabi. We also learned that the nature of CLGs varies within and across gateway courses, with some CLGs focused on specific content while others emphasized skill building or a combination of both, and that for most courses with multiple syllabi [i.e., a single course taught by multiple faculty], there was a range of overlap among the CLGs.

Based on Professor Slowiaczek's assessment, a multistage effort was designed to dig deeper into this work with department chairs and program directors. Over the course of three months (December 2021–February 2022), two workshops were held for chairs and directors to review CLGs for their departmental gateway courses. They identified consistencies and divergences in the CLGs, either across multiple syllabi for a single course or across multiple gateway courses, to arrive at a sense of what their department/program's shared gateway CLGs might be, how they function as foundational for skills and

¹ For this work, a gateway course is defined as those that serve as an entry into the department/program's course offerings and, in many cases, are foundational to the department/program's major.

forms of knowledge required for work at the intermediate level, and how they relate to their overall DLGs for students majoring in the field. From this, they developed plans for how they will move toward assessment of gateway CLGs going forward. In between each workshop, chairs and directors discussed the work with their departments and programs to come to an understanding as a group of what their shared gateway CLGs could be and how they may be assessed.

The nature of the shared gateway CLGs and assessment strategies were left to members of the department and program to determine based on their respective pedagogical practices and, as you would expect, they vary depending on the department/program and the gateway courses identified. The following examples, while by no means a full representation of the work completed, offer a range of outcomes from this effort.

Sociology is among the departments with one gateway course taught by multiple faculty. This course has a long tradition of students reading empirical work (i.e., articles) as opposed to textbooks and therefore the content of the course can vary based on the instructor. For this exercise, the department reviewed all syllabi for the gateway course along with assigned readings and organized their findings into categories: what do they all teach, what do some teach, and what are they not teaching? From this, the department developed four shared learning goals for the course and assessment strategies for each goal, which include in-class group work, exams, and quizzes, as well as writing and project-based assignments. The department noted that the shared learning goals still give faculty the freedom to design their own syllabus, but provide guidance to new faculty on what is taught at Bowdoin.

Theater and dance is a shared department with three concentrations and multiple 1000-level courses. The department identified two learning goals found in every gateway course across the concentrations and developed a reflective writing exercise to assess the one that also directly supports a department level learning goal. The work of examining their gateway CLGs prompted the department to have conversations about what they want their students to do, achieve, and experience as well, which ultimately led to revisions in their larger department learning goals.

Mathematics has two gateway courses, both of which are required for the major and serve as prerequisites for several other courses in the department and are therefore also taken by minors. The department identified five shared learning goals for these two courses that will be assessed through a combination of written work on exams and problem sets and overall performance in the course as reflected by the final grade a student receives. These shared learning goals were found to directly support three of the department's overarching learning goals and to prepare students for more advanced courses in which the remaining department learning goals are met.

Art history previously had one gateway course, but recently shifted to a model of having several distinct entry-point courses, each aligned to a significant degree with individual faculty expertise. This has proven successful, appealing to students with differing interests. Having different entry-point classes, however, raised the risk of students emerging from them with different experiences and abilities. The department had already begun to work on this but extended that work through this project and arrived at a shared set of learning goals that centered on building and assessing skills necessary for more advanced work in the field and sought to standardize the expectation that students in these courses would engage in visual analysis of actual monuments and objects (e.g., assignments involving objects in the Bowdoin College Museum of Art collection).

For the 2021–2022 annual reports, each department and program has been asked to describe its plans for the assessment of its learning goals, and in particular, of the learning goals for gateway courses as articulated in the work conducted by chairs and directors this year. The plan is to return to these conversations at the end of 2022–2023, asking department chairs and program directors to report back on what they have learned. This will allow us to refine the gateway CLGs and assessments and to move toward the larger goal of understanding how each department can assess its broader DLGs.

SPECIAL EMPHASIS: ADVANCING DIVERSITY, EQUITY, AND INCLUSION

Advancing diversity, equity, and inclusion is a commitment shared across the College. Examples of work being done in this area by various divisions are included throughout this report; here we focus on three that are institutional in nature.

The Office of Inclusion and Diversity: Based on recommendations included in the 2016 Report on Diversity and Inclusion at Bowdoin prepared by Dr. Camille Charles (University of Pennsylvania) and Dr. Rory Kramer (Villanova University), and supported by Bowdoin’s 2017 Ad Hoc Committee on Inclusion, the College established the [Office of Inclusion and Diversity](#) (OID) and appointed our first senior vice president of inclusion and diversity, Michael Reed, in March 2018. Reed, an accomplished leader in diversity and inclusion work, successfully led the development of OID and the advancement of numerous DEI initiatives across the College prior to his retirement in September 2021. To fill this role, Benje Douglas, most recently the associate vice president for inclusion and diversity and director of Title IX, is serving as vice president and interim chief diversity officer (CDO). As associate vice president, Douglas was a key liaison between OID and the Division of Student Affairs and focused on coordinating DEI efforts between campus and community stakeholders and engaging campus leadership in providing support for first-generation and historically excluded students. As interim CDO, he oversees all DEI work, reports to the president, and is a member of the senior staff.

To formalize and enhance the connection between OID and the Division of Academic Affairs, the Office of the Dean for Academic Affairs expanded its half-time associate dean for faculty development position to a full-time associate dean for faculty development and inclusion to incorporate DEI issues related to faculty. The first associate dean in this role, Stanley F. Druckenmiller Professor of Chemistry and Environmental Studies Dharni Vasudevan, began in January 2021 and serves as the primary liaison between OID and the Division of Academic Affairs. The expansion of this position has fostered a strong partnership between the two offices as Douglas and Vasudevan work together to advocate and build new structures and programming, including initiatives prompted by a Working Group on Faculty of Color and International Faculty Equity, Development, and Inclusion (see *Standard Three* for more on this working group).

In spring 2022 the College established three new positions to strengthen our DEI efforts, two of which will be housed in OID: one, a director of institutional inclusion and diversity training responsible for coordinating campus-wide DEI training and educational programs, the other, a director of institutional equity and compliance responsible for managing student, faculty, and staff issues related to Title IX, Title VI, and Title VII. The third position is a trained ombudsperson. While not exclusively related to DEI, the ombudsperson will be a confidential resource for faculty and staff regarding workplace issues. This position will not be responsible for any other functions and will report administratively to the president. Effective July 1, 2022, Kate O’Grady, most recently our associate dean of student affairs and community standards and deputy Title IX coordinator for students, assumed the role of director of institutional equity and compliance; searches for the other two roles are being conducted this year.

Three Pillars for the Work Ahead: In 2020, Bowdoin committed to three pillars that constitute our collective DEI work: (1) sustained programming to better understand the issues, challenges, and work ahead in diversity, equity, and inclusion, with a particular focus on racial justice; (2) changes in practices designed to build anti-racism skills and structures and to enhance DEI in each division of the College; and (3) a project to understand our institutional history with respect to race, especially but not exclusively with the Black and Indigenous communities, and to explore the possible implications of this history and create a foundation for further work.

Since the adoption of these three pillars, we have been making steady progress in each:

- Campus-wide DEI programming launched in January 2021 with an online training program by DiversityEdu designed to establish a baseline of knowledge and common language among all college constituents. The second program, delivered by the Racial Equity Institute (REI), consisted of a three-hour anti-racism workshop that helped to develop a shared understanding of the structural causes of racial inequity. As of spring 2022, about 90 percent of Bowdoin faculty, staff, and students had participated in the DiversityEdu training, and more than 90 percent of faculty and staff and 95 percent of the College's board of trustees had completed the REI workshop; trustees also completed the DiversityEdu program.
- Each division of the College created DEI work plans for 2021 that included specific strategies and progress indicators. Details of these plans were made available on OID's [Work Ahead](#) website, with progress updates posted annually. Examples range from Human Resources creating a best practices guide to recruit, hire, develop, and retain staff of color to the Division of Development and Alumni Relations creating and filling a director of multicultural alumni engagement position. Each division has since reported on their 2021 progress and has expanded their plans through June 2023.
- The history project is well underway and has been led by Tess Chakkalakal, professor of Africana studies, and Kat Stefko, associate librarian for discovery, digitization, and special collections and director of Bowdoin's George J. Mitchell Department of Special Collections & Archives, with participation from several students. In summer 2022, we hired a professional historian and an archivist to work on the project as well. Once finished, their work will be made available to the Bowdoin community, and a group of faculty, staff, students, alumni, and trustees will convene to examine the history and gather insights to determine how this should inform our decision-making going forward.

New Endowed Chairs in Race, Racism, and Racial Justice: In September 2021, President Rose announced the creation of four new endowed professorships that honor distinguished Black graduates of the College and that will be used to bring new faculty to Bowdoin who will focus on the interdisciplinary study of race, racism, and racial justice, with a particular focus on Black experiences. This group of hires will be at the institutional level and will not be limited to any one department or program; rather, we expect their expertise will cross departments and divisions. To spark conversation and generate ideas on how faculty may partner with these new chairs, three broad themes—with particular attention to Black experiences in the United States—have been developed under which the new candidates may fall: public health, environmental justice, and belonging, citizenship, and freedom. These hires are a critical opportunity to build the capacity for faculty across the College to take up the imperative of including race, racism, and racial justice in teaching and scholarship. A multidisciplinary search committee for these positions has been convened, and it is anticipated that most of this new cohort of faculty will be in place by fall 2023. For more on the curricular impact of these new positions, see *Standard Four*.

SPECIAL EMPHASIS: FINANCIAL RESOURCES

Bowdoin exercises prudent financial planning and budget management to ensure that financial resources are preserved, enhanced, and allocated in ways that fully support the mission and purpose of the College. As projected in our 2017 self-study, fundraising efforts in support of key institutional priorities have been organized around a multiyear comprehensive campaign. [*From Here: The Campaign for Bowdoin*](#) launched publicly in February 2020 with a goal of \$500 million toward three core priorities expressed as promises to our students: that family income will never be a barrier to attending the College or to the full Bowdoin experience; that a Bowdoin education will remain transformational and dynamic, built on the traditions of personal learning and disciplinary knowledge and on continuous curricular innovation; and that all students will have access to resources and opportunities that will help them build careers of meaning. The largest portion of our goal is dedicated to financial aid. Today, approximately half of all Bowdoin students receive need-based financial aid, with the College distributing more than \$40 million in aid each year, numbers we expect will continue to increase based on current economic and demographic trends. With this campaign, we have committed to raising \$200 million in new endowment for financial aid to allow us to sustain our commitment to need-blind admissions and to meeting the full demonstrated need of each student for all four years with aid packages that include grants, not loans.

We are also building a robust comprehensive aid program—i.e., financial resources to support students in areas beyond tuition, room and board—and have committed to securing \$35 million in comprehensive aid endowment as part of the *From Here* campaign. Other major areas of focus include raising \$83 million for the academic program, \$30 million of which is for endowed faculty chairs; \$78 million in annual giving; and \$37 million for career development and exploration. To date, more than \$437 million in campaign commitments has been secured. *From Here* is also focused on alumni engagement through financial support, volunteering, attending a College-sponsored event, or communicating with us or each other in substantive ways. To date we have achieved 60 percent alumni participation, with two years remaining in the campaign.

An updated campus master plan was adopted in 2017 that outlines both near- and long-term priorities for the College's physical resources. With respect to near-term priorities, emphasis was placed on:

- Continued leadership in the interdisciplinary study of the environment with construction of the Roux Center for the Environment (2018) and the John and Lile Gibbons Center for Arctic Studies (to be completed in 2023), and the expansion of the Schiller Coastal Studies Center (2021)
- Growing the number of flexible classrooms to support active learning with construction of Barry Mills Hall (to be completed in 2023) and the renovation of Sills Hall (to be completed in 2024)
- Renewing upperclass housing with construction of the new Park Row Apartments (2019) and Harpswell Apartments (2020).

The primary source of funding for capital projects is bond proceeds, which is intentional as this allows major fundraising efforts to be more focused on endowment for priorities like financial aid. For the 2017 campus master plan, the College borrowed more than \$110 million in bonds and received \$44 million in capital gifts. The College plans to update the master plan in 2024 to identify priorities through 2030.

The combination of new upperclass housing and annual increases to our capital renewal budget has kept the deferred maintenance backlog from increasing. Over the five-year period of 2017–2022, we have capitalized over \$140 million in physical plant improvements. In addition to the capital projects listed above, the \$140 million includes capitalized portions of the \$5.7 million major maintenance and capital renewal expenditures included in our operating budget each year, up from \$5 million in 2016.

Anticipated over-enrollment in academic years 2022 through 2024 due to pandemic-related deferrals taken in the 2021 academic year has delayed demolition of outdated apartment-style housing on Pine Street (a project also included in the current campus master plan). Once this housing is removed, Sills Hall is fully renovated, and several aging HVAC systems across campus are replaced by 2025, the deferred maintenance backlog will see a substantial net reduction.

Over the last five years, the College has also made significant investments in technological resources to support key operations as well as the student experience, most recently selecting Workday as our full enterprise resource planning system and launching a comprehensive mobile computing program designed to support digital equity among students (see *Standard Seven* for more details). The annual costs associated with both investments have been incorporated into the College's ten-year budget model.

Bowdoin's approach to financial planning and budget management was critical in navigating challenges brought on by the pandemic while continuing to ensure that College resources were allocated in ways that supported our educational mission. A great deal of deliberation and planning went into developing the 2020–2021 operating budget, with advice sought from the board of trustees, in particular the Resources and Investments Committee, as well as an advisory group of faculty, staff, and students brought together in fall 2020 by President Rose specifically for this purpose. The Budget Review Group engaged closely with President Rose, our senior vice president for finance and administration and treasurer, and members of the treasurer's office, offering questions, advice, and suggestions as the budget was built.

In preparation for the 2020–2021 academic year of remote learning, Bowdoin invested more than \$2 million to support its online delivery of courses. The College purchased iPad Pros and key accessories for every student, and faculty were given the option to receive an iPad Pro for their teaching. In addition to supporting online teaching and learning, the iPads served to address equity issues, ensuring that all students had the same technology and could connect to the internet via a cellular network, if they did not have a stable wireless connection at home. Major investments were made to support the video capture of course content as well—from lighting and studio kits to closed captioning services.

Several cost-saving measures were implemented at the start of the 2020–2021 fiscal year to help mitigate the financial impact of the pandemic, including a reduction in senior officer salaries, freezing faculty and staff salaries, and reducing retirement contributions; President Rose's salary was also reduced by 50 percent beginning in April 2020. These measures were restored and annual salary increases were given in February 2021, in large part due to higher enrollment numbers than anticipated. It should be noted that planned hourly wage increases (detailed in *Standard Seven*) were honored during this period and, while salary and retirement contributions were frozen for part of the year, the College did not lay off or furlough staff, make permanent benefit cuts, or eliminate programs.

The College ran a \$7.4 million deficit in fiscal year 2021 due to pandemic-related expenses, an amount that was significantly less than initially projected. The 2021–2022 operating budget continued to reflect expenses associated with managing the pandemic, including weekly PCR surveillance testing, rapid antigen tests, and other supplies and services necessary to mitigate the risk of transmission. The fiscal year 2022 budget included a projected \$1.9 million deficit, which can be funded through a transfer from the primary reserve. The College is pursuing reimbursement of approximately \$6.0 million in COVID-19-related testing and protective equipment costs incurred over fiscal years 2021 and 2022.

STANDARD ONE: MISSION AND PURPOSE

The mission and purpose of Bowdoin College remain the same, with [The Mission of the College](#) clearly publicized on our website, along with our two central tenets: [Service to the Common Good](#) and [The Offer of the College](#). The first tenet dates to the inaugural address of our first president, Joseph McKeen, and his directive that institutions of higher education should exist to serve the common good. The second stresses the formation of a complete individual for a world in flux, requiring education to go beyond specific knowledge and to enable an understanding of one another. These principles have been widely understood and practiced by Bowdoin faculty, staff, and students throughout the life of the College. As we faced—and continue to tackle—the dual pandemics of COVID-19 and racism in the United States, these tenets have never been more relevant and have provided a solid foundation from which to carry out our mission during a time like no other in our history.

As we navigated the onset and ongoing impacts of the coronavirus, our mission served as a guidepost, with two main priorities at the center of every decision: the health and safety of our Bowdoin community and the community at large and providing an exceptional education for all our students. Our approach to planning was deliberate and informed by our model of shared governance (see *Standard Two* and *Three*), and we relied on regular feedback from faculty, staff, and students (see *Standard Two* and *Standard Eight*). The core aspects of a liberal arts education were front and center as we made decisions about how to respond to the coronavirus and the impending economic losses based on critical and analytical thinking, engaging multiple perspectives in problem-solving, asking questions and seeking answers, and exercising empathy. The intellectual and academic engagement we were able to maintain during this period proved vital for students, as was the strong connection between our faculty and their students—a hallmark of a Bowdoin education.

As described in the *Special Emphasis: Advancing Diversity, Equity, and Inclusion* section, our work of ensuring a diverse, equitable, and inclusive community is ongoing and is guided by two goals. The first is to make Bowdoin better by mitigating and working toward eradicating the structures, behaviors, and practices at the heart of the problem, and making Bowdoin a place where everyone has the opportunity for an equal experience and a robust sense of belonging. The second is to ensure that a Bowdoin education prepares our students to understand the problem and to make change in the world. As a liberal arts college in the twenty-first century, we must create the capacity to understand race and racism through every lens. Our academic program has long included courses on different cultures and traditions but, in terms of understanding and combatting racism and racial inequality, more is required to fulfill our educational obligation and mission, and we are committed to this work.

Finally, our mission remains grounded in five distinct yet overlapping domains: (1) intellectual and academic, (2) social and residential, (3) athletic, (4) esthetic and environmental, and (5) ethical. Together these five domains constitute a Bowdoin education, and each is reflected in our newly drafted institutional learning goals, which are described further in the *Special Emphasis: Assessment* section.

STANDARD TWO: PLANNING AND EVALUATION

Bowdoin continues to regularly employ working groups and committees to engage in long- and short-term planning and evaluation efforts. In September 2017, President Rose, with support of Bowdoin's Committee on Governance and Faculty Affairs, charged a working group of Bowdoin faculty, trustees, staff, and students to consider the long-term, mission-driven question: "What knowledge, skills, and creative dispositions should every student who graduates from Bowdoin ten years from now possess?" Over the course of eighteen months, the Working Group on Knowledge, Skills, and Creative Dispositions (KSCD) received input from more than eight hundred individuals, the majority of whom were from the Bowdoin community, and consulted a range of sources, including institutional survey data, course syllabi and distribution requirements, student enrollment and alumni employment data, and our 2017 self-study, as well as higher education media and professional association publications. The result of the group's work is a comprehensive report (the "K-Report"), issued in 2018, that identifies challenges and opportunities in the world beyond Bowdoin, affirms the importance of essential aspects of the College's liberal arts education, and recommends areas of change and emphasis that will allow students to prepare for the world as it is now and will be in the future.

Evidence of ongoing work informed by the KSCD working group can be found throughout this interim report and includes increasing our commitment to an interdisciplinary curriculum, building student capacity in digital and computational literacy, supporting academic innovation, providing a more cohesive sophomore experience, enhancing opportunities for students to gain practical knowledge in preparation for life after Bowdoin, and developing in students the capability to engage in thoughtful and respectful discourse around difficult issues both inside and outside the classroom.

For specific College initiatives or working groups, feedback from students is regularly solicited. Recent examples include the working groups on the future of libraries at Bowdoin (described in *Standard Seven*) and on pre-major advising (described in *Standard Four*). For the latter, focus groups and a student survey were used to increase the working group's understanding of the students' perspectives on what was working well and what improvements they sought for pre-major advising.

As described in the *Special Emphasis: Financial Resources* section, Bowdoin adopted an updated campus master plan in 2017. The process to complete the next update will begin in 2024, focusing on priorities through 2030. We have also begun to look at campus space planning through the lens of diversity, equity, and inclusion. As a result of this effort, two academic programs—Asian studies and Latin American, Caribbean, and Latinx studies—are moving to central and more accommodating locations on campus as a physical means of addressing curricular and geographic marginalization, and the Baldwin Center for Learning and Teaching has moved to the first floor of the College's main library to better facilitate students' use of the Center for academic help. This summer, planning will begin for a more inclusive space for the humanities and languages as part of the Sills Hall renovation to be completed in 2024.

The Office of Institutional Research, Analytics, and Consulting (IRAC) remains a key partner in data-informed planning and evaluation efforts at all levels of the College. Reflecting the critical role that IRAC plays in the fulfillment of our mission, the vice president of IRAC was promoted to senior vice president in 2020, elevating this position to the president's cabinet of senior officers. In 2021, IRAC also created and filled the associate director of assessment position noted in the *Special Emphasis: Assessment* section. This new position leverages qualitative and quantitative data to improve the College's understanding of factors that yield student success and trains Bowdoin staff on qualitative data collection and analysis of best practices and software to help foster a culture of evidence-based decision-making.

An example of a recent partnership with IRAC is the Office of Academic Affairs' work to enhance the Academic Data Profiles for individual departments and programs. Updated each year, these profiles are intended for departmental and program planning and assessment and help to inform annual reports, adjustments in curricular and major requirements, and requests for faculty lines. These profiles now include more data related to equity (e.g., percentage of majors and course enrollments by race/ethnicity, first-generation to college, and gender), which not only helps curricular and staff planning but also our collective work on diversity, equity, and inclusion. IRAC also provides data for decennial reviews, including in-depth data reports tailored to the department or program's particular needs and concerns.

Continuous planning, evaluation, and data-informed decision-making has been critical throughout the coronavirus pandemic and has involved all areas of the College. At the onset of the public health crisis, President Rose appointed three working groups to study the impact and implications of the pandemic on the College and our community and make recommendations for the 2020–2021 academic year. These included the **Continuity in Teaching and Learning Group**, charged with developing plans and guidance for a remote teaching and learning model that embodied the essential aspects of a Bowdoin education; the **Budget Review Group**, which met weekly with the president and members of the treasurer's office to assist in developing the 2020–2021 budget; and the **Return to Campus Group**, charged with analyzing the issues that would have to be addressed and providing guidance on necessary changes, actions, and alterations in behavior that would be required to safely open the fall semester back on campus.

The reports of the Continuity in Teaching and Learning and the Return to Campus Groups were made available to the Bowdoin community and benefited from surveys of students and faculty, input from representatives across the College, and discussions with external consultants and experts. The work of all three groups informed the decision, announced in June 2020, to move forward with a remote learning model for the 2020–2021 academic year, allowing faculty to focus on a single model of teaching and the College to direct all its resources to that single model to ensure the best learning experience possible. Three additional working groups have since been established to identify and examine lessons learned from the changes in teaching, work culture, and overall College operations necessitated by the pandemic.

Finally, for several years the College has been aware that the time blocks in which our courses are offered were an impediment to students. Some of the time blocks overlay others, creating conflicts between huge numbers of courses and limiting access to important parts of the curriculum (e.g., the languages found it difficult to align their schedule of offerings with the needs of their students). In the summer and fall of 2019, a working group of faculty and staff considered options and presented a reformed time block schedule in winter 2020. The plan to roll this out, however, was disrupted by the pandemic. With the return to campus of the entire student body in fall 2021, the new time block schedule (based closely on the version recommended by the working group) was used for the first time and was supplemented with an idea implemented during the pandemic that proved critical during the year of mixed in-person/hybrid learning: the creation of three First-Year Writing Seminar (FYWS) blocks.

It is too early to assess the results of the new time blocks, but there are signs that the change has been effective. Student enrollment in entry-level language courses is strong and has proven easier to predict than in the past, thanks to the introduction of a block intended primarily for such courses. Likewise, the FYWS blocks in the fall semester have allowed us to predict how many of those seminars we will need and have ensured that our newest students can choose freely among all these offerings without limiting their access to other classes. The current plan is to assess the effects of the new time blocks after three years, when there will be sufficient data to evaluate enrollment patterns comprehensively.

STANDARD THREE: ORGANIZATION AND GOVERNANCE

The Bowdoin College Board of Trustees has fiduciary responsibility for governance of the College and is currently made up of forty-three members, including President Clayton Rose. At the February 2022 board meeting, Scott Perper '78 was elected chair, effective July 1, 2022. Perper has been a Bowdoin trustee since 2004 and succeeds Robert White '77, who is also a Bowdoin parent, whose term ended June 30, 2022.

As projected in our 2017 self-study, the [College bylaws](#) were updated in 2018, and a new board committee structure has been implemented. The number of board committees now stands at eight (from twelve) and includes a new Committee on Inclusion. The inclusion committee is composed of one member from each of the other board committees, in addition to the president, and provides oversight of our collective work on diversity, equity, and inclusion. Based on feedback from trustees, the Statement of Board Roles and Responsibilities and the trustee self-evaluation form have also been revised, with these revisions largely made for clarity and relevancy.

In the last two years, attendance at board meetings has exceeded 90 percent. The number of meetings held during the height of the coronavirus pandemic increased significantly and remote attendance was 100 percent. Due to the pandemic, new trustee orientations shifted to a remote model as well and were offered over a course of days as opposed to the typical full-day session. From this shift we learned that spreading this orientation out over a series of meetings proved beneficial to the participants and therefore will be a practice we continue moving forward.

Like the College at large, the board is deeply engaged in diversity, equity, and inclusion (DEI) efforts and is actively considering what DEI means to them as a governing body. Trustees are participating in the DEI education programs described in the *Special Emphasis: Advancing Diversity, Equity, and Inclusion* section. Outside speakers have also been invited to board meetings to discuss issues of structural racism, including Ford Foundation president Darren Walker, who spoke on the challenge of institutional transformation, particularly as it relates to addressing issues of race and racism, and Director of the Center for the Study of Race and Ethnicity in America at Brown University Tricia Rose, who addressed what structural racism is, how pervasive it is in our society, and how it plays out in higher education.

The president and senior staff are responsible for establishing and implementing College policy. This group convenes weekly, and each senior officer meets individually with the president. In April 2022, President Rose announced that he will step down at the end of the 2022–2023 academic year after eight years in this role. Trustees Sydney Asbury '03 and Bertrand Garcia-Moreno '81, who is also a Bowdoin parent, are cochairing the [Presidential Search Committee](#) that will work to identify Rose's successor over the next year.

Leadership changes since our reaccreditation include: Michael Cato, named senior vice president and chief information officer (2018); Janet Lohmann, promoted to senior vice president and dean for student affairs (2019); Jennifer Scanlon, John S. Osterweis Professor of Gender, Sexuality, and Women's Studies, appointed senior vice president and dean for academic affairs (2020); Tina Finneran, promoted to senior vice president for institutional research, analytics, and consulting (2020); Claudia Marroquin, promoted to senior vice president and dean of admissions and financial aid (2021); Stephanie Frost, named senior vice president of development and alumni relations (2021); Niles Bryant, promoted to senior vice president and chief investment officer (2021); and Benje Douglas, promoted to vice president and interim chief diversity officer (2022).

Faculty governance is led by the Committee on Governance and Faculty Affairs (GFA) and occurs largely through faculty committees and working groups. A recent review of committee structures led to several changes in 2021, including making the Committee on Faculty Diversity and Inclusion permanent; eliminating the Advisory Committee for an Inclusive Community²; and reworking a subcommittee on teaching into its own standing committee, the Committee on Teaching and Classroom Practice (CoTCP). At the request of faculty from historically marginalized groups, GFA constituted a Working Group on Faculty of Color and International Faculty (FOCIF) Equity, Development, and Inclusion in 2019 to create a formal venue to name and address the barriers to full inclusion experienced by faculty of color and international faculty at Bowdoin. The group met for two years and in 2021 presented a comprehensive report (the FOCIF report) that outlined challenges faced as well as current practices that inhibit equity, development, and inclusion, and made recommendations for institutional learning and change. During 2021–2022, academic departments and programs, faculty committees, and the dean’s office held discussions around the issues raised in the FOCIF report and have begun to report to the faculty how their ongoing work complements the Working Group report's findings and/or will respond to them.

The College’s shared governance model recently led to valuable improvements to our processes. As one example, the Committee on Appointments, Promotion, and Tenure (CAPT) noted that our stated tenure expectations around teaching did not adequately align with our commitment to inclusive excellence. CAPT initiated a process of revising the tenure criteria and subsequently sought feedback from a range of constituencies—from faculty focus groups by rank to academic administration to conversations on the faculty floor. A new set of criteria by which faculty “demonstrate inclusive excellence in teaching” was soundly endorsed by the faculty through a vote.

Additionally, as the College honed its approaches to remote learning and teaching throughout 2020–2021 with support from the Bowdoin Online Learning and Teaching (BOLT) team, described further in *Standard Eight*, GFA created the Working Group on Teaching and Technology to explore how BOLT’s work might best be situated and maintained post-pandemic. Based on the group’s recommendation that BOLT continue in modified form, GFA proposed, and the faculty approved, incorporating it into CoTCP and expanding the latter’s charge to explore the role of technology in learning and teaching at Bowdoin. This change goes into effect at the start of the 2022–2023 academic year. The move to a remote environment in spring 2020 also necessitated a temporary lift of a provision in the faculty handbook that prohibited voting on faculty meeting motions remotely. In consultation with the Office of Information Technology, GFA researched several remote voting platforms and selected Poll Everywhere based on its flexibility as well as its ability to allow faculty to vote anonymously. In fall 2020, faculty voted to officially change the handbook to allow remote meetings and online voting when in-person meetings cannot be held safely.

Finally, in response to widespread faculty interest in more in-depth discussions with the administration and senior staff on issues across the College, GFA has begun organizing a series of faculty forums for this purpose. Since fall 2019, forum topics have included admissions, athletics, campus building processes, diversity and inclusive excellence, course time block schedules, and accessibility. In selecting topics for discussion, GFA solicits feedback and input from the faculty at large.

² The elimination of this committee was driven by the recognition that this work is now situated in the academic dean’s office and in the Office of Inclusion and Diversity.

Students are also involved in governance through [Bowdoin Student Government](#) (BSG). The group's work during the 2021–2022 academic year included creating a joint BSG-Student Affairs Mental Health Board, which organized four open meetings over the spring semester where students could speak with administrators and leadership in counseling services about mental health and wellness at Bowdoin. BSG's Student Organizations Oversight Committee worked to develop guidelines for student club accessibility, and members of the BSG executive team partnered with the dean for academic affairs and the associate dean for faculty development and inclusion to raise student awareness about the importance of the Bowdoin Course Questionnaires and the potential for implicit bias when completing them.

STANDARD FOUR: ACADEMIC PROGRAM

The findings of the KSCD working group reinforced the strength of Bowdoin's academic model, which requires students to seek interdisciplinary breadth through distribution and divisional requirements and disciplinary depth through the completion of a major. In their report, the group recommended that the College retain its core curriculum, while also opening it up in ways that create greater opportunities for faculty-led innovation. The group also recommended key enhancements in areas such as technology, computation and quantitative reasoning, and diversity, inclusivity, and globalization to bolster what we currently offer students as well as how we prepare them to confront the complex challenges of a changing world. Work in these areas is ongoing and will be a focus for the College in the coming years.

Over the last five years, several changes have been made that have strengthened our academic program: the biology department introduced a new concentration in ecology, evolution, and marine biology; the Latin American Studies Program changed its name to the Latin American, Caribbean, and Latinx Studies Program; Africana studies converted from an interdisciplinary program to a full-fledged department; and the Middle Eastern and North Africa (MENA) initiative converted to an interdisciplinary program. Minors in MENA and Arabic, as well as urban studies, have also been added. As projected in our 2017 self-study, revisions to the First-Year Seminar Program have been made and are discussed in *Standard Eight*. And, after nearly a decade of offering courses in digital and computational studies (DCS), the faculty voted in 2019 to formalize the DCS curriculum into an official academic program, a move that aligns with recommendations included in the K-report, given the need identified by the Bowdoin community for the kind of learning DCS fosters: i.e., computational proficiency combined with a critical understanding of the ethical implications of new technologies. With this designation, students may now select DCS as part of a coordinate major—meaning they may pair it with a major in another discipline—or may minor in it.

The Office of the Dean for Academic Affairs regularly reviews every academic department and program through annual reports as well as external reviews that typically occur every ten to twelve years and involve a comprehensive process of self-assessment and visioning. Since 2017, nine departments have undergone an external review. The process for each of these forms of review is also updated on an ongoing basis. For example, sections related to assessment of learning goals as well diversity, equity, and inclusion efforts have recently been added to annual department and program reports, along with prompts for future departmental discussions, summer working groups, and strategy meetings.

Inclusive Excellence

A central recommendation of the College's 2017 Ad Hoc Committee on Inclusion was for Bowdoin to adopt the philosophy of inclusive excellence as a guiding principle, which we have done. The following, while by no means a comprehensive account, represents a range of significant changes that have taken place since then to embed a model of inclusive excellence within the academic program.

Academic Achievement and Belonging

In 2018 Bowdoin launched a new college-wide initiative—[THRIVE](#)—designed to transform the college experience and improve the graduation rates for students who identify as students of color, low-income students, and/or first-generation to college students. THRIVE brings together several academic support programs, including the Bowdoin Science Experience, Bowdoin Advising in Support of Excellence, Bowdoin Science Scholars, and the new Geoffrey Canada Scholars (GCS) program. THRIVE's flagship program, GCS provides academic enrichment and college transition support using an asset-based cohort model. The GCS program begins with a six-week Summer Institute prior to matriculation designed to

introduce cohort participants to college-level work and continues throughout their college career with programming, mentoring, and resources tailored to meet their needs. As THRIVE now enters its fifth year, we are looking to expand the GCS program and increase the number of participants selected each year. With its first class having graduated in 2022, THRIVE is also engaged in a significant retrospective assessment and is in the midst of forming recommendations for changes to the program.

Curriculum

In September 2020, the faculty approved a proposal to transition the Exploring Social Difference (ESD) distribution requirement to a new distribution requirement titled [Difference, Power, and Inequity](#) (DPI). The new requirement, which is being phased in over two years, is designed to help students examine structures of privilege and inequality and explore how such structures intersect with their own experiences. These courses also facilitate difficult but consciously framed conversations about how difference works and has worked, and how power relationships are and have been grounded in lived experiences. To support this transition, a DPI team made up of the Baldwin Center for Learning and Teaching director and faculty partners is working with faculty interested in either revising existing ESD courses to fulfill the DPI criteria or in creating new DPI courses. In the first year (2021–2022), twenty-five DPI courses were approved. Examples include *Geographic Inequality, Public Policy, and GIS* (economics); *Imagined South Asias, Everyday South Asias* (anthropology/Asian studies); *Digital Privilege* (DCS); and *Racial and Ethnic Conflict in US Cities* (history/Africana studies/urban studies).

The Curriculum and Educational Policy Committee (CEP) is reviewing the International Perspectives (IP) distribution requirement now in the context of the new DPI requirement as well as current understandings of the world. We expect CEP will have draft revisions to the IP requirement in 2022–2023, which will then be presented to the faculty for consideration and discussion.

Work at the department and program level is also being infused with an inclusive excellence framework, with consideration being given to the diversity of students attracted to courses and majors as well as the overall culture of inclusion. As an example, the English department recently engaged in thoughtful reflection on the relationship between their major requirements and their departmental priorities and commitments. They recognized that their major requirements had not changed in some time, although their faculty, and the discipline, had evolved considerably. Through an internal audit, the department learned that while nearly half of its faculty specialize in African American, Asian American, multiethnic, and global literature, some of their majors were graduating without ever having taken a course focused on these literatures. Among the reasons discovered was a common, if misguided, perception among students that not requiring courses in these literatures subtly signals that they are not valued by the department. Based on these findings, as well as a review of practices by English departments at other institutions and consideration of data on the demographics of English majors and minors at Bowdoin, the department proposed new major requirements that were approved in spring 2021. Starting with the Class of 2025, English majors are now required to take two classes in African American, Asian American, Indigenous, Latinx, multiethnic American, and/or global literature, at least one of which must be US-based, as well as two classes (a reduction from three) on literature before 1800, thus establishing curricular parity between the two requirements and signaling to students the department's multiple priorities and commitments.

The English department is just one example of the work taking place. In summer 2021, nearly twenty groups of faculty members, both within and across departments and programs, held summer working groups, many of them focusing on inclusive excellence efforts and initiatives. With the addition of the four new endowed faculty positions focused on race, racism, and racial justice (see *Special Emphasis:*

Advancing Diversity, Equity, and Inclusion), we will also be examining how our faculty can provide robust opportunities for students to engage with the phenomenon of racism across the curriculum.

Policies and Practices

A number of academic policy- and practice-related changes have taken place that specifically address inclusive excellence. The Office of the Dean for Academic Affairs, for example, has completed a revision of the guidelines and expectations for external reviews of academic departments and programs. These revised procedures help keep inclusive excellence central to the department/program's process and to the guidance sought from outside evaluators. The dean's office has also restructured its annual meetings with department chairs and program directors, moving from "staffing meetings" to "strategy meetings" to ensure that considerations of equity in departmental practices and inclusive excellence in teaching and pedagogy are prioritized. In addition to staffing needs, these meetings now focus on data around student diversity in courses and in the major, curricular vision, learning goals, departmental culture and climate, and strategies for fostering inclusivity and engaging in anti-racism work. We will continue this practice as a way of following up on annual reports and providing support to departments and programs.

Recent policy- and practice-related changes made through the lens of inclusive excellence also include:

- Replacing the Deficiency in Scholarship Policy with a [Satisfactory Academic Progress Policy](#) that tracks student progress using GPA rather than a demerit point system and allows for earlier intervention with students who fall behind
- Modifying the [transfer credit](#) policy to reduce barriers that disadvantage some students; specifically, the blanket prohibition on accepting transfer credits for course work done at two-year institutions and in short-term courses has been eliminated and the equivalency rule adjusted in the students' favor
- Implementing a new time block schedule as part of a greater effort to provide students with access to the full curriculum. This included a language block to support the teaching of global languages and address the marginalization of non-European languages on campus
- Awarding half an academic credit for successful completion of the Geoffrey Canada Scholars' Summer Institute course. Credit is awarded in the discipline of the faculty member teaching the course and signals the course's academic rigor while contributing to building confidence and a sense of belonging for GCS students.

In the coming year, focus will be given to recommendations made by the Working Group on Pre-Major Advising, which was established in fall 2021 to review the current model of pre-major advising at Bowdoin and make recommendations for institutional structures and changes that could improve this model in terms of student sense of belonging and academic success as well as workload for faculty, staff, and administrators. The group submitted their report in spring 2022 following an extensive assessment that involved faculty and student surveys, faculty, student, and staff focus groups, consultations with peer schools, and consideration of best practices provided by the Council for Advancement of Standards in Higher Education and the National Academic Advising Association. The group's recommendations, which focused on staffing, timing of first-year registration, and philosophical elements of an enhanced pre-major advising model, have since been discussed at two spring faculty meetings, with feedback gathered from each. These recommendations will be considered by academic affairs and student affairs this summer, and then in faculty committees during the upcoming academic year.

STANDARD FIVE: STUDENTS

Admissions and Financial Aid

In 2018, the admissions team, in partnership with the Office of Communications, rolled out a suite of new recruitment materials and messaging informed by The Lawlor Group study on communications needs described in our 2017 self-study. Since then, the team has continued to create an array of tools designed to reach a broad audience and build diverse pools of applicants. In creating resources for prospective students, principles of equity and access are intentionally applied. Student aid fact sheets, for example, are now available in Spanish, Mandarin, and Korean, and [tip sheets](#) have been developed to assist students and families during the aid process. Over the last five years, the total number of applicants to Bowdoin has grown significantly— from 6,800 applications for the Class of 2020 to more than 9,300 for the Class of 2025. The percentage of admitted students accepting offers from Bowdoin has also increased—from 50 percent for the Class of 2020 to 63 percent for the Class of 2025, the highest yield ever.

Student enrollments were stable prior to the pandemic, at about 1,830. In 2020–2021, enrollment dropped by 3 percent due to students electing to defer a year rather than take their courses online. As a result, 2021–2022 had a total student headcount of 1,948, 116 more than in 2019–2020. This nearly 10 percent increase has been accommodated by adding classes and keeping residences online that had been planned to go offline in use. The Enrollment Committee meets regularly and is focused on planning for additional students off-cycle due to the number of leaves during 2020–2021.

With each incoming class, the College strives to assemble a study body that represents diversity in all forms. Over the next five years, this work will include increasing enrollments among veterans, community college transfers, and Pell-eligible students through several targeted initiatives. As a member of the American Talent Initiative (ATI), Bowdoin has pledged to increase Pell-eligible student enrollments to at least 25 percent by 2025; our current five-year average is 15 percent. For community college transfers, we recently joined the Transfer Scholars Network (TSN), a program coordinated by ATI that develops pathways for students to transfer from community colleges to four-year institutions, and we are actively working to build relationships with TSN community college partners as well as with Southern Maine Community College (see *Standard Four* for recent revisions to our transfer credit policy). To support veteran recruitment, the College is collaborating with organizations that help veterans pursue higher education, and we are considering ways to design admitted student visits tailored to the needs of this group.

Our financial aid program continues to prioritize access and opportunity. Beginning with the 2021–2022 academic year, we adjusted our institutional methodology for determining aid to include a micro-set of expense data that specifically focuses on “college-going families.” The change in economic data used was applied to all students (incoming and returning), with the greatest impact realized among aided middle-income families. As we acknowledged in our 2017 self-study, even with a robust financial aid program, there are still expenses that exist outside of the comprehensive fee that can limit a student’s ability to experience all that Bowdoin has to offer. New comprehensive aid endowment raised through the *From Here* campaign will help to ensure we can address this gap; in concert with this, we are analyzing our aid policies with an eye to identifying ways to support more equitable experiences among aided and non-aided students. One example was the elimination of the summer earnings requirement (typically \$2,300) for students on aid. This change was first introduced in 2020–2021 to alleviate financial challenges aided students were facing due to the pandemic but was made permanent at the beginning of the 2021–2022 academic year. As admissions, student aid, and student affairs continue to look at comprehensive aid there will likely be additional changes to our financial aid policies over the next five years.

Student Services and Extracurricular Experiences

Efforts to ensure an inclusive, equitable, and supportive living and learning community are ongoing across the Division of Student Affairs. *Athletics*, for example, and all Bowdoin teams have developed diversity, equity, and inclusion (DEI) action plans. The [athletics department DEI action plan](#) is publicly available, with updates posted regularly. Athletics has also established a DEI Committee composed of administrators, coaches, and colleagues from across the campus community and student-athlete leaders from the Athletes of Color Coalition and the Student Athlete Advisory Committee. *Bowdoin Outing Club* (BOC) staff and student leaders have put a great deal of work into making BOC programming more inclusive and accessible. Recent efforts include organizing collaborative programming with student affinity groups, working with the THRIVE program, and eliminating the membership fee. In fall 2021, BOC membership jumped from around 400 to 1,500—driven in large part by the elimination of the annual fee. The *Office of the Dean of Students* also recently launched a new initiative—the [Program for Nonviolence Conflict Resolution](#) (PNVCR)—to formalize and expand alternative dispute resolution techniques used to address cases that do not require administrative action or hearings by the Conduct Review Board. In addition to four codirectors, there are currently thirteen trained program facilitators representing students, staff, and faculty. PNVCR does not replace the Conduct Review Board, which continues to hear cases of alleged violations of the Academic Honor and Social Codes but, rather, is designed to strengthen the community through restorative practice and build skills in respectful discourse around difficult and challenging issues.

Wellness and mental health are areas Bowdoin has devoted significant time and resources to addressing, particularly through the work of [Counseling and Wellness Services](#). Compared to 2015, when counseling staff consisted of three full-time counselors, three part-time counselors, contracted psychiatric providers, and two part-time clinical interns, the counseling and wellness staff is currently made up of five full-time counselors, one full-time psychiatric nurse practitioner, one assistant director of wellness programming, a postdoctoral fellow, and a clinical intern. In fall 2021, the counseling center also started a partnership with Maine Medical Center, welcoming a part-time psychiatric fellow, and launched partnerships with three new telehealth organizations to offer greater access and diversity of mental health care to students. Over the last five years, Counseling and Wellness Services has also expanded its group counseling, wellness classes and workshops, and individual health and wellness coaching. These efforts, in addition to resources from peer health, fitness classes, athletic initiatives, Outing Club offerings, and resources at the Baldwin Center for Learning and Teaching, are all ways in which the College offers students a toolbox of skills that can assist in helping address challenges they may experience. Going forward, wellness programs will continue to be built out as an essential part of our approach to mental and physical health.

Significant work has gone into making career planning at Bowdoin a point of distinction—a goal shared in our 2017 self-study. The department’s name changed to [Career Exploration and Development](#) (CXD) in 2019 to be more inclusive and to signal that inquiry, discovery, and growth are all part of charting a professional course after Bowdoin. Since then, CXD staff has taken on the work of developing more programs that help students acquire critical job-seeking skills and navigate the first years out of college. One program that launched recently and has grown exponentially is Sophomore Bootcamp. Through Bootcamp, which is held over winter break, students explore potential careers and interests by selecting from a menu of “Demystifying Careers” workshops, industry-specific workshops, and skill development workshops, and by meeting with Bowdoin alumni. In addition to engaging sophomores, Bootcamp also provides inclusive programming so that first-generation students, for example, are exposed to a variety of careers and industries. First piloted in 2019 with twenty sophomores, Bootcamp is now expected of all

sophomores—making it a universal sophomore experience. Over 450 students took part in 2022, and the student response was very positive. As one participant shared: “[Bootcamp] *made the CXD office much more accessible, and it’s really nice to have people to go to and have them teach us skills like networking and writing a cover letter and editing a résumé, which can seem like kind of daunting tasks and now, after learning more about them, seem much more manageable.*” More on the program and student responses are found here: [Students Reflect on the Best Parts of Bootcamp](#).

One of the challenges shared in our 2017 self-study was the increasing number of students choosing to live off campus due to growing dissatisfaction with the condition of upperclass housing on campus and a desire to live with larger groups of friends. The completion of Park Row and Harpswell Apartments, which opened in 2019 and 2020 respectively and which together house 220 students, has led to fewer students living off campus. Student satisfaction with upperclass housing has also increased; about 20 percent of the graduates of 2017, 2018, and 2019 reported being “very satisfied” with upperclass housing, compared to 46 percent of 2021 graduates. Upperclass housing will continue to be a focus over the next five years, particularly looking at ways to make the eight [College Houses](#), which are considered the cornerstone of the residential experience at Bowdoin, part of a more defined leadership experience for sophomores.

The 2018 K-report recommended the creation of a more defined sophomore experience, which the College has begun to develop through programs like Sophomore Bootcamp and which it will continue to shape and define in the coming years. Declaration Day, in which sophomores celebrate declaring their academic major, has also become a critical event in which the sophomore class comes together to recognize the important markers of their sophomore experience. The sophomore experience was particularly relevant in 2021–2022, as the Class of 2024 did not have the typical two semesters on campus as first-year students due to the pandemic. Additional programming and events for the class were offered to mark the sophomore transition and underscore what it means to be part of the Bowdoin community.

In the coming years, emphasis will be given to student leadership writ large, as well as to creating cohesiveness and connection to the many leadership development opportunities available to students across the Division of Student Affairs. Division leadership, along with the Office of Institutional Research, Analytics and Consulting, is also considering how best to use the New Student Survey, completed by all incoming students the summer before they arrive, to get a better sense of how the student body at Bowdoin is changing and how the survey may inform the division’s work.

STANDARD SIX: TEACHING, LEARNING, AND SCHOLARSHIP

Recruiting outstanding and diverse teacher-scholars is an important responsibility shared by all Bowdoin faculty. Recent efforts to strengthen faculty recruiting guidelines have been led by the associate dean for academic affairs responsible for faculty hiring and have included adding trainings for students participating in faculty searches, reinforcing the role of diversity representatives on search committees, and increasing the use of rubrics and consistent interview scripts. The Office of the Dean for Academic Affairs has also updated the Allocation of Faculty Positions Guidelines that govern the process of requests for new and reauthorized faculty positions, along with a new procedural guide, *Crafting a Mentoring Plan*. These updated documents prioritize the pursuit of inclusive excellence in all aspects of successful faculty line considerations, including recruiting a compositionally diverse student body to the major, developing inclusive curricula and pedagogies, developing diverse pools of candidates and robust strategies for faculty recruitment and retention, and developing specific and meaningful mentoring plans. In the coming year, the dean's office is planning to provide workshops and other resources for building more diverse candidate pools for academic staff searches as well.

Over the last five years, the College has continued to build out professional development and mentoring opportunities that provide faculty with the resources to achieve excellence in their teaching, scholarly, and artistic work, advising, and other responsibilities. In 2017, Bowdoin became an institutional member of the National Center for Faculty Development and Diversity (NCFDD). As such, all Bowdoin faculty have access to NCFDD programs at no cost to them. The College also annually funds faculty participation in NCFDD's Faculty Success Program, with nineteen faculty participating to date. Following the recommendation of the Working Group on Faculty Mentoring, faculty approved the formation of a new committee in 2019—the Council of Mentors (CoM), whose members are trained mentors responsible for the facilitation of faculty mentoring on campus. Most recently, the dean for academic affairs and the associate dean for faculty development and inclusion began an academic-year leadership program for faculty who had recently achieved tenure. The program is designed to foster leadership through cohort building and programming on inclusive excellence and the faculty role in shared governance. This program will become operational in 2022–2023, when the dean's office will consider its long-term format and will simultaneously begin offering a pilot of a second-year tenure-track faculty development program.

Since 2017, the Baldwin Center for Learning and Teaching (BCLT) has increased its support for faculty development, adding such offerings as the [Faculty Fellows Program](#), a year-long program designed to support reflective teaching practices and enhance inclusive learning environments; the [Teaching Triangles Program](#), which offers faculty insight into their teaching and students' learning through a non-evaluative, formative process of reciprocal classroom visits and reflection; and regular [workshops](#) developed in close partnership with the associate dean for faculty development and inclusion. In 2020–2021, the BCLT launched a [Learning Assistants Program](#) to assist faculty in online teaching during the pandemic. Based on positive feedback from faculty, the program expanded in 2021–2022, with two hundred students serving as learning assistants (LAs) in twenty-eight departments during the fall semester. LAs are trained in inclusive pedagogy and provide instructors with a valuable student perspective on assignments, lesson plans, and class dynamics while offering academic mentoring and support to their peers. At the start of 2021–2022, the dean's office and the BCLT also worked together to expand programming and resources for the new faculty orientation, including development of a mini-course focused on inclusive teaching titled *Preparing to Teach at Bowdoin*.

In spring 2022, three significant policy changes and initiatives were announced as part of the College's work to support faculty more equitably across the divisions and at distinct stages of their careers. The first

is a partner accommodation policy that replaces the 2007 shared appointment policy. This updated policy continues to provide transitional support for academic couples coming to Bowdoin but allows the College to be strategic in the creation of tenure-track lines and responsive to the needs of the faculty as a whole. The mid-career change establishes a post-tenure enrichment fund, whereby each newly tenured faculty receives a \$6,000 award to enable them to experiment or move deeply into new or ongoing projects and set themselves up for their post-tenure leave. The advanced stage policy change involves an improved compensation plan for department chairs and program directors. In addition, every chair who serves a full term will receive a \$6,000 enrichment grant, and chairs of every department/program will be able to take at least one course release. This change recognizes the significant workload of chairs and the ways this leadership role interrupts their scholarly and/or artistic work. All three changes go into effect in 2022–2023. Inspired by the Working Group on Faculty of Color and International Faculty recommendation to expand the recognition, rewarding, and redistribution of invisible labor and other faculty workload inequities, the associate dean for faculty development and inclusion is also leading the development of a department- and program-level equity dashboard to bring transparency and equity to faculty labor.

Support for interdisciplinary and innovative approaches to teaching and learning remains central to Bowdoin’s mission. Examples of new initiatives include a Digital and Computational Studies (DCS) Faculty Enrichment Fellowship that will be piloted in 2022–2023 and will provide support for integrating DCS methods into courses originating in other departments and programs, and a project-based initiative on Asian Americans, planned for 2023–2024, that will draw on faculty in history, English, cinema studies, and sociology and comprise a series of curricular and cocurricular activities throughout the year. Faculty across multiple disciplines also continue to deeply engage in object-based teaching, integrating visits to and works from the collections of the Bowdoin College Museum of Art (BCMA) and the Peary-MacMillan Arctic Museum (PMAM) into their courses. The BCMA is in the process of upgrading its collections management software to better support access to its collection for teaching and research, and, when the new Gibbons Center for Arctic Studies opens in 2023, it will include a classroom designed to support teaching with objects from the PMAM collection.

Methods for evaluating teaching and learning have been revised in recent years to reflect the College’s commitment to inclusive excellence. Notably, the criteria for teaching in tenure and promotion reviews has been revised from “excelled in teaching” to “demonstrated inclusive excellence in teaching.” This change goes into effect in fall 2022 and will apply to all new faculty (tenure-track and lecturers) at the time of reappointment and tenure and promotion. Current faculty who receive tenure in 2022–2023 and beyond will be held to this new criterion when they come up for evaluation to full professor; for current lecturers, the new criterion will apply to evaluations for promotion to senior lecturer, as well interim and ten-year reappointments of senior lecturers beginning in 2022–2023. Questions included on the Bowdoin Course Questionnaires (BCQs), which are administered at the end of each semester to gather student feedback on courses and labs, have also been revised. These revisions were based on a multiyear effort to examine the effectiveness of the BCQs and to be intentional about reducing bias in course evaluations. The revised BCQs went into effect in fall 2020; going forward, the BCQs will be reviewed every five years. Self-evaluation forms for faculty, which are submitted to the Office of the Dean for Academic Affairs each year and are used as a basis for salary increases, have undergone revisions as well to provide clarity around expectations and to promote a more equitable review process. In the coming year, the dean’s office will review college policies for lecturers and the lecturer review process through a similar lens: i.e., being explicit about expectations for lecturers and the evaluation process for these positions.

STANDARD SEVEN: INSTITUTIONAL RESOURCES

Human Resources

Bowdoin regularly reviews and adjusts its compensation program to ensure that we remain a leader in wages and benefits in the state of Maine. Following a 2019 review of the program alongside market conditions, the decision was made to incrementally increase our minimum starting wage for benefits-eligible hourly employees to \$17.00 an hour (from \$12.65) over the course of thirty-two-months—an increase of roughly ten percent a year. To mitigate the impact of wage compression, increases to compensation and benefits for existing benefits-eligible hourly employees across the College were introduced as well, with these adjustments allocated progressively (i.e., the lowest-paying positions receiving the largest increases). The first increase, to \$14.00 an hour, took place in July 2020; the second, to \$15.50, went into effect in July 2021. Given rapidly changing labor conditions and pandemic-related worker shortages in Maine, the final increase to \$17.00 an hour, originally planned for July 2022, took effect in August 2021—ten months ahead of schedule. With this increase, Bowdoin’s minimum starting wage is well above the state’s minimum rate of \$12.75 an hour.

In addition to wages, employee benefits are reviewed on a regular basis. Following several months of assessing different medical plans, the College changed its medical insurance program in 2022 to Cigna, a move that offered several advantages in terms of plan design, online resources, and customer service. As part of ongoing efforts to support overall employee [health and wellness](#), the College also established a new partnership with Calm—a top-rated mindfulness app. Through this partnership, all benefits-eligible faculty and staff receive free access to Calm’s resources through March 2023.

Policies and practices related to recruitment, hiring, and retention are continuously examined and enhanced where necessary as part of our institutional commitment to ensuring a diverse and inclusive working community. As a result of recent efforts, five of the seven faculty members hired during the 2020–2021 hiring cycle were faculty of color; we also added six staff of color at positions that are one to three levels below the senior staff, and in athletics, six new coaches were individuals of color. As mentioned in the *Special Emphasis: Advancing Diversity, Equity, and Inclusion* section, the College also introduced required diversity, equity, and inclusion (DEI) training in 2021 for all faculty, staff, and trustees, and recently established three new positions to strengthen our college-wide DEI efforts.

Financial Resources

Bowdoin’s financial resources and long-term financial health remain strong. As of June 30, 2021, the College had total assets of \$3.3 billion and net assets of \$2.9 billion, up from \$1.8 billion and \$1.5 billion respectively at the time of our 2017 self-study. Our endowment, which is the second-largest source of revenue behind net tuition, continues to produce remarkable returns to support our mission while preserving purchasing power for future programs. For the year ended June 30, 2021, the endowment generated a return of more than 57 percent and was valued at \$2.72 billion, up from \$1.3 billion in 2016. As of June 30, 2021, the three-, five-, and ten-year annualized returns for the endowment were 22.7 percent, 19.2 percent, and 14.5 percent respectively, placing it among the top-performing endowments in the country across these time periods. While we recognize that future years may not yield the same level of returns, particularly given the current market volatility, the College continues to use a twelve-quarter moving average to determine spending from the endowment; the smoothing function of this approach effectively reduces the volatility of the spending distribution.

Of the total endowment distribution in FY21, approximately \$35 million supported financial aid, accounting for about 81 percent of our financial aid budget for the year. Other donor-restricted portions of

the endowment support professorships, instruction, the library, and museums; distributions from the endowment covered more than 43 percent of Bowdoin's operating budget.

With tuition and fees covering just under half of our annual operating budget, the endowment and unrestricted annual giving contributions are critical to our financial operations. As noted in the *Special Emphasis: Financial Resources* section, we are in year three of the public phase of a comprehensive campaign to raise \$500 million, the majority of which is for endowment. For the year ended June 30, 2022, the College raised more than \$12.7 million in annual gifts, the second largest in our history, and alumni participation in the annual fund was 43 percent.

In 2020–2021, we also took additional steps to further strengthen our financial aid program, adding \$3.5 million to our student aid budget to assist both low- and middle-income families and eliminating the summer work requirement for students from families making less than \$75,000 a year. Information on the change in our institutional methodology for determining aid can be found in *Standard Five*.

Information, Physical, and Technological Resources

Information: In 2018, President Rose commissioned a working group of faculty, staff, students, and trustees to examine the future of the libraries at Bowdoin and draft a report with recommendations for consideration in future planning. During the 2018–2019 academic year, the working group toured libraries in the region, studied trends and changes in the field, held focus groups, and conducted surveys of faculty, students, and staff, delivering their report in December 2019. The group's recommendations largely focused on infrastructure, including the main library's building limitations, but their comprehensive study made clear that the libraries at Bowdoin remain central to the intellectual, cultural, and scholarly life of the College. One of the report's recommendations was to consider physical adjacencies between the library and other campus support services, a recommendation that helped to inform the move of the Baldwin Center for Learning and Teaching to the first floor of our main library in December 2021. In addition to planning for the future, current library priorities include a long-term project to improve the accessibility of its website based on guidelines developed by the World Wide Web Consortium Web Accessibility Initiative, implementation of a digital preservation repository, development of a long-term collection management strategy leveraging the library's new offsite storage facility, and a focus on critical cataloging—developing a process to modify and update descriptive practices to use respectful and inclusive terminology. The Colby, Bates, and Bowdoin Library Consortium (CBB) is also conducting a review of library management system solutions and expects to migrate to a new, more modern system at the end of FY23.

Physical: Bowdoin's campus master plan is guided by our educational mission as well as our commitment to environmental stewardship and sustainability, as evidenced by recently completed capital projects: the Roux Center for the Environment, a LEED Platinum academic building as well as a teaching lab of sustainable and innovative building technologies; Park Row Apartments, which consist of four new residence halls that are the first in the state to achieve passive house certification; the Schiller Coastal Studies Center, a newly expanded research and convening center that includes a passive house certified conference center as well as three new residential cabins and a stand-alone apartment that were designed to passive house standards; and Harpswell Apartments, the newest upperclass housing complex also designed to passive house standards. Barry Mills Hall and the John and Lile Gibbons Center for Arctic Studies, two new academic buildings scheduled for completion in January 2023, are being constructed using mass timber, an increasingly popular renewable resource used in sustainable building.

As shared in our 2017 self-study, Bowdoin pledged to achieve carbon neutrality by 2020—a goal that was reached two years ahead of schedule. Since 2018, our Sustainability Implementation Committee has engaged in a multidisciplinary effort to develop an updated climate action plan and this spring released [Sustainable Bowdoin 2042](#), a clean-energy action plan that invests a minimum of \$100 million in campus infrastructure over the next fifteen years with the goal of utilizing carbon-free clean energy by 2042 (see *Institutional Plans* for more details).

Technological: Since our most recent reaccreditation, several technological advances have been made, including the successful adoption of cloud-based approaches to enhance information security, provide additional functionality, and improve business continuity and recovery plans. These have included a shift to Microsoft’s Office 365 from on-campus email for all constituents, implementation of the Okta single sign-on and authentication platform, and the increasing shift to cloud computing resources from the on-campus data centers. As noted in the *Special Emphasis: Financial Resources* section, the College recently selected Workday as our full enterprise resource planning system, which, once implemented, will allow us to have most of our administrative data in one single, unified system. Building on our current use of Workday in Human Resources, we will implement Workday Finance and Workday Student over the next six years, with Workday becoming the system of record for students in academic year 2025–2026.

Finally, in February 2022, we announced the [Digital Excellence Commitment](#) (DExC)—a continuation of the College’s mobile computing program that was designed to create digital equity across the student body and to provide a consistent platform for faculty to leverage and create innovative, digital curricular experiences for students. DExC builds on the success of [Bowdoin's iPad initiative](#), which was introduced in 2020 in response to the need for a common platform to support remote teaching and learning during the pandemic and was based on specific recommendations of the Continuity in Teaching and Learning Group (CTLG), which called for a remote learning experience grounded in universal design and equity in the learning process (See *Standard Two* and *Standard Eight* for more on the CTLG). With DExC, all students will receive a suite of technology—i.e., MacBook Pro, an iPad mini, and an Apple Pencil—along with access to software used across the range of courses at the College. The new program will start in fall 2022, with the costs to the College incorporated into our ten-year budget model.

STANDARD EIGHT: EDUCATIONAL EFFECTIVENESS

In the 2018 K-report, the KSCD working group took the original question posed by President Rose (what knowledge, skills, and creative dispositions should every student who graduates from Bowdoin ten years from now possess?) and put forward an educational model that responded to a slightly revised version: *A decade from now, what should be characteristic, and perhaps distinctive, about Bowdoin graduates in how they think, reason, and engage the world?* At the center of this proposed model are three core values: deep knowledge and scholarship, creative expression, and ethical decision-making. Building out from these core values are eight dispositions to be fostered among Bowdoin students—innovation, creativity, curiosity, exploration, service, imagination, collaboration, and experimentation—across five sites of learning—curricular, cocurricular, extracurricular, residential, and beyond Bowdoin. Finally, the proposed model highlights several aspects of learning that an exceptional liberal arts education should provide, ranging from computation and quantitative reasoning to cultural fluency and inclusivity. This model was presented as an affirmation and a challenge, and its concepts are largely reflected in the College's newly revised institutional learning goals. In this section, we discuss how we measure our effectiveness in these areas.

What Students Gain from a Bowdoin Education

Bowdoin has a well-established indirect assessment program where the College surveys all students when they enter as first-year students and again when they leave as graduating seniors. Historically, the Senior Survey has been required, garnering response rates of about 95 percent. Recent years saw a disruption to the Senior Survey due to the coronavirus pandemic: in 2020, we did not field the Senior Survey, and in 2021 and 2022, given the exhaustion and mental health concerns among students, this survey was optional and only achieved a response rate of approximately 65 percent. Next year, Bowdoin will return to requiring that all graduates complete the Senior Survey.

The overall satisfaction rate among graduating seniors is shared with the board of trustees, along with Bowdoin's annual retention rate and six-year graduation rate, to keep them abreast of these metrics of success. Annually the results of the Senior Survey are shared with leaders across the College. In the spring of 2022, IRAC created a dashboard that will make the results from the Senior Survey more readily available to decision makers.

The Senior Survey contains a bank of questions about satisfaction related to the major (e.g., quality of instruction, helpfulness of faculty outside of the classroom, availability of tutoring). Results from seniors who majored in their programs are shared with department chairs and program directors, along with results for all majors within the same division to serve as a reference. Larger departments are given two years of results to see how the satisfaction among majors is changing, whereas smaller departments are given two-year averages, given the natural fluctuations with small numbers.

As noted above, the report by the KSCD working group includes several characteristics that should distinguish how Bowdoin graduates think, reason, and engage the world. Chart 8.1 highlights some of the specific skills and aptitudes that were identified by the working group as being essential for Bowdoin students over the next decade.

In the five class years shown in the chart (graduating seniors from 2016, 2017, 2018, 2019, and 2021), about 80 percent of graduating seniors report that Bowdoin increased their ability to conceive of original ideas and their in-depth knowledge of a field. Approximately 70 percent of graduating seniors report that

Bowdoin impacted their quantitative reasoning skills, whereas 55 percent report that Bowdoin increased their understanding of scientific processes.

Another important component of the educational model proposed in the K-report was global awareness. As shown in Chart 8.1, over 70 percent of seniors report that Bowdoin increased their ability to relate to people from different races and their global awareness. As we continue to implement several of the findings from the K-report, we foresee that the results from the Senior Surveys will reflect this ongoing work. Moreover, we expect the recent and planned changes to our academic program described in *Standard Four* will impact student outcomes in these areas as well, such as in the new Middle Eastern and North Africa program, the formalization of the Digital and Computational Studies curriculum, the transition to the new Difference, Power, and Inequity distribution requirement, and the current review of the International Perspectives distribution requirement.

The K-report describes practical knowledge that is also imperative for the College to consider in the holistic education of its students. Examples raised include self-knowledge, resolving conflict constructively, and living a healthy and balanced life. It is a bit concerning that, since 2017, fewer seniors report that Bowdoin has improved their ability to function effectively as a team member, understand themselves, develop self-esteem, and resolve interpersonal conflicts (see Chart 8.2). The percentages have been slowly trending downward; however, the national and global context has changed dramatically since the 2016–2017 academic year.

Due to the COVID disruption, the most recent peer comparison we have is from the 2018 Senior Survey, which was fielded with a consortial group of colleges. Bowdoin's results were +/- 0.1 of the peer college average, with the exception of career knowledge, which was slightly lower (Bowdoin: 2.49 v. peer colleges: 2.62), and resolving conflicts (Bowdoin: 3.01 v. peer colleges: 2.79) and functioning as a teamwork (Bowdoin: 3.36 v. peer colleges: 3.18), which were slightly higher. Though peer comparison showed Bowdoin graduating seniors slightly lower in career knowledge compared to peers, we are optimistic that Sophomore Bootcamp being expanded recently and expected of all sophomores starting with the Class of 2024 will make a difference in increasing these numbers. To measure the impact of that policy change, we will monitor the seniors reporting that Bowdoin contributed to their career knowledge.

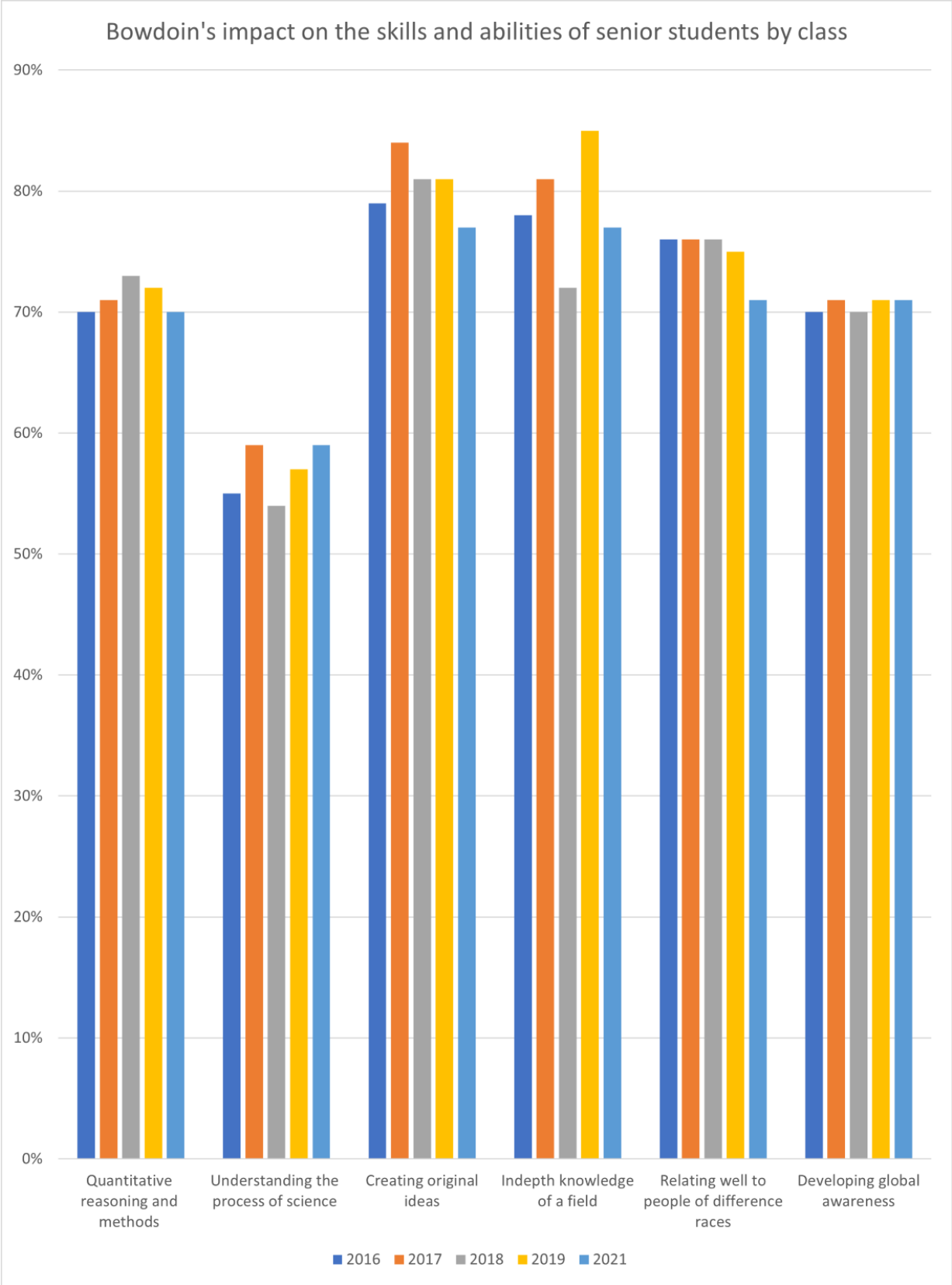


Chart 8.1. Senior Survey results Since 2016: Cognitive priorities identified in the K-report

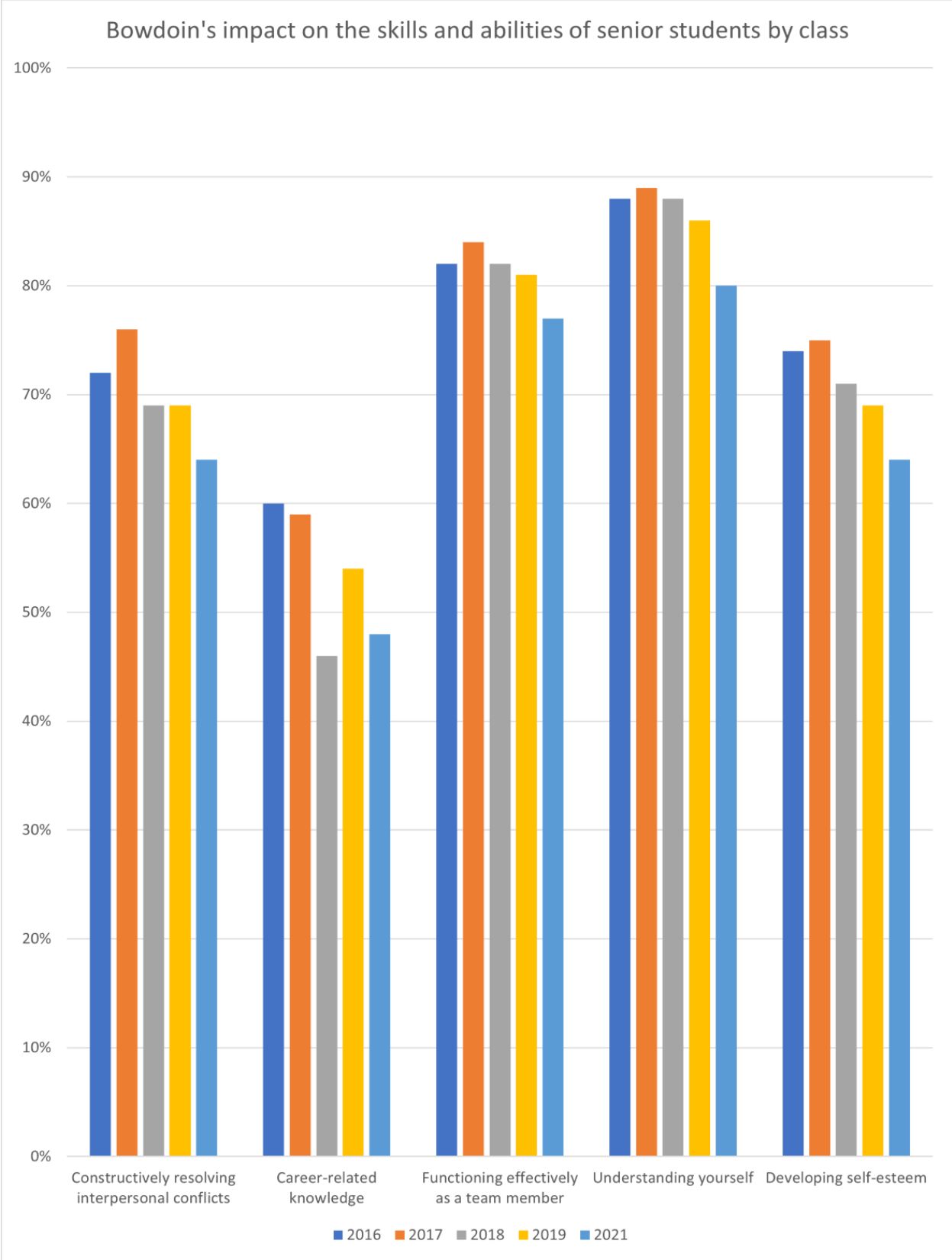


Chart 8.2 Senior Survey results since 2016: Pragmatic priorities identified in the K-report

In the Alumni Survey, we ask students one-year after graduating how much Bowdoin has impacted their abilities and skills. With more experience beyond the Bowdoin classroom, alumni note the value of a Bowdoin education. About 95 percent of alumni one year out report that Bowdoin contributed to their ability to write effectively, think analytically, and synthesize ideas (see Chart 8.3). Over 90 percent of alumni report that Bowdoin helped them learn to communicate orally and formulate creative ideas. The use of quantitative tools has been improving, though it still falls below 80 percent. (Note that these questions were not asked of the Class of 2019 in fall 2020 due to COVID. The response rates ranged from 31 percent for the Class of 2020 to the low 50s to the earlier classes.)

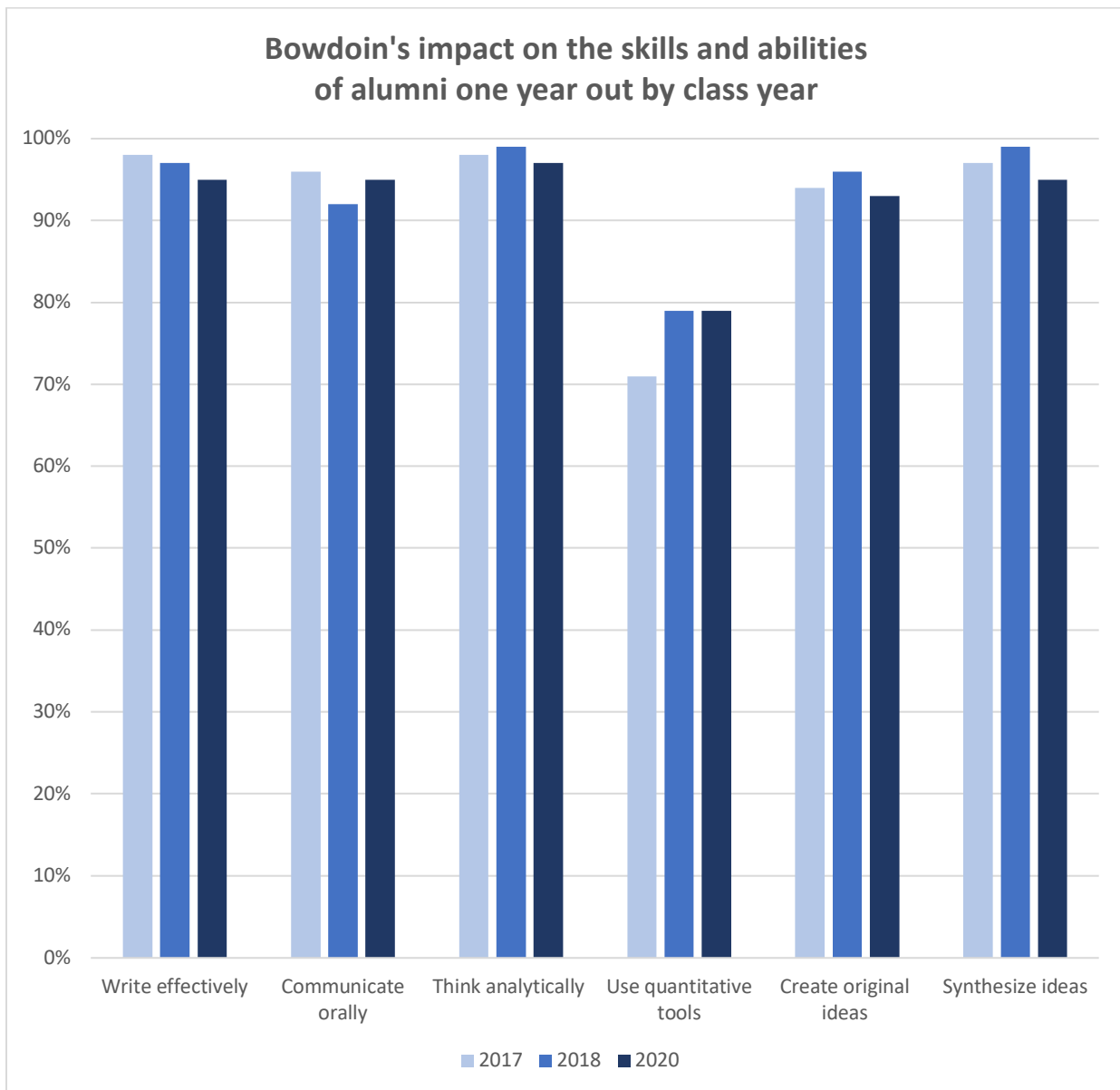


Chart 8.3. One Year Out Alumni Survey Results

After the institutional learning goals (described in the *Special Emphasis: Assessment* section) have been adopted by the faculty, we will update the Senior Survey and Alumni Survey to align with these goals where possible. In the years when Bowdoin fields these surveys with a consortium, the College has limited control over the survey questions.

Assessment of Student Learning and Belonging

Student Learning

The Baldwin Center for Learning and Teaching (BCLT) continues to offer a [range of services](#) to support student learning and community building. In its work with faculty on student learning at the course level, the BCLT emphasizes an intentional approach, where instructors first identify the course learning goals, then build assessment strategies, and develop their pedagogical strategies and assignments for the course. As part of a [collaboration with Colby and Bates Colleges](#), the BCLT offers a [“Course \(re\)Design Institute”](#) (CDI) that is organized around this approach. CDI is a three-day program where faculty and instructors can start the design of a new course or rethink an existing one. Each day has a specific focus—learning goals, assessment, and teaching strategies—and faculty spend time working on the elements of their courses that need the most attention. As one past CDI participant noted: *“In three days I formalized (1) incorporating student metacognition into class, (2) explicitly building community as a goal, and (3) providing formative feedback (and telling students they are receiving it).”*

For the 2021–2022 Faculty Fellows Program (see *Standard Six* for a description of this program), all six faculty fellows focused their spring course design work on assessment practices. In a spring 2022 faculty seminar, each fellow briefly shared the new assessment strategies they were implementing and discussed what they have learned, as well as the challenges they have faced. Examples include:

- An introductory psychology course in which the faculty member shifted from in-class exams to take-home exams that stress in-depth integration and application of the material. Each exam includes four short essay questions, from which students select three. The questions are inspired by student interest (gathered through a “get to know you” survey) to motivate deeper engagement with the course topics. The questions are also distributed before the relevant material is covered in a particular class and students are given time in small groups to discuss the material and talk about how it might be applied to exam questions. While the exam format leads to an extensive amount of grading, this approach has proven beneficial in creating an inclusive and empowering learning experience.
- An introductory philosophy course for which the faculty member designed formative assignments to help build community among the students. In this class, students were assigned to small groups and asked to complete course readings through a social e-book platform, which included reading prompts that required students to engage with the comments of others. For each class, one member per group was tasked with leading a discussion of the readings in their small group by preparing questions in advance. This practice was successful in increasing student participation in classroom discussions, and midterm feedback showed that 95 percent of the students reported using the e-book platform and leading class discussions as the activities they enjoyed the most.
- An introductory chemistry sequence for which the faculty member sought to remove a high barrier for success in the course (i.e., having 20 percent of a student’s grade rest on the final exam) and in turn use assessment to make the course more equitable and inclusive. To do this, low-stakes weekly quizzes were given, with questions from three quizzes included in every exam. Instead of facing new questions with the exams, students were able to demonstrate their grasp of the material based on the practice they engaged in with the quizzes.

As projected in our 2017 self-study, the BCLT’s director of writing and rhetoric led a comprehensive assessment of the College’s First-Year Seminar (FYS) program. The FYS aims to transition students to college-level writing and inquiry. For several decades, the program had specific requirements for all FYS courses, including a set number of formal writing assignments. In 2014 those requirements were removed,

leaving more flexibility for instructors but less consistency in writing instruction. What this most recent assessment made clear was that the offerings of the FYS had become so varied that it was difficult to hold students accountable for their knowledge of writing processes.

Informed by this assessment, which involved faculty working groups, student surveys, and multiple discussions with individual faculty members, as well as the Curriculum and Educational Policy Committee (CEP) and the Curriculum Implementation Committee (CIC), the writing and rhetoric director developed a proposal, approved by the faculty in January 2020, that included several program revisions intended to make explicit the goals and expectations of first-year seminars. These revisions included changing the name of the program from the First-Year Seminar to the First-Year Writing Seminar (FYWS) to place greater emphasis on writing; enhancing the process for approving FYWS courses with new questions specific to the program's expectations included on course proposal forms submitted to the CIC; and strengthening language in the faculty handbook to further clarify the expectations of FYWS courses.

The Class of 2024 will be the first class to have graduated with the FYWS courses. We will compare their Senior Survey responses to prior class cohorts, specifically with respect to the item about how much Bowdoin has contributed to their ability to write clearly and effectively, to look for differences that may be partly attributable to the FYWS changes. Given that the Class of 2024 also began their Bowdoin career in the 2020–2021 COVID year, differences may also be due to their unique college experience.

Remote Learning

When the coronavirus forced Bowdoin to pivot quickly to remote teaching, President Rose convened the Continuity in Teaching and Learning Group (CTLG) to obtain feedback from students and faculty about the spring 2020 experience, to research best practices for remote learning and teaching, and to make recommendations for how best to prepare for the possibility of digital learning in the fall. The group spent the better part of ten weeks coming up with a comprehensive plan that guided faculty in creating an online learning environment that delivers the defining aspects of a Bowdoin education.

To complete its assessment, the CTLG considered feedback from Bowdoin faculty and students, reviewed the latest pedagogical research regarding online instruction, and conversed with external consultants in the online learning field. Starting in mid-April, faculty focus groups were formed to share ideas and reflect on their experiences with the spring pivot to remote instruction, and in early May, IRAC, in partnership with the CTLG, fielded a *Remote Bowdoin Survey* that solicited students' assessment of and reflections on their experiences with remote instruction. More than half of the student body (56 percent) completed the survey and provided comments in the open-ended portion of the survey. Later in May and into June, student focus groups were convened that provided details about software platforms, class expectations, and obstacles to learning.

CTLG delivered their report in June 2020, and, drawing on Bowdoin's vision of a liberal arts education as well as the institutional values of equity, inclusion, and shared governance, included the following set of principles to guide faculty in online course design so that *all* students had the infrastructure to SUCCEED:

- **Student-Centered Learning:** Content and assessments reflect consideration of students' needs, ideas, and aspirations.
- **Universal Design:** Course materials and resources are accessible to all students.

- **Connectivity:** Students have access to a stable learning environment.
- **Community:** Courses build in opportunities for student collaboration and connection.
- **Equity:** All students are provided the resources and instruction needed to achieve the course goals.
- **Engagement:** Students are actively involved in their learning.
- **Diversity:** Students are challenged with voices and viewpoints other than their own.

Bowdoin announced its plans for remote learning in June 2020, giving faculty most of the summer to reimagine and transform their in-person courses into online offerings. To support faculty in this effort, the College established the [Bowdoin Online Learning and Teaching \(BOLT\)](#) team, comprised of faculty and staff from Academic Technology and Consulting, Information Technology, the BCLT, the Office of the Dean for Academic Affairs, the Library, and the Office of Communications. BOLT, and specifically the BCLT, encouraged faculty to focus on learning goals and have the learning goals drive the coursework and assessment. Of the nearly 220 faculty teaching in fall 2020, 86 percent participated in professional development offered by BOLT, with most participating in more than three events. More than one hundred faculty participated in longer workshops on course redesign and equitable teaching.

Overall, the fall 2020 semester went well. Although the Bowdoin Course Questionnaires (BCQs) cannot tell us everything about classroom successes and failures, they do serve as important indicators of patterns in students' classroom experiences. Two important BCQ markers from fall 2020: first, response rates were strong (82 percent); second, a summary look at the numbers students assigned to the questions (i.e., were you challenged by the course, how well the instructor was able to communicate, did the instructor's methods facilitate your learning, did the instructor promote critical thinking?) indicated strong overall satisfaction with the classroom experience. In fact, there was little difference between the numbers from Fall 2019 and Fall 2020. What was noteworthy in the close readings of the BCQ comments was how infrequently students focused on the online nature of their experience and that students felt that the faculty communicated well, cared deeply, and taught effectively.

A key component of BOLT's work during the 2020–2021 academic year involved understanding what aspects and innovations of online teaching Bowdoin faculty and students found beneficial and wanted to retain for in-person settings during the fall 2021 semester and beyond. At a virtual faculty meeting in May 2021, faculty members were asked the following question via Poll Everywhere:

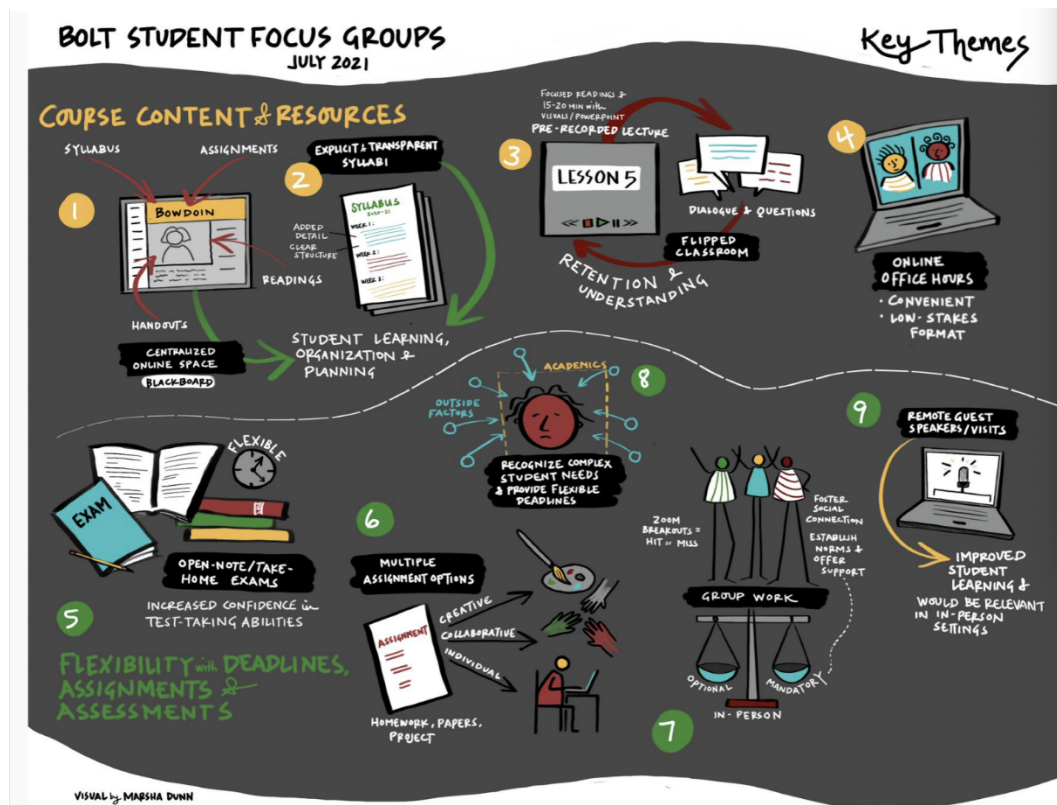
Please briefly describe one new practice (e.g., scaffolded final projects) or technology (e.g., the iPad) that you will continue using that has improved student learning in terms of accessibility, equity, inclusivity, or assessment).

This data was then analyzed in NVivo, a qualitative analysis software. From this analysis, student focus group and faculty listening session qualitative protocols were drafted, and each question was mapped to one of the SUCCEED principles noted above. For example, the following student focus group question was closely tied to the principle of community:

What did collaboration or connection in a remote classroom look like?

- *How did professors build in opportunities and time for collaboration and connecting with other students?*
- *Did any of them use particularly creative or innovative methods for connecting students or facilitating collaboration?*
- *In terms of breakout rooms/small discussion groups, when did they work well (size of group, frequency, facilitator, prompts)? When did they fall short?*

Focus groups with faculty and students were then conducted online and in person in May 2021 and July 2021. The qualitative data was again analyzed in NVivo, key themes were pulled out, and a collaborating [visual facilitation artist](#) then translated the key findings into an aesthetically pleasing format that would be memorable and easily digestible.



As noted in *Standard Three*, based on the findings and recommendations of the 2020–2021 Working Group on Teaching and Technology, BOLT’s work will continue in modified form as part of the faculty-led Committee on Teaching and Classroom Practice.

Achievement and Belonging

As described in *Standard Four*, Bowdoin launched the THRIVE initiative in fall 2018 to transform the college experience of low-income students, first-generation students, and students of color. THRIVE has two explicit goals that guide this work. The first is to reduce the gap in graduation rates between privileged groups and historically excluded groups by raising the four-year graduation rates of first-generation students, high-financial-need students, students of color, and ultimately of all students to 90 percent. The second is to reduce the gap between the same populations’ level of satisfaction with their Bowdoin education (as measured on the Senior Survey) by raising the percentage of student satisfaction among first-generation students, high-financial-need students, students of color, and ultimately of all students to 92 percent. These numeric goals are aggressive; they were chosen because, among Bowdoin’s peer group, those were the highest number achieved. Both the 90 percent graduation rate and 92 percent satisfaction rate exceed Bowdoin’s overall student rate in 2017–2018.

A deep commitment to data-informed programming has been a key feature of THRIVE’s design from the start. Every year for the past four years IRAC has collected and analyzed quantitative and qualitative studies from THRIVE students to better understand their experiences, with a particular focus on students

participating in the Geoffrey Canada Scholars (GCS) program. Interviews and/or focus groups have been conducted with GCS students every semester—except in the spring 2020 and fall 2020 semesters—to elicit and leverage student feedback in order to make programmatic and institutional changes.

In 2021, the College created and filled the new associate director of assessment position to manage the assessment of the GCS program and collaborate with THRIVE staff on program data collection, analysis, and strategic planning. The associate director created three student researcher roles that support THRIVE's data collection and analysis needs while equipping Bowdoin students from historically excluded groups with excellent training and marketable research skills. The new associate director of assessment has employed the use of logic models to clarify the inputs, outputs, and outcomes of the GCS program as students progress through each year of the program. The logic models have been helpful to the THRIVE leadership and the assessment work. Additionally, any THRIVE- or GCS-related documents now contain a list of concrete recommendations at the end of each report so that program staff can quickly leverage data when planning the next year's activities, events, and other programming.

Through a dedicated formative assessment effort and data-informed approach, improvements to the initiative have been made each year. While the THRIVE and GCS assessment results have led to a variety of programmatic and institutional shifts, the following were some of the most significant changes:

- A success coach was hired, and a success coaching curriculum was formed in response to assessment feedback in which students shared that they wanted more one-on-one support, particularly in a way that allowed them to explore their interests and life trajectories. Success coaching meetings were piloted this academic year (2021–2022) with thirty-two GCS students. While formal assessment data on this pilot is forthcoming, student engagement and informal feedback tell us that success coaching is being well received.
- As described in *Standard Four*, the GCS program starts with a Summer Institute for first-year GCS students to help them adapt to the College's courses and campus setting and to introduce them to key campus resources (library staff, mental health counseling, etc.). An intensive writing course has become the core academic component of the institute and, based on student feedback in earlier cohorts, the THRIVE director and academic affairs staff members advocated for the Summer Institute course to be credit-bearing, which was approved by the faculty (see *Standard Four*).
- The THRIVE assessment team reviewed the academic suspension data over the past decade and discovered inequities, particularly among men of color. This assessment bolstered the commitment to revise the College's Satisfactory Academic Progress Policy. The academic suspension policy was changed to be based on a student's GPA and not an antiquated point system, which also makes advising students easier.

COVID and remote learning have been disruptive to student learning nationally, and Bowdoin was not exempt from the number of students taking personal leaves during the year of online learning. With that context, the College is proud that preliminary graduate rates show that the inaugural THRIVE cohort had an 86 percent four-year graduation rate, compared to the Class of 2022 all-student four-year graduation rate of 72 percent. (Prior to the pandemic, Bowdoin's average four-year graduation rate was 88 percent.)

A new assessment plan is also being drafted to encompass the next four years of THRIVE (Classes 2026–2029) students who arrive on campus. IRAC will continue to look at which programs and program

components contribute most to students' success and how we can collect and analyze data to better inform THRIVE staff and the College as we work to create a more just and equitable college community.

Measures of Student Success

Based on the recommendation by the American Association of College and Universities publication "From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education" by Tia Brown McNair, Estela Mara Bensimon, and Lindsey Malcomn-Piqueux, Bowdoin has made it a priority to disaggregate race/ethnicity data to better understand the experiences of specific races/ethnicities at the College. In addition to internal analysis, the College now provides a race/ethnicity breakdown of the retention rate and six-year graduation rate on [its website](#) for prospective students and families.

Bowdoin's retention rate for the past five years has averaged 97.3 percent, omitting 2020–2021, when courses were online due to the pandemic. During 2020–2021, the retention rate dropped to an unprecedented 85.9 percent because forty-nine rising sophomores decided to take a personal leave in lieu of taking courses online. The most recent (2021–2022) retention rate of first-year students (Class of 2024) was 97.2 percent. Bowdoin has investigated the retention rate by gender, race/ethnicity, first-generation-to-college status, and high financial need to determine any inequities across groups of students. Given the high retention rate, it is not surprising that no inequities were identified.

The standard graduation rate metric is the six-year graduation rate. Bowdoin's six-year graduation rate for the past five years has averaged at 94.8 percent. In 2021–2022, the six-year graduation rate was 95.2 percent. The six-year graduation rate among Pell recipients tracks very closely to the overall six-year graduation rate, within one percentage point. In 2021–2022, the six-year graduation rate among Pell recipients was 94.7 percent, and over the past five years the average rate was 94.0 percent.

When the six-year graduation rate is disaggregated by race/ethnicity and gender, as shown in the chart below, disparities emerge. Males who identify as Black or African American, Hispanic or Latino, or are international have six-year graduation rates lower than 90 percent, with Black males the lowest at 81 percent. Females who identify as Black, Hispanic, American Indian/Alaska Native, or multiracial have graduation rates ranging from 91 to 93 percent, six to four percentage points lower than white females. Compared to national averages, these six-year graduation rates are exceptional. Nonetheless, Bowdoin seeks to eliminate any gaps.

Gender Gaps in 6-Year Graduation Rates by Race and Ethnicity Class of 2010 to 2019

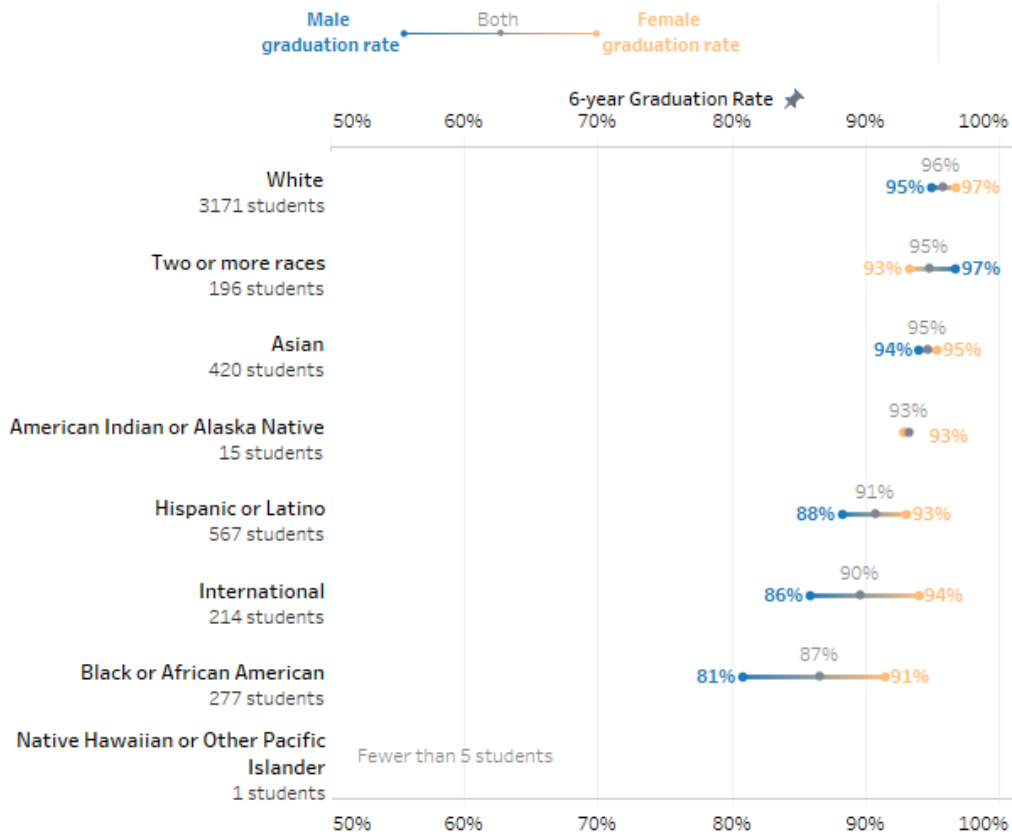


Chart 8.4 Gender Gaps in six-year graduation rates by race and ethnicity

While the six-year graduation rate is the standard metric, Bowdoin also examines the four-year graduation rate among different populations. As shown in the chart below, over the past ten graduating classes, the African American four-year graduation rate (among males and females) is 79 percent, twelve percentage points lower than the four-year graduation rates of white students (91 percent). Disaggregated by gender, the female African American four-year graduation rate is 88 percent (five percentage points lower than white females), whereas the male African American four-year graduation rate is 70 percent, a concerning nineteen percentage points lower than white males. African American students show the widest gender gap at eighteen percentage points, whereas white students show the narrowest gender gap at four percentage points. In four years, females graduate at higher rates overall, and by every race/ethnicity, noting that the numbers are not sufficient to compare American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander.

Gender Gaps in 4-Year Graduation Rates by Race and Ethnicity Class of 2012 to 2021

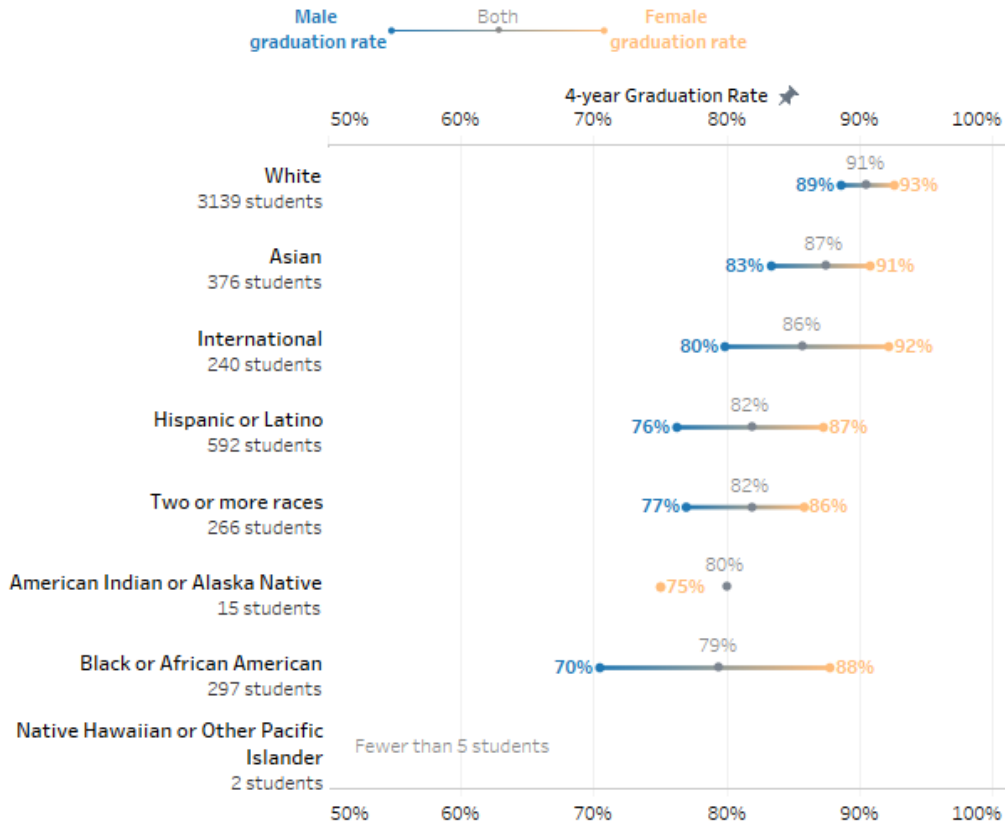


Chart 8.5 Gender Gaps in four-year graduation rates by race and ethnicity

The inclusive excellence work among the faculty and programs such as THRIVE aim to address equity gaps, which indirectly affect graduation rates. Further, as a planning device, IRAC has created a standard report to compare how groups of students, such as THRIVE students, are progressing toward their degree. With these reports, the College will be aware of inequities in terms of credits earned early enough in the process to provide intervention before the students’ fourth year. Additionally, the proposed improvements to pre-major advising (described in *Standard Four*) are intended to create a more equitable experience for all students in their first two years at Bowdoin, partly by clarifying the expectations for advisors and advisees and partly by emphasizing the important role of the advisor in guiding students to meet their degree requirements. In the Working Group’s Pre-major Advising Faculty Survey, 34 percent of advisors did not agree that monitoring a student’s progress to degree was one of the advisor’s key responsibilities. Over time, we expect that the improvements in pre-major advising will help reduce gaps in graduation rates across different groups.

Student Success on Mission-Appropriate Student Outcomes

As described in *Standard One*, a central tenet of the College is that a Bowdoin education should foster among students a greater sense of and commitment to the common good. While this commitment permeates all aspects of the College, its presence is seen most acutely through the work carried out by the [Joseph McKeen Center for the Common Good](#). Situated at the heart of campus, the McKeen Center provides students with opportunities to discover the ways in which their talents, passions, and academic pursuits can be used for the benefit of society. Through its many [programs](#), students have opportunities to explore themes of community responsibility, active citizenship, and informed leadership through service and community engagement at the local, national, and international levels. One program organized by the center in support of our mission for students and graduates to be engaged and informed citizens is *Bowdoin Votes*. Through this program, the center activates a nonpartisan get-out-the-vote effort, which involves many student leaders and volunteers. Prior to elections, *Bowdoin Votes* provides information to students about how to register to vote and find information about ballots in Maine and other states. The College participates in Tufts University's National Study of Learning, Voting, and Engagement and thus can measure the percentage of current Bowdoin students who voted. In the November 2020 elections, 85.4 percent of Bowdoin students voted, an increase of approximately 9.5 percentage points from 2016. This number was substantially higher than the 66 percent average rate seen across all private institutions. Moreover, Bowdoin tied for the champion within four-year private colleges of its size with the ALL IN Campus Democracy Challenge, a nonpartisan national competition among colleges to turn out the largest number of student voters.

The mission of the College is also to prepare students for careers of meaning and purpose after Bowdoin. Through the Senior Survey and the One-Year-Out Alumni Survey, we track the percentage of recent alumni who are employed or in graduate school. For the Class of 2020, one year after graduation, 78 percent of graduates were employed, 14 percent were enrolled in graduate school, less than 1 percent were seeking employment, and 8 percent were engaged in other pursuits such as fellowships, personal projects, and caring for family members. This is consistent with years prior to the pandemic.

In preparing students for meaningful careers following graduation, Bowdoin's Office of Career Exploration and Development (CXD) works as part of a larger ecosystem that includes career aspirations students form prior to College, choices of major and extracurricular activities, and employer practices. CXD continuously analyzes access to their programming by demographic. Over the 2021–2022 academic year, CXD and IRAC partnered on putting together a picture of patterns in this larger ecosystem. The analysis found that students of all demographics tend to access CXD at high rates. Importantly, first-generation students and students of color participate in CXD services and events at levels that meet or exceed their representation in the student population. In other words, CXD is accessible, and student demographics do not pose a barrier to career support services. However, student demographics do correlate strongly with majors, with career fields after Bowdoin, and with differences in exit salary.

Top 10 Majors by First Generation to College

Graduates, Class Years 2016 to 2021

Percentage represents the percent of students who identify as first/not-first generation that majored in the listed major

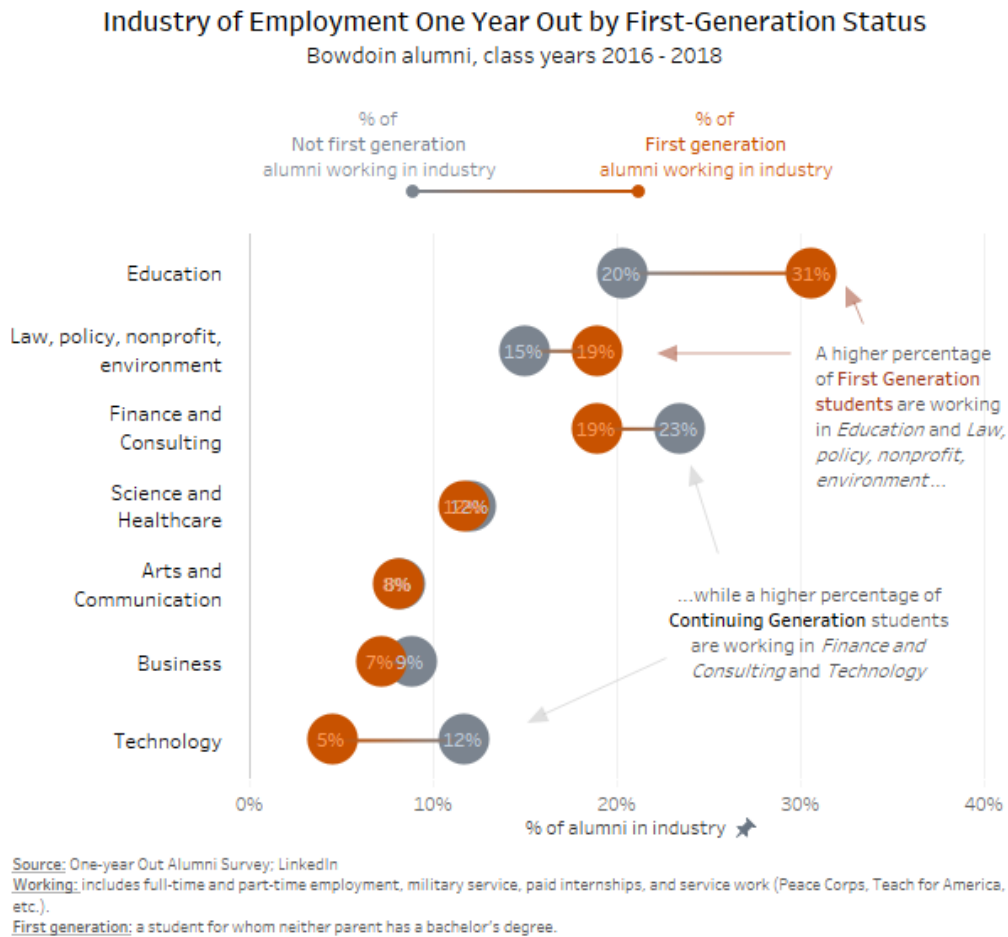
Continuing generation	First generation
1. Govt. and Legal 21%	1. Govt. and Legal 16%
2. Economics 15%	2. Sociology 12% ←
3. Mathematics 9%	3. Mathematics 9%
4. Biology 7%	3. Neuroscience 9%
5. Envir. St 6%	5. Africana St 7% ←
6. History 6%	5. Economics 7%
7. Neuroscience 6%	7. Biology 6%
8. English 6%	7. Education 6% ←
9. Computer Sci 6%	9. Computer Sci 6%
10. Biochemistry 5%	9. Psychology 6% ←

In higher education, majors and career fields are considered personal choices. This data compels us to look at the conditions required for free choice—full information, comparable access to networks and options, absence of bias in the labor market—and to think about the ways in which privilege can influence these major and career “choices” systematically.

When comparing the most popular majors of first-generation students to continuing-generation students, four majors are more common among first-generation college students: sociology, Africana studies, education, and psychology. Economics, the second-most popular major among continuing-generation students, is the fifth-most popular among first-generation students. This contributes to the less likelihood of first-generation students to go into fields such as finance and consulting.

College students have had different exposure to careers and express different career aspirations by demographic before or upon entry to college. In hundreds of conversations with CXD advisors, students cite initial ideas about careers that feel familiar due to family connections and life experience or prevalence in the family or culture’s achievement narrative. First-generation students and students of color rarely state an aim at the outset to enter, for instance, finance or consulting; medicine, law, and nonprofit work are much more common. In addition, studies demonstrate that a misalignment of understanding of possible careers and the education required to attain them emerges as soon as elementary or middle school and disproportionately affects students of color and low-income students.

Our analysis showed how first-generation students are more likely to go into the fields of education and nonprofits and less likely to go into technology, and finance/consulting, two of the fields that tend to be more lucrative.



IRAC will continue to work with CXD to monitor the fields first-generation students enter. Our analysis also drives additional investigation and strategies designed to provide full information, comparable access to networks and options, and choice. For instance, Sophomore Bootcamp now ensures that all Bowdoin sophomores participate in a thorough orientation to career skills and knowledge, and gain access to networks. CXD staff continue to work closely with THRIVE and the Center for Multicultural Life to plan joint programming. CXD staff have also begun working with faculty in departments such as sociology to help articulate to majors what skills they are learning in their courses that are applicable to an array of professions.

Like many institutions, Bowdoin has experienced a declining response rate to its student surveys. Given the nearly universal survey fatigue individuals experience due to the ease of creating and distributing online surveys, IRAC will use the 2022–2023 year to consider ways to measure students’ satisfaction, learning, etc. in ways that are more engaging and more viable with the many demands on current students’ attention. For example, the College may consider soliciting feedback from students with shorter, more frequent surveys (“pulse surveys”), focus groups, or in-depth case studies of representative students.

STANDARD NINE: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

In fall 2018 the College launched a completely redesigned website, bowdoin.edu, which was the first major overhaul of the website in more than a decade. There were five main goals for this project, all of which were achieved with the final design: (1) to reflect and promote Bowdoin's identity and core values; (2) to connect, engage, and inform our primary audiences (prospective students and their families, the campus community, and alumni); (3) to serve as an official source of information about the College; (4) to facilitate and encourage seamless and efficient transactions for College functions; and (5) to deliver a positive user experience on mobile and other devices.

The project began with qualitative and quantitative research to better understand what prospective students and families need to know about the College and how they access that information. We also held listening sessions with students, faculty, staff, and alumni to get their perspective on Bowdoin and then combined what we learned with the research. For consistency, this learning also informed the admissions recruitment materials noted in *Standard Five* and other College communications.

Along with the redesign, the site was also completely rebuilt technically with a new infrastructure and content management system, and we shifted to a "single-source data" approach by integrating Bowdoin.edu with other information systems used on campus. For example, employee contact information on the website comes directly from our human resources management system, and academic course information comes directly from our registration management system. Additionally, more historical data has since been added to the website, including information about enrollments and graduation rates by race and ethnicity, and we are working to expand the online College policy library. In a similar vein, the College is in the process of creating a central page with information on how to report complaints on its website, which will link to the various processes for students, faculty, and staff.

In July 2020, a new [captioning policy](#) was instituted to make it possible for diverse audiences to view or listen to content on Bowdoin websites. Under this policy, all videos shared, embedded, or linked from third-party channels on public-facing Bowdoin websites must include synchronized closed captions and transcripts must accompany all audio files, such as podcasts or interviews. Video must be captioned if placed publicly on a Bowdoin website, and captions are expected to be consistent with industry standards. A new interdepartmental [accessibility](#) website has been created to reflect work being done across the College in this area, and our Accessibility Task Force's Digital Accessibility Working Group is developing a website accessibility policy that is expected for the 2022–2023 academic year. A review of academic department sites is also underway to improve accessibility and ensure accuracy.

Throughout the pandemic, the College kept the community informed and provided regular updates through a dedicated COVID-19 website on Bowdoin.edu with content that includes current campus guidelines and restrictions, an archive of messages to campus from the president and Bowdoin's COVID-19 coordinator, answers to frequently asked questions, and, when the College is in session, a COVID-19 dashboard that provides total counts for the number of PCR tests administered and active cases on campus. The COVID-19 data includes both daily and cumulative totals and is grouped by students and by employees.

Finally, as part of the search process for Bowdoin's sixteenth president we will launch a website to provide information and updates on this search and a way for members of the Bowdoin community to submit comments, insights, and nominations to the Presidential Search Committee.

INSTITUTIONAL PLANS

With the announcement in spring 2022 that President Rose will step down at the end of June 2023, the priority of the College over the next two years will be the search for its sixteenth president and ensuring a smooth presidential transition. While institutional plans for the coming years will be shaped and guided by the next president, there are core issues that the College is committed to and will remain focused on over the next five years and beyond, which we describe further in this section.

Access and Opportunity: A commitment to access and opportunity is core to who we are as an educational institution. This commitment is evident, first and foremost, through our long-standing practice of need-blind admissions and a financial aid program that meets the full demonstrated need of each student with grants rather than loans, both of which we intend to continue for the foreseeable future. Being need-blind and meeting full demonstrated need, however, does not always go far enough, particularly as our student body has increasingly become more diverse. We are now enrolling more students who bring exceptional gifts and capabilities to our community, but whose options for experiences we consider essential—e.g., extracurricular opportunities or even sharing Commencement with loved ones—can be significantly constrained by their financial situation. The College has always had funds on which to draw when certain needs come up for individual students, but with the growing number now on financial aid, the needs have increased and are more complex. Our commitment to raising \$35 million in new endowment through the *From Here* campaign to build a robust comprehensive aid program that complements financial aid will help address these needs and ensure more inclusive opportunities and experiences for all students.

The College's commitment to access extends to opportunities that allow students to explore where the knowledge, skills, and interests they cultivate at Bowdoin may lead after graduation. To that end, we have made strengthening our career exploration and development programs an institutional priority. The goals for this work are threefold: (1) to give students the confidence and ability to chart a course of study that is not motivated solely by the notion of securing a future job, but rather is driven by their own interests and curiosities; (2) to break the perception that particular majors are best suited for securing employment after graduation; and (3) to ensure that students leave Bowdoin with an understanding of the type of work they will find satisfying and the skills needed to succeed. Sophomore Bootcamp, described in *Standard Five*, is one way we are addressing these goals; another is through funded internships.

National data show that having an internship as an undergraduate is now an essential activity for gaining access to a job following graduation. The reality, however, is that the majority are unpaid, making the choice to accept an internship difficult for many students and particularly for those receiving financial aid. Through fellowships and grants offered through the McKeen Center, specific academic departments, and the Office of Career Exploration and Development's [Funded Internship Program](#), the College has been able to provide funding to students seeking unpaid summer internships, thereby removing financial barriers to these experiences for those who would not otherwise have the opportunity to pursue them. As noted in the *Special Emphasis: Financial Resources* section, the College has a goal of raising \$37 million in support for Career Exploration and Development through the *From Here* campaign, the largest portion of which—\$25 million—will enable every aided student to receive a funded internship grant for at least one summer during their time at Bowdoin.

Diversity, Equity, and Inclusion: As demonstrated throughout this report, work to advance diversity, equity, and inclusion (DEI) is taking place across the College. The framework for our current DEI work consists of the three pillars described in the *Special Emphasis: Advancing Diversity, Equity, and Inclusion* section. Beginning this year, the first pillar, college-wide training and education programs, will be

coordinated by a new director of institutional inclusion and diversity training within the College's Office of Inclusion and Diversity and will consist of programs by outside vendors as well as those specifically developed by and for Bowdoin. Changes in institutional practices designed to build anti-racism skills and structures, the second pillar, will be reviewed and revised on an ongoing basis by all divisions of the College in order to advance continued improvement and learning in this area, and we expect the comprehensive project to help us understand the history of the College with respect to race, the foundation of our third pillar, to be completed in 2023, with the lessons learned from this work informing all aspects of our decision-making going forward.

The College will also continue its focus on implementing a model of inclusive excellence, the current working definition of which is that developed by the Association of American Colleges and Universities. Work is well underway to embed inclusive excellence into the policies and practices of our academic program (see *Standard Four* and *Standard Six*). This effort will be ongoing for the foreseeable future, with the ultimate goal to expand this model to the entire Bowdoin community.

Sustainability: Sustainability is a core value of the College and our new clean energy action plan—[Sustainable Bowdoin 2042](#)—underscores our long-standing and ongoing commitment to this issue. The plan features four key elements that collectively contribute to our goal of utilizing carbon-free clean energy by 2042:

- i. **Clean Electricity**: Based on existing efforts to adopt renewable sources of energy, the College has already invested in solar power matching 88 percent of our electricity needs. With new contracts for additional electricity sourced from new renewable energy projects located in Maine, 100 percent of campus electrical usage will be supplied by solar by the end of 2023.
- ii. **Clean Heat**: With heating and cooling systems currently responsible for 75 percent of the College's carbon emissions, Phase I of the plan (2022–2037) creates more efficient building envelopes and completely rebuilds our heating infrastructure. Phase II (2038–2042) replaces the gas-fired heating plant with an alternative energy station.
- iii. **Other Sources**: The College will expand efforts to make the entire campus net-zero, furthering efforts to reduce waste, to improve commuting options, and to make environmentally responsible procurement choices.
- iv. **Academic Programming**: The College will strengthen our academic, research, curriculum, and career-training opportunities to continue to advance student and faculty learning and innovation in the areas of renewable energy, energy efficiency, and sustainability.

Our newest facilities—the Roux Center for the Environment, the Schiller Coastal Studies Center, and the soon-to-be-completed John and Lile Gibbons Center for Arctic Studies, along with the Bowdoin Scientific Station on Kent Island—provide unique opportunities for students to explore issues of sustainability from multiple perspectives. Our focus now is to further programmatic connections between these four sites and to build integrated learning and research opportunities that draw on the resources of each in order to address the most pressing environmental concerns of our time. Coupled with this are extracurricular opportunities, such as those offered through the Bowdoin Outing Club, for students to engage in the work of sustainability and with Maine's natural resources firsthand.

Wellness and Mental Health: Wellness and mental health are of critical importance to the College and will continue to be areas of significant focus going forward. As described in *Standard Five: Students*, Counseling and Wellness Services has worked to enhance, increase, and broaden our campus resources

over the last few years and has complemented this growth in services with new external partnerships that offer students greater access, range, and diversity of mental health care. Wellness programs are also an important part of the College's comprehensive and holistic approach to mental and physical health and will continue to be built out in the coming years. The College will be revising its Health and Wellness Survey in lieu of these changes and fielding this cyclical survey in spring 2023 to measure student satisfaction with the services and to identify gaps. In 2023, work will also begin to renovate a new space for the counseling center, which currently has auxiliary offices in two separate locations to accommodate the increase in staff. Once complete, the new Counseling Center will offer multipurpose space for group sessions and wellness initiatives in one central location.

Modes of Assessment: Assessment is embedded throughout the work of the College and informs our continuous practice of community- and data-informed planning, evaluation, reflection, and ongoing improvement. Of note over the next five years will be a focus on assessment of learning goals at the course, department, and institutional levels. At the end of 2022–2023, academic departments and programs will report on what they have learned from the gateway course learning goals and assessment work completed this year, which will not only allow for further refinement of these course learning goals and assessment plans but will also move us toward the larger goal of each department and program understanding how they may assess their broader department/program learning goals. With revisions to our distribution requirements taking place, as noted in *Standard Four*, we will also work to make explicit the learning goals of each of these requirements and have the Curriculum and Educational Policy Committee consider requiring that all course proposals include how the course relates to the learning goals of a particular distribution requirement and how that may be assessed.

Finalizing and implementing assessment strategies for our revised institutional learning goals is also a priority for the College. The Office of Academic Affairs, the Office of Student Affairs, the Office of Institutional Research, Analytics and Consulting, faculty committees, the faculty at large, and student affairs staff will all be involved in this process over the next five years, and we look forward to reporting on our progress and initial findings in our 2026 comprehensive evaluation.

We are also aware that student participation in indirect assessment efforts such as surveys has been on the decline across the board, and we are actively thinking about ways to increase engagement in these efforts. In addition to the new measures for soliciting student feedback noted in *Standard Eight*, we intend to continue working with Bowdoin Student Government, particularly around completion of the Bowdoin Course Questionnaires, to increase student participation and ownership of this important form of student learning assessment.