

Bard College

**Middle States Commission on Higher Education
Reaccreditation**

Spring 2007

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List of Abbreviations and Acronyms

AAC&U—Association of American Colleges and Universities
 AADS—Africa and African Diaspora Studies Program, now Africana Studies
 AAHE—American Association for Higher Education
 AAUP—American Association of University Professors
 ACAD—American Conference of Academic Deans
 ACE—American Council on Education
 ACN—Academic Career Network
 ASAO—Association for Social Anthropology in Oceania
 AWIS—American Women in Science
 B&G—Buildings and Grounds
 BARC—Bard Academic Resources Center
 BARD 101—Extended academic and social orientation for first-year students
 BCEP—Bard Center for Environmental Policy
 BCCM—Bard College Conservatory of Music
 BCSR—Bard College at Simon’s Rock
 BGC—Bard Graduate Center for the Decorative Arts
 BGIA—Bard Globalization and International Affairs Program (in NYC)
 BHSEC—Bard High School Early College
 BMF—Bard Music Festival
 BoT—Board of Trustees
 BPI—Bard Prison Initiative
 BRAVE—Bard’s Response to Rape and Associated Violence Education
 BRC—Bard Research Council
 BRF—Bard Research Fund
 BRSS—Bard Rockefeller Science Semester
 CASE—Council for Advancement and Support of Education
 CC—Curriculum Committee
 CCS—Center for Curatorial Studies
 CDS—Central Data Sharing
 CEC—College Evaluation Committee
 CEP—Center for Environmental Policy
 CET—Center for Technology (at Middlebury)
 CEU—Central European University
 CFCF—Center for Faculty and Curriculum Development
 CFLC—Center for Foreign Languages and Culture
 CHAS—Consortium for High Achievement and Success
 CHEA—Council for Higher Education Accreditation
 CILA—Center of Inquiry in the Liberal Arts
 CIRP—Cooperative Institutional Research Program (UCLA)
 CLA—Collegiate Learning Assessment
 COACHE—Collaborative on Academic Careers in Higher Education
 COV—Committee on Vacancies (subcommittee of the PAC)
 CRES—Community Regional and Environmental Studies Program (now called Environmental Studies’’)
 CSP—Continuing Studies Program
 CSQ—Colorado String Quartet
 CTW—Connecticut, Trinity, Wesleyan Consortium
 CUR—Consortium for Undergraduate Research
 DE—Divisional Evaluators
 DIB—Diversity and Inclusion Board
 DIR—Director of International Recruiting

DOC—Dean of the College
 DOSO—Dean of Students Office
 DSS—Distinguished Science Scholars program
 EA—Early Action
 E&G—Education and General
 EC—Executive Committee
 EEC—Excellence and Equal Cost scholarship program
 EPC—Student Educational Policy Committee
 ESL—English as a Second Language
 FEOC—Faculty Educational Oversight Committee (for Smolny)
 FEC—Faculty Evaluation Committee (now defunct)
 FE—Faculty Evaluators (now defunct)
 FERC—Faculty Evaluation Review Committee
 FERPA—Family Educational Rights and Privacy Act
 FIPSE—Fund for Improvement of Postsecondary Education
 FLCL—Foreign Language, Culture, and Literature
 FLET—Foreign Language Exchange Tutor
 FTE—Full-Time Equivalent
 FYSEM Salon—First-Year Seminar Discussion Group
 FYS—First Year Seminar
 GIS—Global Information Systems
 GISP—Global and International Studies Program
 GPA—Grade Point Average
 GSES—Graduate School for Environmental Studies, now CEP
 GSS—Gender and Sexuality Studies
 HCC—Henderson Computing Center
 HEDS—Higher Education Data Sharing
 HEOP—Higher Education Opportunities Program
 HERI—Higher Education Research Institute (UCLA)
 HR—Human Rights
 IAP—Integrated Arts Program
 IAT—Institute for Advanced Theology
 IDP—Immediate Decision Plan
 IEM—Institute for Educational Management
 IHRE—International Human Rights Exchange
 IIE—Institute of International Education
 IILE—Institute for International Liberal Education
 IPEDS—Integrated Postsecondary Education Data System
 IRB—Institutional Review Board
 IRC—Information Resources Council
 IRIS—Illinois Research Information Service
 IT—Information Technology
 IHRE—International Human Rights Exchange
 ISROP—Immediate Scientific Research Opportunity Program
 IACUC—Institutional Animal Care and Use Committee
 IWT—Institute for Writing and Thinking
 L&L—Languages and Literature
 L&T—Language & Thinking
 LAIS—Latin American and Iberian Studies
 LBCC—Library, Bookstore, and Computing Committee
 LEAP—Liberal Education and America’s Promise
 LLI—Lifetime Learning Institute

MAP—Multicultural Awareness Peers
MAT—Master of Arts in Teaching
MES—Middle Eastern Studies (formerly Multiethnic Studies)
MFA—Master of Fine Arts Program
MSCHE—Middle States Commission on Higher Education
NCAA—National Collegiate Athletics Association
NITLE—National Institute for Technology and Liberal Education
NS&M—Natural Sciences and Mathematics
NSA—National Security Agency
NYSED—New York State Education Department
OMC—Office of Multicultural Affairs
PAC—Planning and Appointments
PKAL—Project Kaleidoscope
PIE—Program in International Education
R&T—Research and Travel
RU—Rockefeller University
SENCER—Science Education for New Civic Engagements and Responsibilities
SJ—Student Judiciary
SJB—Student Judiciary Board
SM&C—Science, Mathematics and Computing
SR—Simon’s Rock of Bard College
SRE—Studies in Race and Ethnicity
SRZ—Schulte, Roth and Zabel (College labor attorneys)
SST—Social Studies
STEM—Science, Technology, Engineering and Mathematics
STS—Science, Technology and Society
TLS—Trustee Leader Scholar Program
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EXECUTIVE SUMMARY: THE NEXT FIFTEEN YEARS

Leon Botstein, President

This summary concerns the long-range outlook and future prospects for Bard College. The first section briefly analyses what I believe to be the broader context in which Bard will be operating in the decade ahead. This discussion is limited to the options, challenges, and opportunities facing independent, private institutions of higher education in the United States. There is no attempt, except by implication, to suggest the political and cultural environment in which the College may find itself during the next decade, such as the prospect of greater regulation, and the expectation by the state and federal governments of systematic assessments of so-called outcomes.

In the second section, I attempt an interpretation of the College's history. Past experience is an obvious and vital clue to what will or will not be possible in the future. More than one political theorist has argued convincingly that institutions and political entities, particularly governments, are permanently marked by the mode of their establishment. The imprint left by either origins or a seminal period (that might not coincide with a founding era) helps define an institution's character over the long term.

The third section outlines the ambitious and aggressive strategic option that the Board of Trustees has adopted for the decade ahead as we seek to make Bard a permanent, stable, and decisively important institution in American education and culture. It is not clear, given the strikingly low prospects for economic support of Bard exclusively from its alumni/ae, regional, and parent constituency, that a less ambitious yet conventional path is actually open to Bard. Although this path would suit most, if not all, other private, independent freestanding colleges, it contradicts the patterns of Bard's history. Furthermore, without any rhetorical sleight of hand, it involves Bard stepping away from the current ambition to be in the first tier of institutions of higher education.

I. The Context

The overriding fact that the experience of the last twenty years makes plain is that in the decade ahead there will be a widening gap between the institutions that are already wealthy today and those that are not. The distance between Harvard, Columbia, Yale, and Princeton and their competitors as private universities is expanding, and so too is the distance between Amherst, Swarthmore, Grinnell, and Williams and their competitors among freestanding colleges, including Bard. When set alongside the data from 1994 or 1984, any 2006 comparison between the resources of the wealthiest and the poorest institutions of comparable ambition, scope, and quality confirms this acceleration. Harvard and Princeton are the wealthiest institutions in their category of research universities just as Williams and Swarthmore are the richest among the freestanding liberal arts colleges with which we are compared.

The differential in wealth among competitor institutions must not be measured merely by the size and performance of endowments or levels of indebtedness. The rate of annual giving has grown and will increase more rapidly at the wealthiest institutions measured in per capita terms (i.e., vis-à-vis students and faculty). As one looks at the landscape of private wealth, the rate of the accumulation of philanthropy by institutions is neither constant nor evenly distributed. The divergences go beyond the number of absolute dollars raised every year; they involve a nearly exponential divergence in the rate of access to philanthropy and its accumulation. Over the decade ahead, this will result in an evermore-troublesome gulf between those institutions that circa 2006 are well funded and those that are not.

Institutional wealth is defined by endowment, the economic status of alumni/ae, the size of the constituency, the rate of annual giving, the size of gifts, the wealth of the parent body, the net tuition revenues, and the capacity to fund financial aid. Wealth derives from the universe of natural constituents with means surrounding an institution. The ever-widening gap between rich and poor institutions runs parallel to a larger social pattern in our society. The richest institutions will augment their access to the concentration of wealth within the social structure.

The parallels between the social and economic patterns affecting individuals and institutions do not bode well for the future. What was once termed the middle class, a sector in society of moderate privilege but high achievement that was in turn associated with a way of life understood to be vital to democracy and culture, may be at risk. The disappearance among cultural and educational institutions as well as individuals of an admirable middle-class character is a distinct danger. Bard missed, as will be argued below, an historic and perhaps unique opportunity in the years before 1960 to enter the ranks of institutions of sufficient wealth, those with the minimum resources, infrastructure, and institutional culture to make it through a second century. A historic moment is come.

One consequence of the increasing distance between rich and poor institutions is that in both sectors—universities and freestanding colleges—the wealthy institutions will make the competition for students and faculty increasingly (and at an accelerating rate) impossible to sustain for those institutions without sufficient means to compete. Until now, radical differentials in wealth only marginally interfered with the options open to those without wealth. In the future, however, the baseline of sufficient means to sustain minimal competitiveness will be defined and constantly raised by the rate at which the distance between rich and poor expands. Harvard and MIT maintained a balance in terms of quality until now; that equilibrium is threatened by an unprecedented differential in resources of more than \$15 billion.

In practical terms, this means simply that over the next decade, no matter the official rates charged for tuition and room and board, the very wealthy institutions will gravitate toward making attendance free for all their students who are not extremely wealthy. The Ivy League has already abandoned loans, and the rate of scholarship aid they offer, measured by size of the package, will grow dramatically. Officially, tuition rates will increase, but fewer and fewer will be expected to pay, except indirectly through third-party payments. Williams, Amherst, and Swarthmore are in a position to do the same for students who choose to attend a freestanding liberal arts college.

Furthermore, given the enormous wealth and expanding resources of the wealthiest institutions, the rates and conditions of faculty and staff compensation will skyrocket. The differentials in salaries and reduction in teaching loads—particularly in class time—may increase at a rate much greater than that we witnessed during the last decade. It will be harder and harder for fine colleges—without rapidly increasing resources—to match the compensation levels necessary to attract the first-rate candidates from graduate school. Institutions like Bard may be priced out of the competition. In recent years we have successfully competed against other institutions that are far wealthier and in some cases higher-ranked in the popular imagination. In all cases we met the compensation packages offered by our competitors. Yet we are already unable to match our competitors in non-salary benefits such as tuition support and mortgage financing.

Whether we will be able to maintain our capacity to compete in the future is not clear. We are already experiencing some growing failure to compete in financial aid. We still give loans and we are not able to package students fully. We will lose greater and greater numbers of qualified candidates even as our pool improves and expands. We have only a minor and slowly expanding hold as a first-place option for successful candidates for admission from wealthy households, a market that is already dominated by the wealthiest private institutions in the country.

Of the two dangers posed by the gap between rich and poor, the financial aid issue is the most serious. Non-economic factors, such as quality of life, location, and institutional culture, may still allow us to compete for the finest faculty, even if our compensation packages are not entirely comparable. But they cannot be permitted to slip too far. The only optimistic factor with respect to admissions is the fact that nearly three quarters of those who go to college in the United States attend a state and not a private institution. The state institutions and systems have been consistently underfunded during the past several decades, as the case of the University of California makes plain. There are exceptions, such as the

University of Washington, but in the main, one can assume that consumer dissatisfaction with state alternatives on the undergraduate level will not abate, sustaining the intellectual and pedagogical advantages possessed by the best freestanding liberal arts colleges. For some families and candidates, this qualitative contrast will be sufficient to justify a large differential in cost. The potential supply of qualified candidates for admission may not shrink. The cost of making attendance financially feasible will, however, continue to rise, even absent stronger competition within the private liberal arts sector. The state institutions serve the middle classes, not the wealthy in our society. A compensatory shift in enrollment on the undergraduate level from state to private institutions will require more non-tax-based governmental financial aid grants from private institutions.

A third consequence of the widening distance between rich and poor institutions in the next decade concerns the physical plant. Our current student body has, with some reluctant idealism, accepted the notion that our non-academic facilities will remain Spartan and merely adequate. Our student housing is modest. Our dining facilities are passable. Our recreational facilities are quickly becoming out of date. Our support for extracurricular activities is marginally competitive. We tell students and parents that we are unusual and proud of the fact that we put all our resources, within reason, into the teaching and learning functions. But there is a question of how elastic the tolerance for this argument is. Furthermore, even regarding academic resources we will face an increasing inability to compete with first-tier colleges in offering supplemental teaching facilities, student summer fellowships, internships, travel grants, and the like. We will have to find resources during the next decade to improve student services, co-curricular life, and non-academic facilities.

Amidst this bleak outlook, one crucial cause for optimism is the distinction Bard possesses in its academic programs and philosophy. It is an institution that has set a standard for excellence, innovation, and a genuine capacity to inspire learning. This advantage helps us mask our relative poverty. But it would be foolish to think that we will not have imitators and emulators. Institutions of wealth, as they find themselves more independent of alumni/ae and historical prejudices that limit their outlook, will explore new avenues outside the frame of their traditions. The Ivy League institutions, for example, are contemplating serious investments in the arts—on the undergraduate level—in the decade ahead. This may cut severely into an arena in which Bard has remained at the forefront. Beyond the potential loss of our preeminence as a liberal arts college with a first-class program in the arts, remaining an innovator in curricula and academic programs, a current basis of our competitiveness, may also be an advantage hard to maintain with severely limited resources.

II. The History

1860–1975

What I did not realize in 1974 when I was a candidate for the presidency is that it is difficult for institutions to escape longstanding habits, images, and patterns. Bard's singular and overridingly consistent assets—its approach to the liberal arts and the seminal role the arts play in the life of the College—have had a continuous history dating back to the mid-1930s. Indeed, one can trace Bard's curriculum and educational philosophy as far back as the 1920s, to the era of Bernard Iddings Bell.

Despite this lasting philosophical heritage, the history of the College is marked far more by negative attributes that have hampered its development than by positive ones. Were it not for the clarity and distinction of Bard's purpose and program—clearly the most important legacy of the past—the College would not have survived. From the start, the College was crippled by poverty. Unlike Matthew Vassar, John Bard died penniless. The Episcopal Church, which controlled the College until 1934, never supported it. The wealthy Hudson River families surrounding Bard considered the College a second-class triviality and distanced themselves from it. The only scions to attend the College from that powerful social group, even in the 1930s and 1940s, were "failed" children, some of whom dropped out of Harvard.

Beyond chronic poverty, the College was plagued by radical discontinuities that prevented the development of a shared ethos among its alumni. Bard, which was then St. Stephen's College, started out as a non-competitive church-related men's college, with an emphasis on pre-seminary education. It suffered from shifts in the theological orientation of its leadership in the years before 1919. After a brief renaissance in the 1920s, the College merged with Columbia University in 1928. That should have been the end of the story—and a happy end at that—but the legendary Warden of St. Stephen's, Bernard Iddings Bell, was dismissed in 1933, dividing the small community. Under Columbia's leadership, the church affiliation was terminated and in 1934 the College's name was changed to Bard. In the Columbia years, Bard benefited from a dramatic increase in the quality of faculty, many of whom were refugees from fascism. The students from the Columbia years became among Bard's most distinguished alumni, but their loyalty was compromised.

In 1944 the College severed its ties with Columbia in order to survive. When the war decimated enrollment, Bard began to admit women. Because this move put it in competition with Barnard College, Bard was forced to choose between closing its doors or reverting to an independent entity. However, Bard's newly formed Board accepted Columbia's claim that the newly independent Bard owed the University more than \$300,000—the sum Columbia had supplied over the years to keep the College going. Consequently, when Bard became formally independent after World War II, the College not only had no endowment, it was also literally bankrupt. Unable to pay its accumulated debt to Columbia, it ceded the residual ownership of the campus to Columbia in lieu of repayment.

Precisely when other freestanding colleges began to grow and reap the benefits of alumni/ae loyalty and support, the post-war Bard was saddled with debt. It had inadvertently alienated its constituencies, the Episcopal and the Columbia-related alumni. The 1950s had fine moments in terms of faculty appointments and student quality, but the College struggled financially, and, in 1951, it sold most of the land left to it by the Zabriskie family. Bard was helped in the decade 1945–1955 by the collapse of Black Mountain College and the continuation of quotas against Jews in the Ivy League. Bard gained some notoriety as a progressive institution, but even in the early 1950s it never drew from an established elite of wealth and status (unlike Bennington College and some of its progressive competitor colleges). And it never became selective.

The appointment in 1960 of Reamer Kline, an Episcopal priest, came less than a year after widespread public speculation that Bard would close as a result of a dire financial crisis. Although Kline's presidency marked the start of the most stable period in the College's history, his first years alienated some, particularly as a result of remarks he was quoted as saying that implied that the number of Jews in the student body was too large. A strong start in the mid-1960s was cut short. A campus drug bust in 1968 organized by G. Gordon Liddy, one of the first in the nation, helped earn the College the dubious and ill-deserved reputation as a center of the counterculture, a college noted for lack of structure and discipline.

Kline's painfully unsuccessful effort to re-interest the Church and his reluctance to recruit and retain the most distinguished faculty also took a toll. During the 1960s, the College lost Theodore Weiss to Princeton University, Anthony Hecht to the University of Rochester, Frank Riessman to The City University of New York, and Jacob Druckman to Yale University and The Juilliard School. In their place came many quite mediocre faculty. After I accepted the position of President in 1975, my teacher Hannah Arendt, whose husband taught at Bard from 1951 to 1967, urged me to reverse what she regarded as the abandonment during Kline's tenure of the College's commitment to excellence despite the probity, decency, dignity, dedication, and hard work of Reamer Kline and his wife, Louise.

Kline hoped that ultimately New York State would take Bard over as part of the expansion plans of the State University. Instead, the campus at Purchase, with an emphasis on the arts, was opened. To add insult to injury, a new private competitor, initially well funded and allied with four well-known institutions in the Amherst area, was opened, Hampshire College. It is a source of pride and irony that

Bard today has outstripped Purchase, Hampshire, Bennington, and Sarah Lawrence in terms of student and faculty quality, academic resources, reputation, and curricular distinction. Our primary competition among freestanding colleges today is Wesleyan, Oberlin, and Vassar, even though the number of overlapping applications with any of these is a small percentage of the applicant pool. Bard is unusual in that its competition is wide and diverse, ranging from other colleges to state and private universities.

Poverty and discontinuity in the traditions of the College might have been obstacles that could have been overcome were it not for the fact that the College was unrealistically small from its inception in 1860 through the mid-1970s. In the 1930s and 1940s, student enrollment was miniscule; before 1960, the enrollment was well under 400 students and reached the 700 mark only in the early 1970s. Not only was Bard without a founding endowment, but there was also no one from whom to raise money. There was no critical mass sufficient to form a sense of constituent support. The College never cultivated a sense of exclusivity and loyalty. The College's history was discontinuous in terms of spirit and purpose. Disaffected alumni/ae stood out as dominant in a small cadre of graduates.

Added to this troubled state of affairs was the fact that in the era when selectivity in admissions became regarded as the crucial mark of status and quality, Bard was unable to become selective. From the late 1950s well into the early 1980s, it failed to have a full class on May 1, the standard reply date, and admitted students into the end of the summer. Yet it had to grow in size in the 1960s in order to raise revenue. After the end of the draft (which artificially boosted male enrollments in the late 1960s and early 1970s) the admissions picture was poor. In 1975 Bard had hardly more than one application for every place in the freshman class. There was no financial aid. Only twelve percent of the class received institutional support. The desperate character of the admissions picture was mirrored in the graduation rates. Throughout the 1960s and 1970s, less than fifty percent of the entering class graduated. The so-called cohort survival rates were in the high thirties and low forties. By 1975 there were more "alumni/ae" who voluntarily left the College than alumni/ae who remained to graduate.

In sum, the College, despite bright if not brilliant moments in its history, lacked the requisite size, history of success, and the resultant loyalty from its natural constituents: students and their families. It did not even have a regional non-New York City constituency, as did many liberal arts colleges in the East. If the College was noticed at all, its reputation was mixed at best. The College was more invisible than visible, even to residents of Westchester County, much less to those in the Midwest or on the West Coast. At every point in Bard's history it had made a few influential and worthy friends only to lose them as the leadership and direction of the College shifted. Discontinuity exacerbated poverty, which in turn justified the notion that philanthropy to the College was an act of folly. In 1974 the Regents of the State of New York predicted that three colleges would fold within a year: Bennett, Briarcliff, and Bard.

1975–2006

In 1975 I wildly underestimated Bard's problems and the difficulties I would encounter trying to turn the institution around. The College was literally insolvent and unable to service its long- and short-term debt. It had begun to sell land. It had no endowment. Only through a loophole in a federal loan program for rural areas (a transaction I had completed for a Chapter 11 institution, Franconia College in New Hampshire) were we able to buy time by refinancing (with a ninety-percent guarantee) the debt the College had accumulated by 1975. In the process we also repurchased the title to the College's land from Columbia for over \$100,000. Annual operating deficits—a regular occurrence—had to be averted. Yet new initiatives needed to be undertaken to signal a change in the direction of the College and to strengthen its curriculum and extracurricular life. We added programs in Greek, Latin, and photography, a few distinguished visiting faculty (Rene Dubos and Robert Sklar), a college chorus, and more student-life staff. These were risks that started a pattern of trial-and-error innovation that ultimately succeeded. The faculty was skeptical but cooperative; it understood the dangers facing the College. Before the late 1970s there was no significant unearned philanthropic income, not even from the Board, whose members did not

regard giving as a major part of their role. In the absence of any tradition of planned giving, there were few bequests of any significance.

It should be recalled that no new academic facilities were built in the years between 1930 and 1975. Construction on a very modest new library wing and a new theater complex was halted in 1974, leaving these long overdue replacement and new academic spaces empty shells. The institution's outdated facilities and shabby appearance added to its mixed reputation, relative invisibility, and chronic under funding.

The poor physical plant, the finances, and the reputation all caused the achievement of real progress in admissions to be slow in the 1970s and 1980s. The standing and visibility of the College increased only gradually. We not only had to generate a positive reputation, we had to overcome a negative image as well. New trustees, notably William Wasserman, Asher Edelman, Leon Levy, and Charles P. Stevenson Jr., joined the leadership of William F. Rueger and David E. Schwab II in encouraging risk taking. The breakthrough years were the mid-1980s, when the Franklin W. Olin Humanities Building was completed, the David Rose Science Laboratories wing was built, and the Stevenson Gymnasium was constructed. Genuine selectivity occurred in the early 1990s, following on the heels of the Immediate Decision Plan, the Workshop in Language and Thinking, and the Excellence and Equal Cost Program. Bard always had an elite of fine students, but the number each year was quite small. The range of students through the 1980s was intolerably wide, and the worst were far below a reasonable minimum standard in terms of motivation and preparation. Only in the 1990s did Bard finally develop consistency in student quality and viable retention and graduation rates.

The prevalent attitude among even the best students before 1990 is itself telling. Those who transferred out were frequently among the most qualified and motivated. Gifted as those who graduated may have been, too few were ambitious in a manner that was likely to be translated into high achievement twenty or thirty years later, whether measured by contributions to science, the arts, scholarship, or commerce. Greater diversity in class and region and a cadre of students who chose Bard as a first-place option—including immigrants, the children of immigrants, and foreign students—have given rise to higher levels of quality, discipline, and ambition and therefore the promise of greater future distinction and success in life. This has occurred without sacrifice to the special spirit of the College and the educational idealism that has characterized the student body (with the exception of a period of anti-intellectualism in the 1960s and 1970s). The College now has ten applicants for every place and accepts less than one third of the pool. The pool itself is far stronger. Bard can become even more selective over the next four years, given the current institutional strategy.

The painstakingly slow nature of the College's progress in improving the student body was paralleled in the task of transforming its faculty. Only within the past decade have I been confident that Bard competes for individuals of the highest intellectual and artistic capacity who want to teach undergraduates. It turns out that even among those with respectable credentials, excellence among academics (and artists) is at a premium. And the competition for the best faculty has become stiffer in recent years. In the past we were lucky; we recruited few new colleagues. First-rate candidates sought us out. The market was, until the mid-1980s, a buyer's market. And we were tougher than most in tenure reviews. The result is that we can be proud of the faculty that came to Bard between 1975 and 1990.

However, the nation's most gifted undergraduates since the 1980s have chosen not to enter academic professions, even in science. Furthermore, Bard has struggled successfully to eliminate particular inherited disadvantages in terms of faculty retention and recruitment. First was the erratic character of the student body that bred cynicism and laziness among some faculty, who took refuge in the few excellent students who eventually completed Senior Projects. Furthermore, pay was poor and the course load high. Third, there was little if any encouragement, practical or philosophical, for professional work such as publication and the making of work in the arts. And more still needs to be done.

Compensation is now competitive but still below the university level and that of the well-endowed colleges with which we compete. Our teaching schedule has been reduced to five courses per year, and we have further adjusted teaching responsibilities for the most productive scholars and writers. The College's enrollment, which has risen above 1,600 students, has permitted a larger cadre of faculty. This has created a more vibrant community and a wider range in the curriculum. One faculty member is no longer solely responsible for an entire subject area. Most important in recruiting and retaining better faculty, however, have been 1) improvement in the student body, 2) growth in the enrollment and programs, and 3) enhanced financial and institutional stability. Recently we successfully countered competitive offers for current members of the faculty from the University of Southern California, Columbia, and Princeton—but all at an increased cost.

The past decades have been dedicated to other "catch up" efforts. The College now has a modest restricted and unrestricted endowment, even though it also has increased its debt. That debt, however, is the result not of long-term operational losses but capital investment in facilities. The campus looks and functions better. The infrastructure is far more modern, from sewage and water to conduits for electricity and cable for computers. It has new and renovated dormitories, new classroom facilities, new studios in the visual arts (now including film and music), computer facilities, a new performing arts center, a gymnasium, and a student center. The general upkeep is higher and the level of deferred maintenance is lower.

However, as the third and next section makes plain, only the minimum has been accomplished given the College's ambitions with respect to programs and the quality of its students and faculty. In part the progress has been due to Bard's expansion in areas other than undergraduate study. Support of new ventures, such as the Center for Curatorial Studies, the Bard Graduate School, and the Levy Economics Institute, brought resources to the undergraduate College. Despite this good fortune, our resources for the support of faculty and students, including research funds, scholarship aid, technology, and library facilities, remain barely adequate when compared with what our direct competition offers.

III. Strategic Plan for the Future

The most pressing question facing Bard is, however, not financial. It is the definition of the institution's mission and place in American education and culture. Within that mission, to what level of excellence does it aspire? The answer will define the requisite institutional strategies and resources.

Before outlining the distinctive place and mission of Bard and, therefore, the work that is yet to be done, it is only fair to acknowledge a nontrivial accomplishment. The Bard of today is an institution that has overcome its past shortcomings sufficiently to stay in business in a respectable and dignified manner without further major investment. I wish that this point had been reached in half the time, in fifteen not thirty years. But the adage that Rome was not built in a day has remained in use for a reason. The challenge facing us therefore is not survival per se. The challenge is that we have not yet built the metaphorical Rome that Bard can become. If the proverbial Rome is to be built—that is, an institution of national, if not international, quality and reputation—then there is much to be done in the next fifteen years.

Bard is at a crucial crossroads. The irony is that it has succeeded so far because the trustees have claimed that the highest quality is the College's goal and purpose. They have taken action, at considerable risk, toward that goal. The College has achieved a respect and stability unique in Bard's history because individual investors, most of whom are not alumni/ae, took the risk that it was possible to create an essentially new Bard consistent with its historic ideals and finest moments. This new Bard proved to be an institution of acknowledged and unique standing and significance, measured by the highest standards, without handicaps. Absent historical loyalties, the benefactors of the past three decades have not been interested in a pale imitation of some already-existing institutional model.

Some of these investors, like the late Leon Levy, were fascinated in general by the history of institutions and businesses. He believed in a pattern of decline and fall. He was inspired by the challenge of whether one could beat the odds in higher education, a conservative industry. Could one build, in the post-1960s world, a competitive, innovative institution of higher education with rigorous standards? He knew that with the exception of Emory University, Washington University in St. Louis, and perhaps Brandeis University, no major institution of higher education of the first rank in the private sector had been created since the end of World War II. Emory and Washington University in fact owe their good fortune to exceptional philanthropy from either an individual or one family.

Indeed, the professional staff of both the Ford and Mellon foundations have maintained criteria (not dissimilar to those now used in the mass media rankings of colleges) for the evaluation of institutional quality that are contingent on historical consistency. They favor high per capita endowment, high retention rates, and selectivity. The result is that a list of leading private undergraduate institutions today looks nearly identical to the one that might have been compiled in 1939. Knowing that higher education was a profoundly slow-moving sector of the economy and society, Leon Levy was inspired by the long odds Bard offered.

Leon Levy's uniform decision not to assist any single institution through his estate add additional urgency to the task of assessing where we are and where we should go. Although the ambitious goal he and I agreed upon has not been met (the Rome option), sufficient progress has been made to continue on the current path toward developing Bard into a major institution of significance, albeit with a more restrained pattern of risk taking.

What is not advisable is to continue on the current pattern of expenditure and investment without a long-term plan and commitment from the Board. The current expense structure is derived from a commitment to a vision of an institution that genuinely requires a high order of magnitude of resources relative to endowment size and routine annual giving.

After I learned, painfully, how slow institutional change was, in 1981 I decided to accept Leon Levy's gamble and stay the long course to see if a great institution could be launched at Bard in my lifetime. I knew this was not a task that could be entirely completed. Yet I thought that, if my tenure were to last until my retirement, such an institution could be successfully and irreversibly created at Bard. This hypothesis is supported by the history of great colleges and universities. Each had a founding era or a seminal period of modernization and change that involved stable and long-term leadership. I thought that Bard, despite the deficits of its past, offered a unique opportunity in part because of its philosophical idealism, its historic relationships to the arts and literature, its location, and, despite its episodic history, its persistent flirtation with brilliance.

Thirty years after my arrival, I believe we are more than halfway there. But we remain undercapitalized, and therefore we still do not have sufficient momentum. My expectation is that during the next fifteen years the task of creating self-sustaining excellence at the highest level can be completed.

We plan to move forward on the path that has brought us this far. Bard will continue toward the goal of becoming a first-rate national institution. It should not settle for a respectable but mid-range outcome. Neither should it radically enlarge its scope, except in the face of opportunities that do not place a burden on the existing resources. In stock value terms, this means gambling that the value of the College as it is now defined will continue to grow at a rapid rate. Divesting or consolidating past gains would be premature.

Fifteen years from now, the alumni/ae of the 1980s and 1990s will be reaching the mid-career point. There should be a dramatic increase in philanthropic opportunities from them. They show every promise of becoming a proud and successful alumni/ae group. Given the dramatic growth in numbers of affluent

second-home owners in the Hudson Valley, regional opportunities for the support of a national institution that offers a world-class array of public arts programs will expand. Beyond the region, by pursuing our current strategy, we can continue to attract new unaffiliated donors. Drs. Herbert Kayden and Gabrielle Reem, for example, were motivated to give their \$12.5 million gift by the College's Science Initiative and the new exceptional building designed by Rafael Viñoly.

For the College to take a place of leadership nationally and compete with the best, large investments will be required during the next decade. For Bard to be a unique but moral equivalent of Swarthmore, Williams, Amherst, Dartmouth, or even Princeton, in terms of faculty and student quality, a minimum of resources is required. The extent of these resources can be quantified by the experience of the last decade. Owing to the distinctive mission and culture of the College, Bard will not, in the end, require the same per capita endowment or the same lavish curricular and extracurricular resources the aforementioned institutions possess and demand.

Before outlining the minimum costs of this option, it is helpful to reaffirm the reasons for undertaking an ongoing strategy of institutional development towards excellence. The distinctive mission Bard has assumed can be described by outlining the following goals:

- (A) The College must retain an unusually low student-faculty ratio. It must underscore an emphasis on seminar and tutorial instruction. This involves maintaining the traditions of Moderation and the Senior Project and no substantial growth in the size of the undergraduate student body (and only limited growth on the graduate side). No other college at our level of aspiration sustains these patterns of instruction as a universal requirement; and they demand an unusual degree of faculty involvement. The current level of close contact with faculty members involves individuals of distinction who might otherwise have taught only graduate students.
- (B) The College must continue to nurture an unusual climate of intellectual idealism inside and outside the classroom. That idealism is in part the result of Bard's curricular integration of progressive and conservative notions of the liberal arts. The more recent Workshop in Language and Thinking and First-Year Seminar programs have made an important contribution. This climate is hard to maintain and sustain. Many fine colleges are overwhelmed by the contradictions between in-class behavior and extracurricular behavior that result in a contradiction between academic standards and quotidian values on campus. Bard has mitigated this problem by having developed visibly as an institution in the public interest.

We are seeing the cumulative benefits of the College's unusual initiatives. No freestanding undergraduate college of our size and type sponsors something akin to the Bard High School Early College, the Bard Music Festival, SummerScape and the Fisher Center, *Conjunctions*, the Bard Graduate Center, the Center for Curatorial Studies in Art and Contemporary Culture, the Master of Arts in Teaching Program, Smolny, the Program in International Education, the Institute for Writing and Thinking, the Institute of Advanced Theology, the Human Rights Project, the Globalization and International Affairs Program, the Clemente Program, The Rockefeller University collaboration, the Prison Initiative, the Trustee Leader Scholar Program, and the Levy Economics Institute. All these have made demands on philanthropic support.

Bard has taken the position that there is no inherent conflict between public service, the public presentation of non-commercial art forms, and research on the one hand and undergraduate teaching on the other. Quite to the contrary. Bard undergraduates study,

because of these activities, in an extraordinarily cosmopolitan culture usually reserved for universities. Yet undergraduates are the center of attention.

In the century ahead, the model of the research university developed during the twentieth century that subordinates teaching will be challenged. So too will the nineteenth-century model of the freestanding undergraduate college that renders non-teaching functions, particularly scholarship and research and, in Bard's case, the making and presenting of art to be peripheral. Bard has begun to fashion an alternative in which research and undergraduate teaching support one another. Areas of study are not defined by pre-professionalism. Yet the years of undergraduate study are not cut off, artificially, from the highest level of professional practice. The relationship between the performing arts teaching programs and the expectations and standards of practice associated with the world-class Richard B. Fisher Center is a case in point.

- (C) The College must continue its unique investment in the centrality of the arts as part of the liberal arts. Bard has a virtual monopoly as a serious undergraduate institution with conservatory-level programs for undergraduates in all of the arts and in writing. That advantage must be preserved. This means proceeding with initiatives such as the Conservatory and the link with the International Center for Photography. It suggests that we strengthen the Master of Fine Arts degree programs, given the facilities of the Richard B. Fisher Center for the Performing Arts, to include the performing arts. It requires that we continue to develop the Bard Graduate Center and the Center for Curatorial Studies. Above all this demands that we recruit and retain artists of international standing as long-term faculty members on both the graduate and undergraduate level.
- (D) The College should expand its novel international programs and continue to enroll a strikingly high percentage of students from abroad, all of whom are eligible for financial aid. This means exploring the possible extension of our Smolny College model into China, for example. This is an opportunity presented to us by representatives from two separate Chinese universities. A vital international role will be central to any important American institution of higher education in this century. This means, for example, strengthening the teaching of non-European languages and cultures in the College's curriculum.
- (E) The College must strengthen its commitment to the teaching of literature and language and continue its long tradition as a home for distinguished writers and publications.
- (F) The College must capitalize on its opportunity to play a leadership role in the undergraduate teaching of science. Owing to its relative backwardness, historically speaking, Bard has a unique opportunity to pave the way, alongside Princeton and Stanford, to encourage future generations to study science and reverse the downward trend of the past quarter century. Bard, Simon's Rock, and Bard High School Early College all have roles to play in this regard. This requires proceeding with the Science Initiative, expanding the facilities and faculty, and deepening our relationship with Rockefeller University. Collaboration with other institutions dedicated to science and engineering may be required.
- (G) The College must continue to be an innovator in the defining of undergraduate general education.
- (H) The College, as evidenced by its programs in human rights and globalization and international affairs, the Trustee Leader Scholar program, and the new Master of Arts in Teaching Program, must reinvent the traditional aspiration derived from the College's progressive heritage: the integration of public service with classroom learning.

- (I) Beyond these core objectives are the College's activities in the public interest, particularly in the arena of pre-college education. These include Bard's support of Simon's Rock, the Clemente Program, Bard High School Early College, and other outgrowths of the College's national leadership position in the early college movement.
- (J) The College should, in the arena of public policy, sustain and expand the work of the Levy Economics Institute.
- (K) The College must continue its role as an arts-presenting institution. Its prominence in this regard is truly extraordinary. The Fisher Center and SummerScape are the newest arrivals to a set of programs that includes the Bard Music Festival, the Bard Graduate Center, the Center for Curatorial Studies, *Conjunctions*, the Bard Fiction Prize, and, collaterally, the work of the American Symphony Orchestra. These programs have transformed the national landscape in terms of the study and presentation of the arts, from exhibitions and publications to concert life. Bard has pioneered in designing relationships between arts organizations (museums, theaters, orchestras) and the university. These achievements have provided the College with an enormous range of public recognition. From that recognition has come substantial philanthropy directed at the undergraduate college.

In order to sustain this complex, ambitious, but unique mission, we need to find the resources to bridge the next ten to twenty years before Bard can expect more traditional sources of support such as alumni/ae giving to carry the burden. During that period, the College must continue to increase faculty salaries, strengthen the scholarship portfolio, and improve the resources available to students and faculty that support both research and extracurricular life. The College also faces essential capital investments that include the new science facility, expansion and modernization of the athletic facilities, new dormitories, and renovation of its oldest buildings, including Preston, Stone Row, the Old Gym, Aspinwall, Ludlow, Ward Manor, and Kline Commons.

The Bard College we aim to create will be a new hybrid between a university and a college. It can serve as a model for public space not only in the arts, but also in the national discourse—using technology, our location, and our fabulous public spaces—on politics and society. We have an opportunity to do so, as the successful initiatives we have already undertaken demonstrate, and the contributions of distinguished members of the faculty—such as Judy Pfaff, JoAnne Akalaitis, Amy Sillman, Stephen Shore, Joan Tower, Chinua Achebe, Jacob Neusner, Norman Manea, Nayland Blake, John Ashbery, Ian Buruma, James Chace, Mark Danner, Luc Sante, Daniel Mendelsohn and a host of less well-known but promising younger faculty colleagues—have made evident.

The College will remain competitive in an opportunistic manner for the extensive, unaffiliated (in terms of higher education and the arts) potential philanthropy that exists in this country. The College will proceed carefully along the path it has already taken. The costs (excluding Simon's Rock and the Bard Graduate Center, which are self-sustaining units of Bard) are outlined in a ten-year financial projection.

There are some tentative conclusions that can be suggested by the figures. First, barring a dramatic destabilizing factor, the resultant need for philanthropy in the decade ahead beyond what the College receives annually from all its constituents, under this option, is between \$200 and \$300 million. Second, under this option, the total philanthropy that will be required is less than the College actually raised in the period 1994–2006. Third, were we to do as well in the next ten years as we have in the past, Bard would be able to add new funds beyond returns from investment to its endowment. Fourth, the reasons for giving to Bard and the potential community of supporters are stronger and larger today than they were a decade ago. Therefore, the chances appear to be good that, at a minimum, the College will do as well as it did during the past ten years.

Clearly, we have been and remain to be the beneficiaries of extraordinary generosity. The risks facing an institution that is dependent on the generosity of a few therefore remain great. Can we recruit and sustain the requisite levels of support from a few and at the same time lessen their burden by expanding the base of support? Will we be able to compete for support and continue to counter the competition from our far wealthier rivals?

There are risks and costs within this strategic option associated with my leadership. They are linked to my work as a musician and scholar. In my view, and in the view of the leadership of the Board of Trustees, that activity has brought benefits to Bard from previously unaffiliated donors. But it must be said candidly that this approach to defining the role of a President is unconventional. It is linked to the overlap between my work and the role the College plays as an arts-presenting institution. The unique character of the Bard Music Festival and the programming of the American Symphony Orchestra at Lincoln Center in New York City have reaped rewards for Bard. They also have had a decisive impact on the future of concert music in our culture. But they involve not only rewards but also risks. The cost of these activities would be excessive and superfluous if one defined the College's mission differently.

The risks are a higher rate of expenditure and a greater need for philanthropy. On the positive side, the gamble is that at the end of the line the College will gain through sustained ambition and excellence sufficient philanthropic resources to stabilize it at the highest level of aspiration.

Nature, Scope, and Rationale of Self-Study 2007

In its 1975 report to Bard College, the Middle States Commission on Higher Education (MSCHE) reaccreditation team expressed concerns about the College's financial and administrative stability. In that year, Leon Botstein assumed the presidency of Bard and undertook a program of institutional transformation. It made sense in 1986 for the self-study to focus on the steps the College had taken to stabilize itself in the intervening decade. In 1997, with the College having enjoyed 20 years of stable leadership, the self-study steering committee turned its attention to the steps the institution had taken to establish itself as a high caliber college of the liberal arts and sciences.

Both in its 1997 report to Bard and its 2002 Periodic Review Report, MSCHE commended the College for its ambition and entrepreneurship but expressed concern that the institution's growth had been insufficiently planned. These concerns ranged from the financial (how are several large scale building projects to be financed?), to the administrative (how does the faculty governance structure work?) to the curricular (what oversight is there of the academic program structure?). While MSCHE acknowledged the College's need to have taken bold steps away from the crises of the 1970s, the reaccreditation team advised a more deliberate and intentional approach to growth, one that takes into account the institution's mission, resources, and long-term plans.

As we began preparing for our decennial MSCHE review we asked to what extent has the College become more deliberate and intentional in its growth. At the same time, we recognize that the question is one of balance: how to manage the growth of the institution while at the same time acting responsibly to teach our students and support our faculty. This is the overarching theme of our self-study: we sought to understand the ways in which we have been successful in striking this balance, in doing so more effectively, and in developing strategies for continuing to do so into the future.

For this reason, we elected to engage in a comprehensive self-study, as described in chapter two of *Characteristics of Excellence*. Such an approach allows us to take inventory of the institution's human, physical, financial, and programmatic resources. Our process examined, in particular, the ways in which the College has grown since 1997, and the ways in which it continues to grow; our goal was to develop a context in which to understand past institutional growth and demonstrate strategic, long-term planning for continued growth.

Contexts for Self-Study 2007

In the five years since MSCHE last visited Annandale, the College has continued to enjoy an international reputation as an innovative and very highly selective liberal arts and sciences institution. This reputation has led to rising application numbers and enrollments and, in response, we have hired over fifty new tenure-track faculty members and embarked upon significant expansions of the curriculum, extra-curriculum, physical facilities, and external programs.

In 2001, Michèle Dominy assumed the post of chief academic officer, a position held by her predecessor since 1980. Dean Dominy has implemented a series of administrative and structural initiatives, many of which address the issues that MSCHE noted in both its 1997 report and its 2002 Periodic Review Report. She has urged a review of academic programs and curricular structure and ushered in changes in the general education requirements, the faculty governance structure, the faculty evaluation document, and the first-year academic program. She has re-structured academic affairs to create dedicated oversight of study-abroad/international affairs, student academic affairs, and fellowships and scholarships, and she has continued to support the expansion of Academic Resources,¹ and Career Development.² With her support,

¹ <http://inside.bard.edu/academicresources/>

² <http://inside.bard.edu/career/>

the College has created a Center for Faculty and Curriculum Development (CFCD),³ which has helped create a climate of self-study and examination of our own practices. We have participated in the Consortium on High Achievement and Success, and the National Institute for Technology in Liberal Education and the Center for Educational Technology. Collaboration between the Bard Academic Resources Center and the First-Year Seminar (FYS) Program⁴ has resulted in a dedicated peer-tutoring program for FYS and provides FYS faculty with a rich resource bank of paper topics, syllabuses, and guidelines for teaching and for promoting intellectual honesty. We have begun participating in the Your First College Year (YFCY) survey to help assess the first-year experience, conducted a Senior Survey of graduating seniors, participated in the HERI faculty survey, and joined several HEDS data sharing consortia.

In addition, we have recently appointed a director of institutional research, joined a consortium of colleges funded by a grant from the Teagle Foundation to help us conceptualize more effective ways to assess “value added” features of the first-year experience, and participated in both the CAE/Lumina Collegiate Learning Assessment project and the National Study of Liberal Arts Education, sponsored by Wabash College’s Center for Inquiry in the Liberal Arts. A grant to academic affairs from the Andrew W. Mellon Foundation for curricular innovation and faculty career enhancement supports our efforts to foster pedagogical growth, including consultancy fees for assessment, stipends for faculty who assist us in a revision of the sophomore experience, and funds for ongoing panels, roundtables, and workshops on effective undergraduate advising.

While the changes that have occurred since 2001 are evidence of a willingness to revisit long-standing traditions and reconceive long-standing practices, we recognize that Bard is an institution with a long history of doing as we must. Many members of the current campus community remember times of genuine fiscal exigency and low enrollments—times when strategic planning necessarily took a back seat to immediate survival—and these memories continue to inform attitudes among our faculty and administration.

In addition, our faculty, like those at so many small liberal arts colleges, are learning more about the value and meaning of assessment. While they believe that the kind of teaching that occurs in a liberal arts setting is key to the transformative effect of liberal arts learning, many are curious about how such transformation can be measured. We are confident in our ability to move forward on the path to self-reflection and change—the steps we have taken since 2001 are proof of this—but we realize that our history casts a long shadow, and we cannot reasonably expect too much too quickly. The realities of our institutional culture must be changed, but they cannot be ignored; we must pursue change from within the existing framework, and this means that we must move responsibly. Changing an institutional culture takes time and must be incremental, lest the work of the college—the education of our students—be interrupted or negatively affected.

Strategic Planning at Bard

In spring 2005, President Leon Botstein submitted to the Board of Trustees a 10-year strategic plan that calls for continued commitment to the College’s programs in pre-college, undergraduate, and graduate education. These commitments are grounded in Bard’s mission to transform the traditions of liberal education so that they can properly influence politics, society, and culture in the 21st century. It draws not only from 18th-century philosophical idealism about the link between education and democracy, but also from a world in which interdisciplinary and international understanding and collaboration will be essential. In order to achieve such a transformation, traditional models of higher education must be challenged: both the model of the research university developed during the 20th century that subordinates

³ <http://inside.bard.edu/cfcd/>

⁴ <http://inside.bard.edu/firstyear/>

teaching, and the 19th century model of the freestanding undergraduate college that renders non-teaching functions, particularly scholarship, research, and the making of art, as peripheral. President Botstein's strategic plan envisions an alternative in which artificial boundaries between pre-college and college education are challenged, research and undergraduate teaching support each another, and international educational institutions collaborate on the basis of mutuality and equality.

This vision informs all of the College's efforts and activities, both in Annandale and beyond. Seen in this light, the College's several commitments form a conceptual whole: they are not initiatives undertaken in addition to the College's mission, but are constitutive of that mission.

Strategic planning at Bard thus proceeds along several lines. These include commitments to excellence in liberal arts teaching, generally, and to excellence in the arts and to the teaching of undergraduate science, in particular. It is no accident that the Bard College Conservatory of Music⁵ opened in the same semester that the College broke ground on the Gabrielle H. Reem and Herbert J. Kayden Center for Science and Computation;⁶ the College's commitments to both are fundamental to its mission of transformation. Nor is it an accident that the College has extended its reach to Smolny College,⁷ the first liberal arts college in Russia, and the Bard High School Early College,⁸ a public high school in New York City that offers college education in the 11th and 12th grades and graduates students with A.A. degrees. These commitments, and others like them, underscore Bard's commitment to the transformation of higher education. To be sure, there is an element of opportunism involved here—when there is an opportunity to join with a leading university in reforming its national educational system or the public schools call, we answer—but they are opportunities to pursue our mission and realize our goals.

The Self-Study Process

President Botstein's strategic plan to the Board of Trustees and the changes that have taken place since 2001 signaled the profound changes that Bard has undergone as it entered the 21st century and provided the background in which we began the self-study process. This process allowed us to develop a campus-wide self-study plan that was grounded in the vision for the College encapsulated by President Botstein and that linked in determinate ways to the missions of each of the units of the College, both in Annandale and beyond.

Throughout the self-study process, we endeavored to understand the extent to which the College has been deliberate and intentional in its growth, and the ways in which it has balanced that growth with its obligations to its students and faculty. Indeed, we recognized that this question can be posed at multiple levels: in terms of enrollment management, faculty support, infrastructural growth (technological and physical), curricular planning, and graduate and satellite programs. At each level, we wanted to examine the ways in which we are realizing our goals and objectives and the ways in which we can do so more effectively. In some cases, we realized, we needed to clarify the relationship between program and institutional mission. In all cases, we wanted to ensure that we were moving towards that mission in a responsible and productive way.

The Steering Committee

A steering committee appointed by the president is leading the campus self-study effort. This steering committee is composed of students, staff, and faculty from across all ranks and divisions. The composition of the steering committee is as follows:

⁵ <http://www.bard.edu/conservatory>

⁶ <http://www.bard.edu/scienceinitiative/facilities/>

⁷ <http://smolny.org/english>

⁸ <http://www.bard.edu/bhsec/>

Jim Brudvig, Vice President for Administration (co-chair)
 Deirdre d'Albertis, Associate Professor of English/Co-director of the First-Year Seminar/Associate Dean of the College (2006–) (co-chair)
 Mary Backlund, Vice President of Student Affairs/Director of Admission
 James Bagwell, Associate Professor of Music
 Norton Batkin, Dean of Graduate Studies
 Daniel Berthold, Professor of Philosophy/Chair of the Division of Social Studies (2005–2006)
 Ethan Bloch, Professor of Mathematics/Chair of the Division of Science, Mathematics, and Computing
 Matthew Deady, Professor of Physics
 Kris Feder, Associate Professor of Economics
 Mark Halsey, Associate Professor of Mathematics/Associate Dean of the College
 Rebecca Cole Heinowitz, Assistant Professor of Literature
 Jeffrey Katz, Dean of Information Services/Director of Libraries
 Kevin Parker, Controller
 John Pruitt, Associate Professor of Film and Electronic Arts/Co-director of the First-Year Seminar
 Rebecca Thomas, Associate Professor of Computer Science
 Joe Ahern, Assistant to the Executive Vice President/Director of Institutional Research (*ex officio*)
 David Shein, Assistant Dean of the College/Acting Dean of Students (*ex officio*)
 Laura Bomyea, class of 2007
 Matt Wing, class of 2006 (served 2005-2006)
 Oliver Traldi, class of 2008 (served 2006-2007)

The steering committee is charged with guiding the self-study process and providing campus-wide leadership throughout the process, including the identification of key issues, establishing a timeline and ensuring that it is implemented, arranging campus hearings to review drafts of the self-study document, and contributing to completion of the final draft of the document. The president appointed Dean of the College Michèle Dominy with oversight responsibility for the re-accreditation process.

Working Groups

The steering committee created a number of working groups that were assigned to particular parts of the self-study. Rather than employ standing faculty and administrative structures, we elected to create working groups that are keyed specifically to the standards described in *Characteristics of Excellence*. This gave us the opportunity to bring together individuals and constituencies that do not regularly interact, to underscore the importance of the self-study process, and to offset the inclination to ask familiar questions and provide familiar answers.

Each working group was chaired by a member of the steering committee, who was responsible for acting as a liaison between the working group and the steering committee. Each group was responsible for researching and writing a working paper on its focus questions (see Appendix A). The working group chairs were responsible for keeping the groups on schedule in the production of these reports and for delivering them to the steering committee chairs, who worked with the other members of the steering committee to bring together the working papers into a coherent self-study document. The completed document was shared with the Bard community, revised, and finalized by the steering committee for submission to MSCHE in winter 2007.

The thirteen working groups (one group was given responsibility for Standards 2 and 3) were appointed by the steering committee chairs, in consultation with the steering committee membership and the dean of the college. They were drawn from faculty at all ranks and across all programs, and they include administrators who represent all units of the college. The working groups were designed to be sufficiently small to allow them to function effectively as independent units and to work collaboratively when their tasks overlapped. As the working groups set about the business of investigating their assigned topics and

developing papers that answered their focus questions, they involved other campus constituencies and widened the circle of involvement in the self-study process.

Both the working groups and the steering committee were assisted by Director of Institutional Research Joe Ahern and Assistant Dean of the College/Acting Dean of Students David Shein, both of whom sat on the steering committee in an *ex officio* capacity.

Working Group 1: Mission, Goals and Objectives

Working group 1 assessed the extent to which the College's mission, goals and objectives are clearly defined, internally consistent, expressive of Bard's particular qualities and aspirations, well promulgated and kept in focus by those working to advance the College's agenda.

Working Group 1 Members

Kris Feder, Associate Professor of Economics (chair)
Debra Pemstein, Vice President of Development and Alumni/ae Affairs
Marina van Zuylen, Professor of French and Comparative Literature
Laura Bomyea class of '07

Working Groups 2 & 3: Planning, Resource Allocation and Institutional Renewal & Institutional Resources

Working groups 2 & 3 assessed the extent to which the College's planning, self-assessment, and resource allocation accurately reflect our goals and objectives, as they appear in the mission statement, and help us attain them.

Working Groups 2 & 3 Members

Kevin Parker, Controller (chair)
Jackie Goss, Associate Professor of Film and Electronic Arts
Bill Griffith, Professor of Philosophy
Mark Lytle, Professor of History and American Studies
Pierre Ostiguy, Assistant Professor of History and Latin American and Iberian Studies
Sharon Kopyc, Coordinator of Curriculum Support and Instructional Technology
Chuck Simmons, Director of the Physical Plant

Working Group 4: Leadership and Governance

Working group 4 assessed the effectiveness of the College's governance structure in providing constituencies with appropriate opportunities to influence outcomes.

Working Group 4 Members

Matthew Deady, Professor of Physics (chair)
James Bagwell, Associate Professor of Music
Laura Battle, Professor of Studio Art
Ethan Bloch, Professor of Mathematics/Chair of the Division of Science, Mathematics, and Computing
Mark Halsey, Associate Professor of Mathematics/Associate Dean of the College

Working Group 5: Administration

Working Group 5 assessed the extent to which the administrative structure of the College supports its institutional mission.

Working Group 5 Members

Rebecca Thomas, Associate Professor of Computer Science (chair)
Norton Batkin, Dean of Graduate Studies
Nancy Leonard, Professor of English

Jim Brudvig, Vice President for Administration
Pat Walker, Director of Human Resources

Working Group 6: Integrity

Working group 6 assessed the extent to which the College ensures observation of high ethical standards in the treatment of students, faculty and staff.

Working Group 6 Members

Jeff Katz, Dean of Information Services/Director of Libraries (chair)
Mary Caponegro, Richard B. Fisher Family Professor in Literature and Writing
Mary Coleman, Assistant Professor of Philosophy
April Kinser, Director of Career Development

Working Group 7: Institutional Assessment

Working group 7 assessed the extent to which Bard's assessment activities are effective, leading to continuous improvement in teaching, learning, and the institution as a whole.

Working Group 7 Members

Jim Brudvig, Vice President for Administration (chair)
Amy Ansell, Associate Professor of Sociology
Yuval Elmelech, Assistant Professor of Sociology
Bethany Nohlgren, Assistant Dean of Students/Director of First-Year Experience

Working Group 8: Student Admissions

Working group 8 assessed the extent to which Bard has been successful in admitting students whose interests, goals, and abilities are congruent with Bard's mission.

Working Group 8 Members

Mary Backlund, Vice President for Student Affairs/Director of Admission (chair)
Sven Anderson, Assistant Professor of Computer Science
Chiori Miyagawa, Associate Professor of Theater
Tarah Greenidge, Director of HEOP (Higher Education Opportunity Program)/Assistant Director of Admission/Director of Multicultural Recruitment

Working Group 9: Student Support Services

Working group 9 assessed the effectiveness of Bard's various support services in enabling students to achieve the institution's learning and other goals for its students.

Working Group 9 Members

Mary Backlund, Vice President for Student Affairs/Director of Admission (chair)
Erin Cannan, Dean of Students
Melanie Nicholson, Associate Professor of Spanish
Paul Marienthal, Associate Dean of Student Affairs/Director of the Trustee Leader Scholar Program

Working Group 10: Faculty

Working group 10 assessed the extent to which the College's processes relating to appointment, review, support, and advancement of faculty and curricular development support the College's mission.

Working Group 10 Members

Daniel Berthold, Professor of Philosophy/Chair of the Division of Social Studies (2005-2006)
Susan Aberth, Assistant Professor of Art History
Peter Gadsby, Registrar

Simeen Sattar, Professor of Chemistry
Burt Brody, Professor of Physics

Working Group 11: Educational Offerings

Working group 11 assessed the extent to which Bard's curriculum provides the breadth, depth, and rigor consistent with its institutional mission.

Working Group 11 Members

Deirdre d'Albertis, Associate Professor of English/Co-director of the First-Year Seminar/Associate Dean of the College (chair)
Omar Encarnacion, Associate Professor of Political Studies
Rebecca Cole Heinowitz, Assistant Professor of Literature
William Mullen, Professor of Classics
Stephanie Kufner, Academic Director of the Bard Center for Foreign Languages

Working Group 12: General Education

Working group 12 assessed the extent to which the distribution requirements and common curriculum are successful and accurately reflect the College's mission.

Working Group 12 Members

John Pruitt, Associate Professor of Film and Electronic Arts/Co-director of First-Year Seminar (chair)
Susan Merriam, Assistant Professor of Art History
James Romm, James H. Ottaway Jr. Professor of Classics
Geoffrey Sanborn, Associate Professor of English

Working Group 13: Related Educational Activities

Working group 13 assessed the extent to which the related educational activities offered by the College are consonant with its educational mission and adequately structured and delivered.

Working Group 13 Members

Norton Batkin, Dean of Graduate Studies (chair)
David Maswick, Associate Dean of Information Services
Jonathan Becker, Associate Professor of Political Studies/Dean of International Studies/Associate Dean of the College
Li-Hua Ying, Associate Professor of Chinese

Working Group 14: Assessment of Student Learning

Working group 14 assessed the extent to which Bard demonstrates that its learning goals and objectives are being achieved and are consonant with its educational mission and with the standards of higher education and of the relevant disciplines.

Working Group 14 Members

Mark Halsey, Associate Professor of Mathematics/Associate Dean of the College (chair)
Matthew Deady, Professor of Physics
Barbara Luka, Assistant Professor of Psychology
Jan Rizzuti, Visiting Professor of Mathematics/Director of Quantitative Studies/Associate Director of Academic Resources

Timeline for the Self-Study process

Fall 2004	Attend MSCHE Self-Study Institute
Winter 2005	Select self-study model and approach President Botstein appoints steering committee
Spring 2005	Steering committee identifies and charges working groups Begin gathering documentation for self-study

Summer-Fall 2005	Self-study design drafted Working group focus (charge) questions written Working groups begin their work
Fall 2005	MSCHE liaison visit Self-study design submitted to MSCHE for approval
Early Spring 2006	Working groups finish their work
Spring 2006	Steering committee begins drafting self-study
Fall 2006	Initial draft self-study completed and circulated
Fall 2006	Steering committee revises and re-circulates self-study
Fall 2006	MSCHE team chair visit
December 2006	Steering committee completes self-study
January 2007	Self-study sent to MSCHE
March 2007	MSCHE team visits campus
April 2007	MSCHE's report received
May 2007	Write and send institutional response to MSCHE report
June 2007	Receive MSCHE's final recommendation

STANDARD 1: MISSION, GOALS, AND OBJECTIVES

The mission of the College⁹ is as implicit in the day-to-day operations of the institution (both in the undergraduate college at Annandale-on-Hudson and in the graduate programs,¹⁰ overseas programs,¹¹ and external innovative pedagogical programs,¹²) as it is in the stated missions in the published catalogues and promotional materials for each of these programs. The overarching mission of Bard as a small, highly selective, residential liberal arts and sciences college shares much in common with its Northeast (and highly selective Mid-West) counterparts,¹³ but it also reflects its very particular history (founded in 1860 as an Episcopal men's college), and most significantly the innovative, entrepreneurial vision of its president, Leon Botstein, now entering his fourth decade of leadership. The continuity of leadership of an undergraduate institution that was in need of radical economic restructuring and curricular reform in 1975 has enabled Bard to take steps that other small, tradition-bound colleges might not have ventured to take. With the support of a Board of Trustees and donors who trust in the unique mission that has guided this development, President Botstein has led his administrators and faculty to design an innovative liberal arts and sciences college for the twenty-first century.

Since its inception in 1860, Bard College has maintained a fervent commitment to liberal arts and sciences education. It does so through a challenging academic program, fostering the interchange of ideas between a faculty of the highest caliber and an exemplary student body. During four years of study in a broad range of areas and a specific field of concentration, Bard students learn to utilize, criticize, and expand their knowledge and skills. In doing so they discover that education is not a practical preparation for life, but a lifelong enterprise in itself.

Bard's rigorous course of study begins with the three-week Workshop in Language and Thinking,¹⁴ currently focusing on the topic of "What it Means to be Human in the Year 2006" and a multi-disciplinary full-year First-Year Seminar¹⁵ on "What is Enlightenment? The Science, Politics and Culture of Reason" in semester one; and "Revolution and the Limits of Reason" in semester two. These elements, along with Moderation in the sophomore year—a formal assessment of completed work and the academic record, and of future academic plans—and the yearlong, thesis-like Senior Project tutorial, form the core of its curriculum. New distribution (breadth)¹⁶ requirements were implemented in fall 2004 to include nine areas: analysis of arts; foreign language, literature and culture; history; humanities; literature in English, laboratory science; mathematics and computing; practicing arts; empirical social science plus a course designated "Rethinking Difference."

⁹ The working group for Standard 1 conducted extensive research on the mission statements of twenty-four small, highly selective liberal arts colleges. See "Notes on the Mission of Bard College: A Comparison with Twenty-four Liberal Arts Colleges," compiled by Marina van Zuylen, May 2, 2006.

¹⁰ Bard Center for Environmental Policy (<http://www.bard.edu/cep/>); Conductor's Institute (<http://www.bard.edu/ci/>); Curatorial Studies Center (<http://www.bard.edu/ccs/>); Bard Graduate Center in the Decorative Arts, Design and Culture (<http://www.bgc.bard.edu>); International Center for Photography (http://www.icp.org/site/c.dnJGKJNsFqG/b.850305/k.8FF1/ICP_BARD_MFA.htm); Master of Fine Arts Program (<http://www.bard.edu/mfa>); Master of Arts in Teaching Program (<http://www.bard.edu/mat/>).

¹¹ Central European University (<http://www.ceu.hu/>), International Human Rights Exchange (<http://www.ihre.org/>) Smolny College (<http://www.smolny.org/english>).

¹² Bard High School Early College (<http://www.bard.edu/bhsec/>), Clemente Program in the Humanities (<http://clemente.bard.edu/about/>), Bard Prison Initiative (<http://www.bard.edu/bpi/>).

¹³ Our chief academic officer belongs to the Northeast Deans Network, a collective of deans from the MidAtlantic and New England states who share information and data, and meet yearly at one of the campuses. In October 2006, the deans will meet on the Bard campus. The dean of the college also participates in the Annapolis Deans Group and in the American Conference on Academic Deans.

¹⁴ <http://inside.bard.edu/landt/>

¹⁵ <http://inside.bard.edu/firstyear/>

¹⁶ <http://www.bard.edu/academics/curriculum/#distribution/>

The College enhances the undergraduate experience with national and international research institutes and graduate programs that enrich its undergraduate curriculum. These programs provide opportunities with leading scholars, artists, and public intellectuals for research, graduate study, community outreach, and other cultural and educational activities. The involvement of undergraduates in the ancillary institutes and graduate programs equips students to play active, engaged roles not only for the sake of personal development, but also in order to address the significant issues that face humanity in our time.

We think that the College's mission is clearly defined and coherent in every curricular and institution-building step that we take. It is articulated in our publications for each of our academic units (undergraduate, graduate, and external), but more significantly actualized by the fiscal priorities that we set, and the curricular initiatives that have placed the College on the national stage. The College's resources have always privileged human capital—maintaining the quality of our tenure-track, visiting and endowed chair faculty with competitive compensation packages and research support,¹⁷ and recruiting and supporting students (both domestic and international) with a selective admissions program (29% of the applicants were accepted to the College in 2006) and generous financial aid packages.¹⁸ Our senior administration is dedicated and judiciously slightly staffed by choice. Physical Plant resources are limited, again by choice, to allow institutional priority to be placed on the quality of faculty and staff, students and curricular quality and change. The focus of the Board of Trustees and the senior administrators of the College is consistent and clear. The distinction Bard possesses in its academic programs and philosophy has set a standard for excellence, remaining true to the best aspects of its own past in terms of the legacy of progressive education, while continually transforming and rethinking that legacy. Bard treasures its genuine capacity to inspire learning. Setting that standard, both within the College and through our external initiatives in higher education, is our mission. With limited resources, retaining the advantage we hold as an innovator in curricula and academic programs, the current basis of our competitiveness, is our challenge.

In the words of President Botstein to the Board of Trustees:

Bard's mission is defined by programs and causes, and not by traditions (or habits defended as traditional). It is an institution in the independent sector that is unusual for its time. Its character and standards are not the consequences of success and wealth developed a century ago. Its governance and funding are not primarily alumni-based and run in the spirit of a closed club. Bard's history—as first part of the Episcopal Church and then Columbia University until the late 1940s—has left it, on the one hand, undercapitalized. On the other hand, however, it has been able to act swiftly over the second half of the twentieth century to create a distinctive role in contemporary education and culture.¹⁹

In what follows, we will examine our distinctive role in contemporary education and culture through the design of this Self-Study Report.

Drawing on three statements, each formulated with a slightly different audience in mind, we present here a synthetic overview of the College's mission:

- The mission statement to alumni/ae and parents, published for fund-raising purposes in the fall 2002 issue of the *Bardian*.

¹⁷ AAUP average faculty total (benefits) compensation in thousands is \$108.4 for 2005-2006. See Appendix 10.1, 2006 AAUP Faculty Gender Equity Report.

¹⁸ Discount rate for 2005-2006 is 32% and 57% of students receive aid.

¹⁹ Memorandum on the Mission of Bard College and its Funding Opportunities, April 25, 2005.

- President Botstein’s essay “The Love of Learning,”²⁰ which introduces “BARD: A Place to Think,” view book published by the admission office for prospective students, pp. 3-6, and p. 9.
- The Bard College Catalogue²¹ 2006-2007, pp. 8-9.

These documents are consistent in their statements of mission, their vision for the College, and their articulation of immediate and long-term goals for the College. Our intent in the self-study report is to describe—and evaluate—the College’s programs and innovations that have led to the outcomes specified in the College mission statement (parenthetically noting the standard or standards that correspond to each of the stated goals).

Stated Goals:

1. To exercise leadership in developing the curriculum; to promote the kind of teaching and learning that fosters curiosity, standards of excellence, independence of thought and judgment, originality, and a love of language, debate, and inquiry. To engage in critical reflection on our practice as educators (Standards 11, 12 and 14).
2. To meet the needs of general education, in a way that is based not on disciplinary structures alone, but on issues and problems directed at expanding each student’s appreciation and mastery of knowledge, inquiry, interpretation, and criticism (Standard 12).
3. To sustain the centrality of the arts within the undergraduate curriculum (Standard 11).
4. To offer opportunities for specialization and access to graduate and professional training, and to surround undergraduate education at Bard with a selective number of research and graduate programs that connects the freestanding liberal arts college to excellent scholarship and research (Standard 13).
5. To recruit and retain students who are characterized by motivation and idealism, and who have demonstrated, in and apart from a school setting, the discipline and ability to achieve excellence (Standard 8).
6. To recruit and retain faculty of university-caliber training and ambition who balance a commitment to teaching with active participation in their fields; to maintain a faculty size consistent with seminar-scale classes and one-to-one teaching and learning (Standard 10).
7. To recruit and retain students, faculty, and administrators from nationally and internationally diverse backgrounds, whose composition and intellectual engagement foster tolerance of and respect for others (Standards 4, 5, 6 and 10).
8. To maintain a critical mass of international students in the undergraduate and graduate programs (Standard 8).
9. To create a residential campus environment on a small scale that promotes the integration of learning and life, so that play and learning are linked; to take advantage of residential life, common dining, the natural landscape, and the surrounding communities, so as to encourage the love of learning and the assumption of civic responsibility (Standards 6 and 9).

²⁰ This passage is adapted from *Jefferson’s Children: Education and the Promise of American Culture* by Leon Botstein (Doubleday, 1997).

²¹ <http://www.bard.edu/academics/catalogue/>

10. To provide facilities, including advanced technology, which support the work of students and faculty and serve the goals of the College (Standards 2/3 and 11).
11. To participate prominently in the discussion of environmental policy, particularly with respect to the Hudson Valley, and to provide a forum for such discussion (Standard 13).
12. To act as a presenting institution for the visual and performing arts that is resolutely independent of the commercial marketplace (Standards 2/3 and 13).
13. To encourage young people to enter science and engineering as professions, and to raise the level of scientific literacy among non-science majors. To enhance the Bard-Rockefeller partnership (Standards 11 and 13).
14. To sustain and expand the work of the Levy Economics Institute²² through policy research, conferences, and advance study in economics and public policy (Standard 13).
15. To serve as a leader in partnering with secondary institutions to improve education on both the local and national levels, through exemplary early college programs (Simon's Rock,²³ Bard High School Early College);²⁴ outreach to area schools (The Bridge Program) and prisons (Bard Prison Initiative);²⁵ and innovations in pedagogy and teacher training (Institute for Writing and Thinking,²⁶ Bard Master of Arts in Teaching Program)²⁷ (Standard 13).

Summary goals :

1. To be an undergraduate college unique in its character and mission and of recognized national excellence (Standard 1).
2. To pursue an agenda consistent with that goal that balances tradition and innovation in higher education (Standard 1).
3. To experiment with and to undertake programs in search of a new institutional model that adapts and combines the historic advantages of the freestanding college, the research institution, and centers for the arts and culture (Standards 1 and 7).
4. To pursue these goals in a manner consistent with contemporary social and political necessities and technological and economic opportunities (Standards 2/3 and 5).
5. To continue to experiment with new forms of intellectual collaboration and intellectual and cultural exchange that extend beyond Bard's campuses and the boundaries of the United States, and beyond the traditional role of the small liberal arts college.

To date, the College has resisted issuing a single statement of its mission. The need for institutional flexibility and an emphasis on innovation rather than tradition both play a part in this decision. Although the mission itself is revised and reconsidered periodically and presented to the Board of Trustees by the

²² <http://www.levy.org/>

²³ <http://www.simons-rock.edu/>

²⁴ <http://www.bard.edu/bhsec/>

²⁵ <http://www.bard.edu/bpi/>

²⁶ <http://www.bard.edu/iwt/>

²⁷ <http://www.bard.edu/mat/>

president to reflect changing worldly and institutional conditions, there is good reason for the mission to be formally expressed in a readily accessible public document.

ACTION POINT: That a definitive mission statement is made available to the community on the College website and in the College catalogue. In crafting this statement, we should pay special attention to the strengths of Bard's campus culture, its civic-mindedness, its support for professional as well as artistic and scientific ambition, an increasingly vigorous interplay between athletic and academic achievement, as well as the commitment to excellence and high standards the College sets for its faculty, students, staff and curriculum that is the hallmark of a Bard education.

STANDARDS TWO AND THREE: PLANNING, RESOURCE ALLOCATION, INSTITUTIONAL RENEWAL AND RESOURCES

Four questions about planning and resource allocation guide our discussion in this section of the document:

1. Are appropriate constituencies involved in planning and improvement processes?
2. Have appropriate campus constituencies been consulted in developing these resource allocation plans, and what mechanisms are in place to update them?
3. What has the College done and what are its future plans for technology and energy use?
4. What is the College's financial position and what does this portend for its future?

Questions 1 and 2 will be discussed in "Involving the Community," the first section below; question 3 will be discussed in a section titled "Technology and Energy"; and question 4 will inform a final section titled "College Financial Resources and The Future."

Involving the Community

The College has grown impressively in the last ten years: its faculty is competitive and productive; high profile work and research are well-supported; and the number of student applications to Bard is rising at a remarkable rate, with the result that the ratio of admittance to Bard is ever more restrictive at the national level (see Standard 8) and the quality of our students has improved over the last ten years. In the field of liberal education, Bard has achieved the status of a significant and respected player. Evidently, the College must therefore be doing something right. The leadership of the College has played a key and decisive role in achieving this outcome. At the same time, faculty and staff appear often to perceive that the meaningful decisions of the College are taken at senior administrative levels. Our working group assessed how more involvement might be achieved without sacrificing the performance of the College and its notable ability to act quickly and with foresight. To ask the question differently: is greater (formal) involvement desired on the part of faculty and students, considering the time constraints of an intense academic year?

The structures for such input already do exist, in the form of the quite varied and numerous faculty and student committees at Bard and a strong tradition of faculty governance and autonomy. While responsibility for improvements and planning remains a prerogative of the administration, greater initiatives through existing committees and perhaps informal channels have the potential to both increase "involvement" and diffuse responsibility for planning decisions. It would also perhaps decrease individual demands to decision makers located in the administration for collective resource allocation, thus broadening constituencies involved in planning and allocation processes.

While Bard is currently undergoing a healthy and sound process of standardization of its various decision making processes, it should at the same time be highlighted that ad hoc decision making at Bard has also often produced felicitous results. Bard thus seems on its way to achieving a good balance between those two modes of decision-making.

It is important to distinguish between different levels of decision-making, and between planning and improvement, on the one hand, and resource allocation, on the other. The faculty or the student body neither dreams of nor wishes to be held responsible for decisions regarding multi-million dollar projects. The president, the executive vice president, and the Board of Trustees are, obviously, responsible for such decisions. (See also Standard 4.)

Input, consultation, and involvement of appropriate constituencies have nonetheless existed even for the major projects. An example is the recent decision to expand and develop the Division of Science, Mathematics, and Computing, historically the smallest division at Bard, and to build a new state of the art science building. Faculty and students in the science division have been fully consulted with regard to the

space needed and the practical components of the building design. Furthermore, Mark Halsey, as associate dean of the college and as an associate professor of mathematics, and Chuck Simmons, as director of physical plant, sit at the on going “owner’s meetings” with the architect and the builders of the new science building. Before beginning construction, six to eight meetings were held with faculty representatives of the different science programs. At that interface, according to Halsey, around 40 hours of meetings were held with the architect and another 40 hours were held to discuss the design concept. Students from the science division were also consulted in formal meetings and open sessions. Halsey then spent another 120 hours (including these “owner’s meetings”) on programming the construction, including allocation decisions related to issues of evolving costs.

In a somewhat similar vein, the Facilities Council established in 2005 includes the dean of the college, the vice president for administration, the dean of students (for student and residential life), an associate dean of the college, a professor elected by the faculty, and the director of Buildings and Grounds. Its function is to recommend alterations and future facilities for the College, while bringing together different constituencies in this process.

Faculty governance at Bard was restructured in 2004-2005. Significantly, the new Planning and Appointments Committee—one of the three branches of the recently restructured Senate—coordinates and makes decisions on the planning of appointments college-wide. The creation of that committee, with senior faculty members serving on it with the dean of the college *ex officio*, has had the dual positive effect of reducing the ad hoc and at times mildly “chaotic” process of requests for new positions, as well as involving faculty members of the different divisions to a greater extent. Indeed, since this committee is made up of one senior faculty member per division, it allows for a productive interface with the divisional meetings, the backbone of faculty involvement in decisions and discussions at Bard. In addition, students are also represented on its subcommittee, the Committee on Vacancies. The Planning and Appointments Committee thus serves as a functioning model for consultation and long-range planning in hiring new faculty and expanding academic programs.

With regard specifically to resource allocation (in contrast to long-range planning and improvement), one issue often mentioned by the faculty is that of program budgets. There have been a variety of procedures and changes historically in this area. Certainly, in recent years, involvement of appropriate constituencies in the allocation itself has been limited. Some faculty members have pressed for participation and transparency, asking for a return to the years when faculty members were more involved in the final allocation process. However, the Planning and Appointment Committee has as one of its possible mandates to look at the budgets of all programs for the College, thus actually inviting significant faculty involvement. While there has been some talk of centralizing budgets by division, the clear opinion at the faculty level is that specific program budgets provide much desired autonomy to the different programs. It may be simpler to leave the process as it is, with budgets written by program chairs and approved solely by the budgetary administrative authorities.

ACTION POINT: Create a board to review the total amount to be allocated to program budgets and/or for complicated requests or changes.

The Faculty Resources Committee, with divisional representation, is responsible for the allocation of research and travel funds. With regard to planning and improvement, the Informational Resources Council (IRC) is made up of the four elected faculty representatives to the Library, Bookstore and Computing Committee, five members of the administration, and one student representative from the Educational Policies Committee. The IRC makes recommendations for technology planning and improvement for information technology at Bard to the executive vice president. This is a particularly sensitive and rapidly changing domain, essential for cutting-edge teaching, competitive faculty research, and on-line “library” resources. The IRC thus has an important role to play in bringing technological

transformation to Bard. At the same time, the IRC has become an active forum for discussion and decision-making.

While permanent committees exist and cover many facets of College life, major reforms with regard to improvement are usually the product of the labor of ad hoc committees, for example, the senate appointed sub-committee on the curriculum. An additional demand on these faculty members is to ensure that they consult and involve appropriate constituencies as part of their duties. This “hearing capacity,” independently of merit, indeed can vary greatly from one faculty member to another.

Perhaps the most important mechanism for input at Bard exists on a plane altogether different from that of formal organizational structures. Many senior and junior faculty members, as well as some students, mentioned to the working group that a strength of Bard is its informal feedback system. Senior faculty members mentioned the importance of “good mentoring” and, certainly, “knowing who to talk to” in order to resolve issues, submit new ideas and proposals, and more generally to provide input. Such an informal feedback system complements structures that are more formal. As in most institutions, important groundwork is often laid out first informally and then more formally. Due to the size of the College, such a process is highly effective. The community is small enough that informal conversations or one-to-one appointments are both easy (in terms of access) and generally effective (in terms of issue-oriented discussions and/or outcome). In contrast to larger and more bureaucratic institutions, individual decision-makers and representatives are generally quite responsive. Of course, such a feedback system also requires informal knowledge, which can only be acquired over time.

In conclusion, while there is always room for greater involvement of different constituencies in resource allocation and planning discussions “before the fact,” many institutional mechanisms for such involvement and consultation already exist. Certainly, as stated by several colleagues, such an issue is important for morale, belonging, and a sense of responsibility for collective decisions. In addition, Bard’s political culture actually displays decency when it comes to allocating resources and planning. Further improvements in the future may perhaps not be so much organizational as “cultural,” i.e., the habit of casting a still wider net in seeking “input” of relevant constituencies when allocation decisions or planning are involved; further improvement in the quality of communication between faculty delegates and constituents; and development of both more informed and more accountable decision making on the part of committees serving appropriate constituencies. As a small institution in which direct conversations occur frequently, Bard involves constituencies both directly and indirectly in ongoing improvement processes.

Technology and Energy

One major challenge faced by all educational institutions in the coming years will be to cope with rapid changes in technology, energy use and the general issue of sustainability. We see it as our duty to prepare students to navigate this landscape, helping them to become well-informed, technologically-confident citizens who are cognizant of their responsibilities as stewards of the environment. In keeping with this charge, Bard has made the upgrading of its technological infrastructure a top priority over the past decade. The College expects to make a considerable investment over time in “greening” the campus, as well as in raising awareness of environmental ethics.

Technology

The focus of Information Technology Services over the past ten years has been to provide technology infrastructure that is: ubiquitous; secure; durable; cost-efficient and transparent to users; and to provide support and services that are easy to find, easy to use, easy to maintain and actively responsive to campus and classroom needs.

Infrastructure Improvements

- Ubiquitous access to all local and internet-based data resources from every room in every building on the campus via high speed connectivity
- Membership in the consortium and connection to the Abilene/Internet 2 research network
- Redesigned network architecture and improved network switching, routing, packet shaping and firewall devices offering a higher quality and more robust service as well as enhanced data security
- Redesigned computing organizational structure to reflect support and service priorities
- Institutional connectivity via Hudson Valley Data Net's high speed SONET ring, removing the telephone company's antiquated network architecture from the local loop and ensuring redundant connectivity to both commodity internet and I2 services
- Installation of 802.11x wireless networking services across the Annandale campus

Enhanced Penetration of Technology in the Academic Program

- Expansion of public computing facilities that include spaces which are open and available for use 24/7
- A redesigned and newly outfitted Language Resource Center
- A program to create an institutional digital imaging library/resource with an emphasis on interdisciplinary use of digital imagery in the sciences
- A development of a Library electronic reserve system
- A Mellon Foundation funded "Fellows" program to bring subject area specialists to the campus on one year terms to act as resources to the Bard faculty on best practices in the thoughtful integration of technology in the classroom
- Deployment of the WebCT course shell which provides a common interface for faculty and students to create, publish and use web based course content. Typical use is approximately 55% of all non-performance courses
- Development of several new specialized labs and teaching classrooms for various arts programs including film/video, photography and music
- Development of specialty teaching and lab space for computer science and robotics
- Development of video conferencing facilities allowing for real-time IP/ISDN video connections between various College units including BGC, BGIA and Simons Rock as well as regularly scheduled team taught course work between Smolny College in St. Petersburg, Russia and Bard

Future Concerns

The job ahead requires that we be thoughtful with respect to emerging technologies; nimble in our implementation; skeptical in judging trends and fashions; attentive to the changing needs of students and faculty; aggressively protective of our community's privacy; and critically aware of the various social and cultural effects of technology.

- Portable computing devices including data ready cell phones and other "non-computer" technologies that may require enhanced or altered network services
- Content development and delivery formats will be an ongoing issue as new methods of data retrieval are created as will the question of the College's responsibility to address new modes
- Data security will continue to be among the highest technical and policy priorities as new methods of virus and spyware development, identity theft proliferate. Security concerns will be at increasing odds with the age old liberal arts notion of free access to information.
- Disaster Recovery remains an ongoing issue as the College struggles to develop a reasonable plan for continuity of operation in the wake of a catastrophic event.
- Although we continue to address the penetration of technology in academics as well as the technical aspects of improved delivery, a significant future challenge for the College as a whole

will be in confronting the social implications of technology (particularly its isolating effects) and helping our students develop the skills necessary to find the right place for technology in a healthy life.

Energy

Recent events have elicited a great deal of interest and discussion on energy. What are the current demands on the College's resources for energy? Does the College have a plan for future energy needs? How will we prioritize our goals in conserving energy and embracing more environmentally-sound uses of technology?

The College presently spends approximately \$2.5 million on all sources of energy: electricity, fuel oil, propane, gasoline, diesel, and wind power. Of these expenditures, the cost of electricity is the largest (68%); wind power is the smallest (2%). We see the needs for power growing because the College has plans to add new buildings.

The College has responded to the increased needs for power by implementing "green" technologies. The primary commitment to greening the campus has been through the installation of geothermal heating and cooling systems in most of its new construction. The largest buildings on campus have these systems. For example, the Richard Fisher Center for the Performing Arts²⁸ has 170 closed-loop wells under the parking lots serving the building that use the constant temperature of the earth at 300-400 feet below surface to provide heating and cooling to the theaters and classrooms. The geothermal systems cost more to install than the traditional fuel oil and boilers, but the simple payback period for the initial investment is only four years. There are geothermal systems in all eleven of the Village Dormitories, New Cruger Residence Hall, New Robbins Residence Hall, and the new Ravine House Dormitories. Similarly, the new Center for Science and Computation will be a geothermal system. Not only are these systems more efficient than fuel oil systems, but they have the virtue of eliminating any risk of oil spill and contamination, which we have painfully experienced on a couple of occasions in the last ten years.

The College recognizes that its efforts to green the campus must be broader, deeper and continuous. The commitment to greening the campus must include better efforts at conservation. Worth mentioning here is the College's intention to make additional investments in controls systems for buildings. The Honeywell systems in place for many of the buildings are insufficient and antiquated, and these will be replaced by a newer, more sophisticated technology. The College must make moves to use solar energy. The State of New York has committed to fund a matching amount for the construction of a solar energy system for the Stevenson Gymnasium that provides all the hot water for the building, and perhaps add to the project an innovative "cooling machine" that will use only solar energy to cool the building. Little has been done with wind power at the College due to the fact that we do not, it appears, have a sufficient amount of wind to make this technology work reliably. However, the Bard Center for Environmental Policy²⁹ will be working on a project to see whether there exists the potential of working with our neighbors in the Catskill Mountains, where there is wind, on a joint effort at harnessing wind power for our mutual benefit.

ACTION POINT: There should be a standing campus-wide committee that has as its mission the dissemination of energy conservation policies, and to recommend action to improve the environmental practices of the institution.

²⁸ <http://www.fishercenter.edu/>

²⁹ <http://www.bard.edu/cep/>

College Financial Resources and the Future

While the foregoing discussed Bard's resource allocation planning and processes, this section discusses Bard's financial and physical resources.

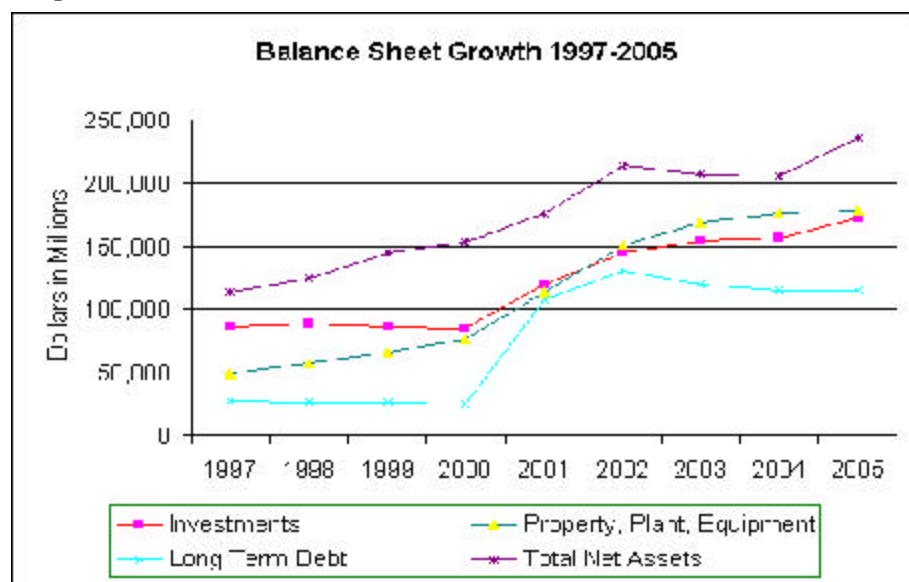
Some context for the analysis of the financial position of the College is important and useful:

- In 1996, the College employed approximately 500 people, and in 2006 the number of employees was 826.
- In 1996-97, the College had 1127 FTE students, and in 2006-07 1671 FTE students were enrolled.
- The ratio of students to faculty/staff was 2.25:1 in 1996 and is 2.02:1 in 2006.
- Full time equivalent faculty in 1996 was 120; in 2006 it is 180.
- The ratio of students to faculty FTE was 9.39:1 in 1996 and is 9.28:1 in 2006.
- Full time equivalent faculty in 1996 accounted for 24% of the employees; in 2006, full-time faculty are 22% of the employees.

What does this mean? It means that if the College had appropriate staffing ratios in 1996, it has maintained these ratios into the new millennium. This steady rise in the number of employees as the number of students increase from 1996 to 2006 is reflected in rather steady increases in the budget over the same period.

Turning to a fuller presentation of the numbers gives a complementary look at this picture. Available as Appendix 2/3.1 are five years of audited final statements. Below, in addition to these statements, Graph 2/3.1 and Graph 2/3.2 and Table 2/3.1 summarize the College's financial position over the period between accreditation reviews.

Graph 2/3.1 Balance Sheet Growth 1997-2005



Graph 2/3.2 Comparison of Assets, Liabilities and Net Assets

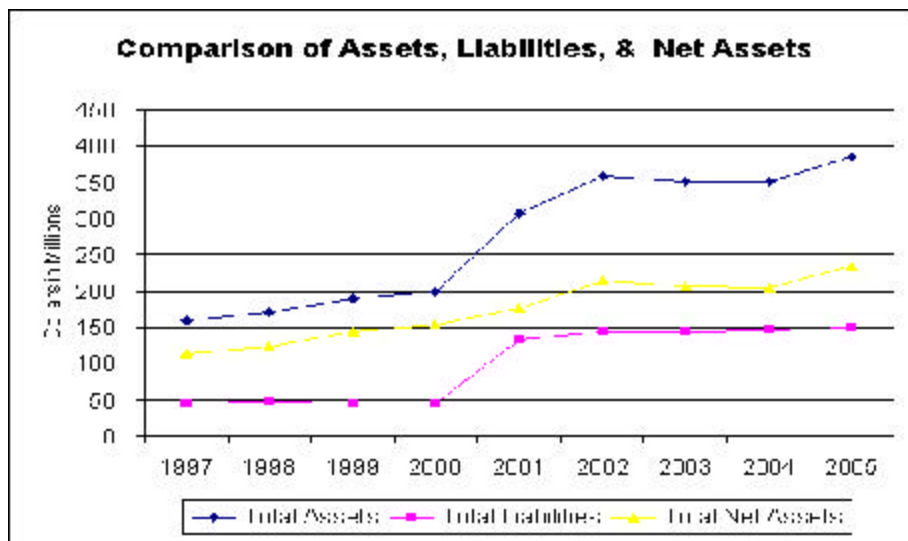


Table 2/3.1 Bard College Statement of Financial Position

BARD COLLEGE STATEMENT OF FINANCIAL POSITION
1996-2005

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
ASSETS										
Cash	2,594,388	320,052	100,369	60,833	1,178,319	604,261	39,294	1,072,567	27,169	3,507,645
Accounts Receivable	926,875	1,364,600	2,025,661	3,624,619	3,857,087	6,458,601	3,441,308	4,181,555	3,973,596	4,726,837
Pledges Receivable	14,982,556	18,325,735	18,998,127	30,508,455	28,947,654	24,054,798	47,010,002	15,502,821	6,738,252	17,431,478
Inventories	787,612	537,722	350,695	301,554	241,233	267,796	235,781	225,670	259,252	371,597
Prepaid Expenses/Deposits	435,712	424,169	410,597	629,755	573,685	710,518	648,656	1,341,785	2,157,046	3,123,788
Student Loans Receivable	1,850,285	1,809,740	1,864,025	1,892,735	1,915,243	1,982,061	2,038,894	2,056,220	2,096,495	2,251,114
Interest Rate Swap Agreement						824,278	2,566,491	2,757,406	3,161,808	3,168,896
Investments - Bond Project Funds						38,202,661	5,839,897			
Investments	62,898,193	85,593,578	88,091,013	86,251,440	84,528,038	119,436,011	144,743,054	154,464,592	156,881,946	172,547,030
Property, Plant, Equipment	47,675,337	49,370,592	57,582,914	65,814,145	76,965,731	114,025,936	150,673,404	168,628,779	175,331,736	177,779,267
Other Assets	789,209	1,379,123	1,421,468	1,450,406	1,454,589	1,428,927	1,397,003	1,369,836	1,304,115	1,212,258
Total Assets	132,940,167	159,125,311	170,844,869	190,533,942	199,661,579	307,995,848	358,633,784	351,601,231	351,931,415	386,119,910
LIABILITIES AND NET ASSETS										
Accounts Payable	1,285,118	2,946,993	4,493,548	3,136,623	4,297,848	6,726,018	7,046,839	5,601,281	6,575,987	3,749,773
Bank Loans	4,815,000	10,200,000	10,175,000	11,000,000	12,060,000	10,500,000	9,450,000	10,750,000	12,400,000	15,500,000
Deferred Revenue	4,038,901	3,935,679	4,368,294	5,272,517	4,097,507	6,082,091	6,947,341	8,897,168	10,710,926	15,763,419
Refundable US Gov. Student Loans	894,406	877,162	926,970	919,627	1,006,727	1,109,165	1,120,196	1,158,244	1,009,403	1,037,731
Capital Lease Obligation	0						13,800,000	12,956,941		
Long Term Debt	16,034,060	26,969,606	26,692,000	25,732,500	24,723,000	107,883,500	106,527,000	105,453,501	115,284,572	114,791,772
Total Liabilities	27,067,485	44,929,440	46,655,812	46,061,267	46,185,082	132,300,774	144,891,376	144,817,135	145,980,888	150,842,695
NET ASSETS										
Unrestricted	39,085,574	46,920,527	53,726,288	78,018,785	79,782,094	84,154,221	80,736,691	73,334,099	73,223,222	69,913,299
Temporarily restricted	35,390,194	35,946,890	37,440,504	33,022,094	37,944,748	55,260,997	89,045,132	75,284,942	66,171,946	96,580,741
Permanently restricted	31,396,914	31,328,454	33,022,265	33,431,796	35,749,655	36,279,856	43,960,585	58,165,055	66,555,359	68,783,175
Total Net Assets	105,872,682	114,195,871	124,189,057	144,472,675	153,476,497	175,695,074	213,742,408	206,784,096	205,950,527	235,277,215
Total Liabilities and net assets	132,940,167	159,125,311	170,844,869	190,533,942	199,661,579	307,995,848	358,633,784	351,601,231	351,931,415	386,119,910

We can make the following observations:

- Total assets over the period 1997-2005 increased nearly 143%, or put differently, increased at a rate of about 10% per year over this period. Total net assets over the same period increased 106%, or just fewer than 8% per year.
- Long-term debt increased by more than 300%. This debt was secured to finance, in part, the construction of the Richard B. Fisher Center for the Performing Arts, various dormitory complexes, improvements to water and sewer services, and other infrastructure investments.
- The expenses of the institution are allocated in a fashion customary to liberal arts colleges. For example, many institutions like Bard spend approximately 35% of their budget on instruction. Bard spent about 40% in 2005. This is explained by the contract Bard has with its faculty to keep them at the AAUP 1* level (95th percentile, Category IIB) in salary.

Audited statements and balance sheets show a growing institution. There are two concerns. The first is an old one, but it remains pertinent. By any standard of comparison, Bard is an under-endowed institution. Though progress has been made, it has not been enough to lessen the concern. The College needs to have an endowment of \$300-400 million to relieve some of the pressure put on annual fund raising, and steps are being taken to start a capital campaign that has at least \$125 million targeted for new endowment. The second concern is related to the first: Where is it going to come from? This is not a problem unique to Bard College — all colleges ask this question at all times. What makes it a particularly challenging one for Bard at this time is that its two largest donors, Richard Fisher and Leon Levy, have passed away in the last three years, so others must be identified to fill their places. The good news is that Bard's present board has tremendous potential, and there is an active group of current trustees seeking to add philanthropically-minded members to the Board.

This said there is no institutional desire to become wealthy to the extent that our distinction is mainly having a big savings account (and there are colleges and universities like this). Bard is doing things right now that the wealthier colleges could or should be doing, and one can only wonder why they are not. For example, Bard is assisting in public school instruction from the Central Valley of California, to New Orleans, to New York City. The Bard Prison Initiative³⁰ is the largest higher education effort today in New York State's prison system. These commitments are important to the College; they are why we are in the business of education in the first place. When Bard does achieve a stronger financial position, it will only further secure its identity an educator in the public interest.

³⁰ <http://www.bard.edu/bpi/>

STANDARD 4: LEADERSHIP AND GOVERNANCE

Board of Trustees

Bard College has long been fortunate to have many strong leaders of vision as members of the Board of Trustees. That has proved essential as the board has undergone significant changes in its leadership in the past few years. In 2003, David E. Schwab retired from his long tenure as the board's chair, and Richard B. Fisher, who had been one of the board's driving forces for many years, ably succeeded him. Following Mr. Fisher's premature death in December 2004, the board elected Charles P. Stevenson, Jr. as its chairman. Mr. Stevenson has served on the board since 1983 and had been serving as its vice chairman at the time of his election to the chairmanship, and the sense of continuity and shared mission he has brought to the post are appreciated by all. Emily Fisher serves as current vice chair.

The thirty member Board of Trustees is the governing body of the College (see Appendix 4.1). The full board meets formally four times a year, with three meetings in New York City and the May meeting at the Annandale campus coinciding with Bard's Commencement weekend. There are two student representatives to the board meetings, and the chairs of the Faculty Senate and Faculty Executive Committee have standing as faculty representatives to the meetings.

The board's membership has been remarkably stable, with many key trustees having served for twenty or more years. Currently, twelve of the thirty trustees are alumni/ae.³¹ The board regards both of these characteristics of its membership as strengths. It is felt that boards dominated by alumni/ae might tend to guide the College with an image of the College as it once was too firmly in mind. Preservation and tradition are fine, but they can also serve as inhibitors of innovation and risk-taking. The board as it is currently constituted is firmly committed to a Bard that is expansive in its ambitions and receptive to taking chances. When Bard mounts an adventurous program like the Bard High School Early College³² or makes a dramatic addition to the campus like the Richard B. Fisher Performing Arts Center, the Board of Trustees deserves the credit for its willingness to reach for excellence.

Much of the detailed business of the board is accomplished in the meetings of its main standing subgroups, the Executive, Finance, and Audit Committees, with the full board discussing and voting on their recommendations at the quarterly meetings. The administration of the College, chiefly President Botstein and Executive Vice President Papadimitriou, work closely with these committees and the board as a whole throughout the year on long term planning and the routine matters of running the College.

It has been a conscious decision to recruit many board members who are successful in the business world and are committed to the vision of the College articulated by President Botstein of what Bard is and what it can be. The board has usually taken its lead on academic matters from the president, upon whose expertise they rely. On financial and fiduciary matters, they play the appropriate roles of leaders and stewards of the College. They have been the backbone of Bard in every way as it has grown in size and diversified its programs of education.

An area of concern that was raised in the 1997 MSCHE report remains unresolved for the board and should be mentioned. Minority membership of the board is and has remained small. Given the particular mission the board sees for itself, it is not surprising that in recruiting new members, questions of race or gender are not the first criteria to be considered. However, the board is very aware that a diversity of opinion and perspective is to its benefit, and it continues to try to rectify its balance with that in mind.

³¹ Three of the alumni/ae trustees are nominated by the Alumni/ae Association.

³² <http://www.bard.edu/bhsec/>

Divisions and Programs

The 1997 and 2002 reports from the MSCHE teams both drew attention to the challenges the Bard faculty would face in effective governance given the existence of both academic programs and the divisional structure. These are matters of ongoing discussion in the newly expanded Faculty Senate which is composed of the Faculty Executive Committee, and the newly formed (2005) Curriculum, and Planning and Appointments Committees, as well as in the divisions and programs themselves.

Considering first the direct effect on students, one can see pluses and minuses to the academic program structure. On the positive side, the programmatic structure of the curriculum has fostered the hoped-for flourishing of non-traditional options for students, and has given a structure by which groups of faculty members can interact in professionally stimulating ways. On the negative side, the multiplicity of programmatic options for students has led to confusion among some students and faculty members. Questions have been raised about the pedagogical validity of allowing students without discipline-based training to concentrate in interdisciplinary programs. Finally, there are extremely wide variations in what constitutes the requirements for a program, which raises pedagogical questions, and may lead to feelings of unfairness among students.

From the faculty perspective, some of the difficulties engendered by the program structure are more evident. Faculty members hired into interdisciplinary programs with no departmental home have no obvious source for appropriate mentoring and support. The proliferation of programs has led to unnecessary pressure on some junior faculty members to participate in a large number of existing programs or even to start new programs. In addition, the continued existence of some programs that have attracted few students is a burden both on the faculty members who participate in these programs and on the College.

As a structure for faculty governance, the current divisional structure of the faculty dates back decades, when the College was a fraction of its present size. At the time, when the divisions were much smaller than they are today, the divisions functioned much as a department might at a large university, in that they were the primary locus of faculty intellectual identity and decision-making. Moreover, at the time, many “departments” had only one or two faculty members, and so the institution of traditional departments as decision-making, or degree-granting, bodies would have made little sense. At present, by contrast, the divisions are much larger. The largest is the Division of the Arts, with a faculty FTE of 59.72, and the smallest is Science, Mathematics and Computing with a faculty FTE of 18.68. The faculty is now also much more highly specialized in terms of scholarship. As a result, the divisions do not always function effectively as either intellectual or organizational loci. To take an example, while in principle all new courses are to be reviewed by the divisions (prior to their review by the Curriculum Committee), in practice such review has become quite cursory because of the wide range of academic fields in the division where the course is discussed.

Programs were originally designed to be curricular vehicles for students, not organizational structures for faculty. The divisions still form the ‘academic home’ of the tenured and tenure-track faculty as well as most of the ‘special chairs’ (see Standard 10). This function was confirmed by the most recent changes to the faculty evaluation document, which explicitly put the responsibility for evaluations on the divisions, with input from programs in which the evaluatee participates. However, because the divisions are currently too large and diverse to function effectively in all the roles that departments play in larger universities, the various programs have taken on an organizational significance in faculty matters that was never intended when the program structure was introduced. The multiplicity of programs, their overlapping memberships, and their varied sizes and activities, do not allow programs to be an effective organizational structure for our faculty.

A possible but unlikely solution to the problem of overly large and unwieldy divisions is to split the larger divisions. The fact that many small liberal arts colleges have only three or four divisions, and certainly not five or six, argues against such a change. In addition to the difficulty of deciding exactly where such divisional splits would occur, having more divisions would raise questions about divisional representatives on faculty committees, which could only maintain a high level of representation at the cost of an unduly large number of committee responsibilities. Overall, it seems that splitting the current divisions is not a desirable option.

In the cause of efficiency, divisions continually explore ways to have some substantive matters be worked out in smaller groups, such as meetings of the divisional chair and/or program directors before final discussion and approval in the division meeting. Some members of the faculty have been formally and informally considering many division/program governance issues in recent years, though it is too early to predict the outcome of such discussions. The goal is to find appropriate structures for faculty organization that utilize the strengths of both divisions and programs. This would give a robust and stable structure for faculty organization while retaining Bard's traditional flexibility in both student and faculty affairs, and would continue to promote the crossing of disciplinary bounds. Such a structure would allow for better and more efficient faculty decision making than at present, especially given the growth of the size of the faculty, and would remove the confusion some students face in trying to make sense of Bard's curriculum.

Divisional Concerns

When pondering matters of governance, the faculty is quite aware that no solutions will be equally well-suited to each division. Their varying sizes and constitutions mean that each division faces challenges that differ as much as they coincide. This self-study provides an opportunity to articulate some of the most evident areas of concern as articulated by the leadership of each division.

Visiting and Part-Time Faculty

As is true at many institutions, an increasing number of faculty are hired into non-tenure-track and/or part-time positions. Bard's administration has explicitly stated a reluctance to make tenure-track appointments in some fields, primarily in the arts. The outcome of some recent tenure decisions was to convert candidates to artists in residence with fixed duration contracts. While such an arrangement might in some ways be preferred by these or other faculty—as many of the arts professors split their time between teaching at Bard and their professional work in New York City—such appointments leave questions of one's faculty status and commitment to the College unresolved.

Some visiting faculty positions have de facto become permanent, and many of these faculty members contribute generously to their respective programs. For reasons peculiar to each case, these cannot be made tenure-track positions, which means these faculty do not share the same salaries as their tenured and tenure-track colleagues. Though no solution seems evident, this strikes many faculty members as being unfair to these valued colleagues.

Special Appointments

In a desire to enrich the academic offerings and the intellectual environment of the College, a number of people come to Bard under special appointments. The Division of Languages and Literature has nine such members, and the Division of the Arts has two programs (studio arts and theater) directed by specially appointed endowed chairs. These individuals have almost without exception proven to be valued colleagues and excellent teachers, but their peculiar status raises some issues within the divisions in which they are housed. Since some faculty are at Bard for only one semester each year and teach a limited number of courses in that time, it is difficult to incorporate them into many of the non-classroom responsibilities of faculty, such as academic advising, advising Senior Projects and serving on Moderation

boards. This can often lead to problems for a student whose area of interest would suggest a natural mentor who is unable to function as such because of limited contact time.

The appointment of a few chairs to special appointments that include the directorship of an academic program has also engendered paradoxical situations. These faculty are in long-term appointments and have a great deal of say in their programs, yet they do not have standing to vote on tenure or rehiring decisions and other college-wide matters, or to serve on regular faculty committees that influence their programs. There are with mixed opinions as to the best resolution of the problem.

It needs to be mentioned that in some cases, special or visiting appointments have been made with unsatisfactory coordination with the affected divisions or programs. This can lead to acrimonious relations between the regular faculty and the visitor, and that is to no one's benefit, least of all the students in the visitor's classes.

Balance of Full-Time Faculty

When all of the different kinds of appointments detailed above are taken into account, the tenured and tenure-track faculty form a reduced subset of the teaching faculty. The extent of this is most apparent in the Division of the Arts, where thirty-two out of ninety-four (34%) of faculty have "regular" faculty appointments. Yet, this smaller group carries the responsibility for most of the official faculty business of the College, such as serving on faculty committees, performing faculty evaluations, and advising students. All tenured and tenure-track faculty members expect to engage in these duties, but when the tasks fall to the same small group of people year after year, a sense of unfairness cannot help but arise. The disparities are also seen at the programmatic level, as some programs are almost fully tenured while others have only two or fewer tenured or tenure-track faculty.

Faculty Evaluation

A recurrent concern of faculty is the inherent difficulty in applying similar evaluation standards across the breadth of the College. How are the FERC and the administration to fairly compare the text-driven courses offered in much of the College to arts courses that have a decidedly different structure? Can one Student Opinion of Teaching and Course (SOTC) form adequately give students the opportunity to comment appropriately on so many different types of courses? Could any group of five faculty be equally able to evaluate the quality of scientific, literary, analytical, and artistic work? In response, recent revisions to the Faculty Evaluation Document have increased the rigor and scope of external review, and an ad hoc committee is revising the SOTC forms. (See Faculty Evaluation Changes, below, and Standard 10.)

General Education Staffing

As detailed elsewhere in this self-study (see Standard 11), general education at Bard includes both the First-Year Seminar³³ course required of all students and the various courses students take to satisfy distribution requirements. How to factor in the general education obligations of its faculty members is one of the elements that divisions and programs must include in their curricular planning. Two examples are cited here.

The Bard faculty teaching in FYS come from the four divisions in unequal numbers (see Table 4.1).

³³ <http://inside.bard.edu/firstyear/>

Table 4.1 Faculty Teaching First Year Seminar in 2005-2006

Division:	Arts	L&L	SS	SM&C	Admin.	Other
Fall 2005	2	6	6	0	4	14
Spring 2006	5	11	6	2	0	7

In the Division of Languages and Literature, faculty contribute a way that reduces the number of courses they can offer within the division. In addition, the fact that a particular faculty member is teaching FYS might mean that one sub-specialty is not offered as often as students might expect. The staffing challenges faced by the Division of the Arts and the Division of Science, Mathematics, and Computing are somewhat different. In both of these divisions, courses are offered each semester that are predominantly populated by students from outside the division. For most of these students, this distribution course is the only one they will take in the division, and the student is unlikely to have any specific preparation in the discipline. Such “non-major” courses form a large part of the annual teaching load of faculty in these divisions, and so they cannot release the faculty to teach FYS as often.

There is no easy answer to any of the concerns mentioned here. However, they must be kept in mind as any group tries to design or implement standards that can apply to diverse faculty and programs at the college. Perhaps one of the best functions a division can play is to serve as an intermediate size group with a shared focus. Faculty who work together at the divisional level can develop a collegial relationship that allows a fuller appreciation of each other’s work and areas of concern. This larger group can then serve as a bridge to the college-wide faculty, as all try to reach common goals by different means.

Recent Faculty Governance Changes in Committee Structure

In the previous faculty committee system, which had been in place for decades, the main faculty governance structure consisted of a four-person Faculty Senate and a four-person Executive Committee with divisionally-based representation. In essence, the Senate was responsible for overseeing and enacting academic policies, while the Executive Committee applied these policies in specific cases. These two committees, which were sufficient to handle all routine tasks when the College was smaller, became too small to complete all their required tasks in addition to long-range curricular planning given the larger size of the College, and such small groups could not adequately represent the full range of the faculty. A new faculty governance structure was adopted, commencing in fall 2005, in which the work of the old Faculty Senate and the Executive Committee were redistributed among three committees: Curriculum; Executive; and Planning and Appointments. Each of these committees has four members, one from each division.

The duties and functions of each of these committees are detailed in the Faculty Handbook Ref. III. These three committees meet jointly as the Faculty Senate twice per semester, in meetings which are open to the full faculty, to discuss proposed faculty legislation, and other issues requiring a voting body that is more representative than a four-person committee would be. The divisional representatives on the Faculty Senate also have the potential to form working planning groups within their divisions.

It will be the responsibility of the Executive Committee to evaluate the new committee structure after it has been in effect for a while. It is expected that in spring 2008, the Executive Committee will assemble an evaluation team that would do its work during the fall 2008 semester. This team would be charged with considering the effectiveness of the new committee structure and suggesting possible modifications to it. This group is expected to consist of faculty members who have not served on the Executive, Curriculum, or Planning and Appointments Committees since their inceptions in fall 2005. They will be charged with interviewing members of these and other committees, administrators who have dealt with the committees or served *ex officio*, and directors of academic programs.

Faculty Evaluation Changes

The policies and procedures by which faculty are evaluated for rehiring and tenure are reviewed every five years. Usually, minor changes are instituted to deal with issues that became evident when cases showed ambiguities or unintended consequences of the legislation as written. In recent years, however, the faculty has enacted radical revisions to the procedures. The following presentation focuses on the main changes, rather than the details of these complicated legislative revisions.

It is noteworthy that while much has changed, an unusual aspect of Bard's evaluation system has been maintained by vote of the faculty. Both tenured and tenure-track faculty (half time and above) remain eligible for the divisional discussions and votes on rehiring and tenure. While such a practice may not be the norm at most colleges, the vote confirmed that this aspect of the Bard evaluation system is in keeping with how the faculty of the College view their own decision-making procedures.

Faculty Evaluation Review Committee

Under the system in effect until 1999, the faculty evaluators carried through the faculty part of the review process. Two faculty members from each division would be elected to oversee all the cases for that year. These evaluators performed multiple roles, first drafting the evaluation reports and then conducting the divisional discussion of the case and the voting for tenure cases. The eight evaluators then convened as the Faculty Evaluation Committee (FEC), with the dean of the college as an *ex officio* member. This group discussed and voted on each rehiring and tenure case brought to it, and performed evaluations of non-tenure-track faculty.

The multiple roles the evaluators had to play was problematic, as questions arose every year if the FEC members were in fact free actors or meant to represent the majority position of their divisions in FEC discussions. Workload also became a problem as the number of cases under consideration grew each year. In rather sweeping changes voted in by the faculty in 1999, the task of the evaluators was altered and two new college-wide committees were instituted.

Evaluation of all non-tenure track faculty has now been taken over by the College Evaluation Committee (CEC). The results of their work are used by the College in making decisions about renewing contracts or when considering the alterations in the fraction or nature of a teaching appointment. The periodic evaluation of senior faculty was also changed, making it an internal divisional matter overseen by the divisional chair.

A new body, the Faculty Evaluation Review Committee (FERC), was created in 1999. This five-member committee (plus the dean of the college *ex officio*) reads all files and reviews all of the divisional reports and recommendations for rehiring and tenure. They meet with the evaluators if needed, and can ask the evaluators for additional information to clarify a matter if questions arise. The committee votes on each case, and puts a summary of its vote into the evaluatee's file. The dean of the college makes a separate recommendation to the president. The FERC then meets with the president to discuss their recommendations. The final word on the disposition of each case lies with the president and the Board of Trustees.

The aim of this change was to have a faculty evaluation body whose mandate was clearly distinct from that of the divisional representatives. The faculty is still adjusting to this change of perspective. As can be imagined, when the FERC and a division have disagreed about a particular case, calls for reconsidering the entire system are voiced. Still, there has been no major change to the FERC's mandate during the first seven years of its existence.

Closed Evaluation Files

As part of its routinely scheduled review process, the faculty Senate empowered a review committee in 2004 to bring forward recommendations for possible modification of the faculty evaluation procedures. Changes small and large about such matters as the divisional discussion, the process for involvement from programs in which the evaluatee is a member, and the procedures for outside evaluation of professional work were refined by this group and brought to the faculty for a vote in May 2005. Amidst these minor modifications was a large change relating to the confidential nature of most of the material in the file. Bard's evaluation files procedures have been remarkably un-confidential, at least in comparison to similar institutions. In addition to the material submitted to the file by the evaluatee, all faculty and student letters or testimony was in a file available to the evaluatee and all members of the faculty. The substance of the 2004-2005 discussion on modifications to the procedures centered on the question of whether these materials should be open for review, and if so, by whom. On one side of the argument stood those with the view that colleagues in a small community should be willing to speak their minds and live with disagreements, and need to know each other's positions clearly in considering their own vote on a case. Others felt that a system as open as ours worked against having the file contain honest appraisals of those with whom one works closely and with whom one may have to continue to work after the evaluation.

After debate in divisions and the full faculty, the vote was to move to a less open system. As of 2004, the only materials openly available for review are the SOTC forms and material submitted by the evaluatee. This would consist primarily of the evaluatee's CV, course syllabuses, research papers, or other professional work, along with teaching and professional statements. A different, closed file contains all testimony from faculty and students, class visit reports, and reports from outside evaluators of the evaluatee's professional work.

Only the divisional evaluators, the FERC, the dean, and the president review this restricted file. The content of the material in the closed file is summarized and incorporated into the draft report prepared by the divisional evaluators, and circulated to the division before the divisional discussion and vote. The divisional evaluators then incorporate the divisional discussion and vote into their final report. Effective for tenure cases first in spring 2006, the new procedure is too new to assess its effectiveness. Such a judgment will no doubt form a central part of the next periodic review of the faculty evaluation process.

Though the Faculty Handbook states [Ref. I.C.] that faculty evaluation is primarily a faculty responsibility and that, in the instances where the president does not concur with a faculty recommendation, he or she will state his or her reasons in detail, for the record, disagreements about evaluations invariably occur. The Handbook also states:

The College recognizes the [AAUP] Chapter as the collective bargaining agent for the faculty (as defined below, Article II) and as the exclusive agent to negotiate the terms and conditions of faculty employment at the College, provided that this action in no way limits the right of individual faculty members or of the President of Bard College (hereinafter referred to as "the President") to discuss and establish particular arrangements to cover individual faculty employment situations. [The Faculty Contract, p. 1]

Few matters at a college generate as much as interest, comment, speculation, and disagreement as tenure and rehiring evaluations. Evaluation is a matter of judgment, and faculty members often seek objective criteria of assessment. Faculty members who work most closely with an evaluatee are in many ways the best qualified to judge the evaluatee's teaching and professional work, but they are often the individuals invested most personally and affectively in a particular outcome for the evaluation. The dean and president have a valid claim to having a less parochial view of each case, but they also are thought to have less day-to-day familiarity with any single evaluatee's work and they bring their own institution-wide and comparative perspectives to these decisions. While no one will agree with every outcome, it is important for everyone involved to make their positions and reasoning as transparent as possible while protecting

confidentiality to avoid any impression that such important decisions are made for less than valid reasons. (See Standard 6 for further discussion.)

Faculty Committees

Most changes in faculty legislation are made by votes at the meeting of the full teaching faculty. On academic matters, members of the teaching faculty holding positions half time or above are eligible to vote.

Faculty committees, each of which has a particular area of responsibility, perform faculty governance in accordance with faculty legislation. The duties of specific regular or special committees are summarized in the Faculty Handbook (Ref. III), as are the duties of the bodies involved in evaluation of faculty for rehiring and tenure. Other special and appointed committees fall under the purview of the dean of the college: The Center for Faculty and Curricular Development³⁴ (CFCD) (2000-present); the Information Resources Council (2001-present); Institutional Review Board³⁵ (IRB) (2002-present); and the Mellon Faculty Development Committee (2005-2007).³⁶

Governance of Bard College's Graduate Programs (See also Standard 13.)

Each of the College's graduate programs has its own mechanisms to review course offerings, curricula, and academic requirements. In most instances, these tasks are the responsibilities of the program's faculty graduate committee, which also makes decisions regarding admissions, student progress, and satisfactory completion of the degree. The graduate program directors or chairs consult with members of their faculty and, in some cases, with the graduate committee regarding the hiring and promotion of faculty members, and they make recommendations for new appointments and promotions to the dean of graduate studies. The dean reviews these recommendations and conveys them, with his own recommendations, to the executive vice president and president of the College. The dean of graduate studies conducts regular reviews of graduate program budgets, curricula, and administration for the president and the Bard College Board of Trustees. This process assures oversight at the college level of the assessment mechanisms of each graduate program and allows the dean to make independent evaluations of program quality and educational outcomes.

Until recently, there was little opportunity for formal interaction between Bard's graduate and undergraduate programs. The first graduate programs—the Milton Avery Graduate School of the Arts and the Graduate School of Environmental Studies—held classes during the summer, and the Bard Graduate Center had its classrooms and offices in Manhattan. As noted previously, faculty committees of the graduate programs have, from the beginning, operated independently of undergraduate faculty governance committees. In addition, the faculty structures of the graduate and undergraduate programs differ, making collaboration more difficult. Most graduate faculty members are hired on an adjunct basis or fixed-term contracts, while most undergraduate faculty have tenure-track appointments.

³⁴ <http://inside.bard.edu/cfcd/>

³⁵ <http://inside.bard.edu/irb/>

³⁶ The Andrew W. Mellon Foundation has granted funds to promote and reward innovation, collaboration, and excellence in teaching. The grant currently supports two linked initiatives for faculty career enhancement through pedagogy and engagement in curricular development. It supports activities under the auspices of the Center for Faculty and Curricular Development (CFCD), and it has facilitated faculty career enhancement through the support of faculty-based curricular initiatives. The Committee continues to solicit applications from faculty for grants to support projects focusing on the introduction of new teaching practices or curricular initiatives. Proposals from faculty members might include: the development of new courses or programs of study that bridge two or more academic divisions, new approaches to teaching specific subject matter, or collaborative undergraduate research communities. Curricular initiatives to enhance science literacy within the study of the liberal arts are particularly encouraged.

At present, the Center for Curatorial Studies,³⁷ the Bard Center for Environmental Policy,³⁸ the Conductor's Institute³⁹ and the Masters of Arts in Teaching Program⁴⁰ conduct classes on the Annandale campus during the academic year. Faculty members in these programs occasionally teach in the undergraduate college, and undergraduate faculty on occasion teach courses in the graduate programs. Undergraduates can enter coordinated five-year programs to earn the B.A. and M.A.T. degrees, or B.A. and M.S. in Environmental Policy degrees, and upper division undergraduates can take seminars at the Center for Curatorial Studies. The dean of the college and the dean of graduate studies are exploring further possibilities of exchange and integration among the undergraduate and graduate programs, including coordinated and joint faculty appointments and the sharing of specialized facilities, for example, laboratory space. Some of these possibilities will necessitate a review of how distinct governance mechanisms can be coordinated particularly for faculty review and promotion. (See Standard 13.)

Conclusion

The Bard faculty adheres to the values of faculty autonomy and the preservation of strong faculty governance structures, and is represented by the Executive Committee of the American Association of University Professors.⁴¹ Even so, governance structures are loose and informal and faculty committees are difficult to staff. The force of the president's vision and his commitment to the institution in terms of the areas of primary importance to the teaching mission of the College—the curriculum, general education, and faculty hiring and evaluation—sometimes place his authority in tension with this strong tradition of faculty governance. By definition presidents and senior administrators are relied upon to make difficult choices in a context where resources are finite and faculty allegiances often are divided between their loyalty to the College, to their students and to their colleagues. The evaluation process documented above and under Standard 10 would suggest this is the case at Bard. The senior administration aims to mediate the institution's commitment to curricular and fiscal innovation with the particular needs of changing generations of faculty teacher/scholars differentially located in their disciplines, institutional experiences, and political agendas.

ACTION POINT: Continue to implement innovative structures for dialogue and engage faculty in the vision.

³⁷ <http://www.bard.edu/ccs/>

³⁸ <http://www.bard.edu/cep/>

³⁹ <http://www.bard.edu/ci/>

⁴⁰ <http://www.bard.edu/mat/>

⁴¹ Such representation is unusual in our aspirant peer list of liberal arts colleges.

STANDARD 5: ADMINISTRATION

Ten years ago, at the time of Bard College's last Middle States review, the College's senior administration comprised the president, two vice presidents/associate vice presidents, and eight deans/associate deans in Annandale. In practice, nearly all internal questions, such as requests for resources, were channeled through two offices: those of the executive vice president and the dean of the college. In fact, members of the community often took their requests and concerns directly to the dean and the executive vice president.

Today, Bard College's senior administration includes the president, seven vice presidents, and eight deans/associate deans. The senior administration has grown over the past decade, although the title changes represent promotions of incumbents in most cases. Several factors have combined to necessitate this growth. The first factor has been the splitting of responsibilities or the addition of a level of management in some areas, particularly within the offices of the dean of the college and student affairs. A second factor has been the addition or expansion of projects and the necessary creation of new administrative positions, such as the dean of graduate studies, the vice president for global initiatives, and the dean of international studies. A third factor, of course, has been the growth of the College. Over the course of the decade, there has been a 38% increase in the size of the student body, a 54% increase of FTE faculty, and a significant increase in physical facilities. During the period 1997-2006, the Bertelsmann Campus Center, the Henderson Technology Laboratories, and the Richard B. Fisher Center for the Performing Arts have all opened, with the Reem/Kayden Center for Science and Computation expected to open in fall 2007. This growth in facilities is reflected in the 29% growth of the staff of Buildings and Grounds.

Overall, despite this growth, the College seems to be lightly administered, relative to other schools.⁴² This has been a conscious preference. In our working group's interview with the executive vice president, he spoke of, for example, not hiring permanent administrative staff for new programs until the success of these programs has been established. He also commented that, if he were suddenly to find himself with an additional pool of money to spend on administrative staff salaries, he would rather increase the compensation of the current staff than expand the staff.

Our working group, which includes two senior administrators (namely the vice president for administration and the dean of graduate studies), conducted interviews with four other members of the senior administration: the executive vice president, the dean of the college, the dean of information services, and the controller.

Several themes emerged from these discussions. One is that the current president and executive vice president are good at hiring the right people to do jobs, and good at delegating work appropriately. Senior administrators are given assignments and opportunities and are trusted to do their jobs without being micromanaged. This is one of the ways that the College manages to attract and retain talented people, despite its small size and correspondingly short ladder for advancement within the College.

Given the relatively limited financial resources of the College, it makes sense that an entrepreneurial approach to administration is encouraged. The College values administrators and supervisors who can run their offices efficiently, and who notice unmet needs and figure out how to fulfill them at minimal additional cost. Similarly, the College values those who create new projects that contribute to the College's ability to fulfill its mission, and especially those who demonstrate the viability of these new projects before asking for a significant commitment of new resources.

⁴² Report to the Board of Trustees by consultant Frederick Bohlen dated January 17, 2001

One of the College's strengths is its adaptability. Traditionally, the College has valued both flexibility in its policies and a willingness to consider special cases and exceptions. This allows for changing circumstances to be handled within the current administrative structure. In addition, it allows for administrators to notice when certain kinds of exceptional cases are recurring or becoming more common, and to move to address them. In addition, the president is willing to move decisively and to make things happen in response to changing circumstances within the College and within the larger society.

The College's administration seems to rely on relationships; it is based on people rather than titles. When we asked administrators questions such as how they learned their way around the College when they were first hired, or to whom they turn for advice, they did not typically respond by telling us about reporting chains, training sessions, and formalized information flow; rather, they spoke of individuals whose advice they had come to rely on, regardless of title, and of learning over time where various kinds of expertise lay. This may in some cases lead to titles and/or collections of job responsibilities that seem odd from outside; tasks are not divided up according to standard academic practice, but according to the people here and their particular strengths and interests.

While this people-oriented, entrepreneurial approach to administration has worked well in the past, it is possible that the College will need to reevaluate its structures as it grows. Informal information sharing works better, obviously, within a small group of senior administrators, all of whom have offices relatively close together, than within a larger and more widely distributed group. At least one person we interviewed spoke of a need to have more formal and regular opportunities for sharing information among the senior administration, in particular with respect to long-term planning for the College.

The connection between office space and administrative issues came up in another context: some of the administrative units of the College (the dean of students office,⁴³ the financial aid office,⁴⁴ the bursar's office, the office of residence life,⁴⁵ and the office of the dean of the college⁴⁶) have noncontiguous office space, which can make communication cumbersome and can exacerbate management issues. While it would be ideal to allocate contiguous spaces to administrative units, space is tight for the entire College – faculty office space, classroom space, and student living space are all also in demand.

Additional demands on the College's administration have arisen through the addition of off-campus academic programs. Ten years ago there were three such programs, while presently there are six, not counting the two high school/early college programs (Bard College at Simon's Rock⁴⁷ and Bard High School Early College⁴⁸). These programs place demands on the main campus's administrators and support services, especially when they are first established; for example, the director of information services is ultimately responsible for the libraries at all of these locations, and the registrar is also responsible for the records of these programs.

Within the past year, the new director of human resources has been leading the process of compiling an updated organizational chart. The process has been a useful one, with staff becoming more aware of, and clear about, reporting relationships and the division of job responsibilities due to the explicit discussion of these questions. The conversations that have resulted from this clarification of responsibilities have been helpful to all staff. A summary chart is included as Appendix 5.1.

⁴³ <http://inside.bard.edu/doso/>

⁴⁴ http://www.bard.edu/admission/finances/financial_aid/

⁴⁵ <http://www.bard.edu/campus/reslife/>

⁴⁶ <http://inside.bard.edu/doc/>

⁴⁷ <http://www.simons-rock.edu/>

⁴⁸ <http://www.bard.edu/bhsec/>

In summary, the College's administration despite significant growth in the past decade has remained lean, efficient and relationship oriented rather than bureaucratic . Its entrepreneurial, autonomous, flexible, people-oriented style has worked well, but may be under increasing strain due to the College's growth.

ACTION POINT: In particular, there may be more need for formalized communication within the administration, especially with respect to long-term planning.

STANDARD 6: INTEGRITY

Bard College consciously aims to create and sustain an open educational environment, a “continually more just community,”⁴⁹ committed to freedom of thought and speech. The Community Standards of Behavior statement, revised in 2005-2006, specifies that everyone “who lives, works, or studies at Bard is here by choice and, as part of that choice, must be committed to standards of behavior that emphasize caring, civility, and a respect for the personal dignity of others.” In the last ten years, there has been sustained attention to the ways in which shared governance of the College inspires individual responsibility, protects individual rights, and actively promotes tolerance. This commitment to articulating shared values, most prominently expressed in the very notion of formal community standards of behavior, has shaped institutional priorities in the realms of student life, curricular planning, grievance procedures, diversity initiatives, privacy policy, discussions — and protection of — academic freedom and intellectual property, as well as academic honesty guidelines. In what follows, we will consider each of these areas separately with reference to the stated mission of the College, noting in particular both recent innovations and projects currently underway.

Articulation of Student Grievances

There are essentially two avenues open to students who wish to register a grievance at the college. “The Student Judiciary Board (SJB) enforces, protects and preserves the rights of Bard students and addresses social infractions involving alleged violations of college social and residential rules including, but not limited to, violence, theft, property damage, public disturbance, alcohol and drug offenses, weapon offenses, assault and some forms of harassments.” “It does not,” however, “have jurisdiction over academic cases.” The College Grievance Committee hears academic cases. Furthermore, “the SJB does not hear cases involving racial or ethnic discrimination.”⁵⁰

Students are informed about a general process for reviewing infractions in the “Bard College Community Standards of Behavior” document, which appears in the first few pages of the 2005-2006 Student Handbook and Calendar and is distributed widely on-campus as a separate document/handout to students at new student orientation and residence hall meetings and gatherings. The details for filing grievances for social infractions are provided in the handbook and online as a PDF. Students are encouraged to speak with the dean of students and the chair of the SJB if they have questions regarding the process itself or the SJB and its function.

The student perspective on the SJB and its relationship with the Bard administration, according to the 2005-2006 student chair of the SJB, is one of measured concern: at least some students question the arbitrary nature of how cases for the SJB are filtered and who decides whether the administration or the SJB will review social infractions on campus (See Appendix 6.1).⁵¹ The chair notes that this arbitrary filtering style results in inconsistencies regarding penalties for infractions as the administration does not have a written policy for this process and the subsequent penalties. Although it is sometimes more expedient for the administration to step in to make quick decisions, he believes that this undermines the authority of the SJB and lessens its credibility with students. He noted that when the administration intercedes decisions [necessarily] are not transparent, thus putting into question the value of having the SJB and its process for review and decision rendering. Additionally he noted that few students were interested in serving on the SJB or being the chair because of the time commitment each semester. Although in general the process works well and students are adequately represented within this system, he

⁴⁹ (Revised) Community Standard of Behavior

⁵⁰ Student Handbook

⁵¹ The following findings are based on the Integrity Working Group’s interviews with Dean of Students Erin Cannan and 2005-2006 SJB Chair Sam Kraft.

concluded, students nonetheless worry about a perceived arbitrariness and inconsistency in administrative actions.

From Dean of Students Erin Cannan's perspective, the SJB functions well overall; the broad interpretation of some its policies and procedures serves the College by providing flexibility in the decision making process. By being less firmly rules-oriented, the administration can be creative in its interpretation and problem solving.

ACTION POINT: Communication about the grievance procedures overseen by the SJB is crucial; perceptions — often inaccurate — of the process need to become better informed. We recommend, for instance, that materials designed to supplement the Student Handbook — such as informal handouts distributed to students outlining the SJB's function and processes — be dated and placed on stationery from the dean of student's office.

Promotion of Tolerance

The students, faculty, staff and administration of Bard College believe that consideration of race, ethnicity, religious belief, sexual orientation, gender, class, physical ability, national origin and age should enrich intellectual engagement and development. The community is united in support of an inclusive environment in which freedom of expression is balanced with standards for respectful dialogue. Assistant Dean of Students/Director of Multicultural Affairs Geneva Foster serves as a resource for students involved in racial, ethnic, or cultural conflict in any aspect of their lives at Bard College

In 1999, the College was awarded a Pluralism and Unity Grant from the William and Flora Hewlett Foundation which supported and strengthened campus-wide diversity efforts and led to the creation of the Office of Multicultural Affairs (OMA)⁵² and the Diversity Inclusion Board (DIB), an alliance of faculty, staff and students. This grant supported the publication in 2003 of the "The Bard College Diversity Report,"⁵³ a review of the campus climate for diversity. The report was the work of the College's Diversity and Inclusion Board, which gathered over a four-year period and generated statistical data, interviewed 28 staff offices and 16 different student groups and created a list of recommendations.

This list has formed the agenda for the Office of Multicultural Affairs since its publication. Campus-wide efforts have focused on: support, training and development; curricular coordination; and recruitment and retention. The Office of Multicultural Affairs' training and development efforts have included a student leadership retreat; a student identity and power workshop; a weekly anti-racist dialogue group (for faculty, staff and students) called Race Matters; the development, with the dean of the college's office, of a diversity oversight committee; and multi-cultural awareness peers (MAPS). The College is an active member of the Consortium for High Achievement and Success (CHAS),⁵⁴ founded in 2000, along with 33 other liberal arts colleges. CHAS describes itself as being "dedicated to promoting high achievement, leadership, and personal satisfaction of students on member campuses, with a focus on promoting success among students of color". Under the auspices of CFCD, the dean of the college has sponsored a CHAS speaker to address the pedagogical issue of "stereotype threat" for minority students in the sciences, and has sponsored faculty and administrative attendance at CHAS workshops. The faculty's curriculum committee has addressed the need for curricular support of diversity awareness by creating the Rethinking Difference distribution requirement as part of a revision of the College's distribution requirements in 2004. More than thirty courses each semester are currently offered. In addition, Bard's Master of Arts in

⁵² <http://inside.bard.edu/oma/>

⁵³ http://inside.bard.edu/oma/div_report/diversity_report.pdf

⁵⁴ <http://www.trincoll.edu/depts/student-services/chas/>

Teaching Program⁵⁵ requires a course of all students, “Identity, Culture and the Classroom.” The program includes active partnerships and internships with public schools in nearby Red Hook, Poughkeepsie, Chatham, Arlington, The Bronx, and Long Island City, as well as The Bard High School Early College⁵⁶ in New York City.

The community action agenda of the Trustee Leader Scholars Program (TLS)⁵⁷ addresses student opportunities for and challenges of inclusion. As TLS Director Paul Marienthal writes, “Expanding the sense of who constitutes ‘us’ is the fundamental mission of TLS itself.” Service, when it is rendered authentically, is the clearest and most direct way to create a world that reflects an expanded notion of us.” This is really a very compelling description of the aspirations towards diversity and inclusion on the campus in general. Programs at TLS explore, provoke, question, and celebrate this fundamental statement through community action. The TLS theme for 2005-2006 was “Privilege.” Programs included: Bard Mentoring Program for at-risk youth in Hudson, New York; activists worldwide AIDS/HIV and Reproductive Education; Bard Prison Initiative⁵⁸ volunteers; Expressive Arts Outreach; Habitat for Humanity;⁵⁹ Hurricane Relief;⁶⁰ Migrant Labor Project,⁶¹ Palestine Awareness Project;⁶² and the Red Hook English as a Second Language (ESL) Center,⁶³ to name a few.

Protection of Privacy

Health and Counseling Services

The working group interviewed Director of Health Services Marsha Davis and Director of Counseling Services Beverly Bellinger to review the various mechanisms for protecting confidentiality of clients and the challenges for implementation. Our review of the issues centered on these questions: how do students learn about available services; what kinds of conflicts arise between the rights of clients/students and treatments or information sought by families; how do we share information with College staff/faculty that is necessary for the safety of the student, or the explorations of diminished academic performance; are there conflicts involving treatment when a student desires one kind of treatment and the staff recommends another; and how does the College handle student conflicts?

Students and their families are introduced to Health and Counseling Services through several mechanisms: the three-week August first-year student orientation; a brochure delivered to all families; a booklet updated every two years; a website; and the Student Handbook.

Strict confidentiality is maintained according to state and federal regulations. In all cases forms are distributed that clearly inform clients that information will not be released without their permission unless their situation is deemed to be dangerous to themselves or others; in the case of a valid subpoena; in reporting abuse as required by law; or in a situation judged by a staff member to be particularly grave. In no case are visits to Health and Counseling Services entered in official college records. All records are kept in locked file cabinets.

⁵⁵ <http://www.bard.edu/mat/>

⁵⁶ <http://www.bard.edu/bhsec/>

⁵⁷ <http://inside.bard.edu/tls/>

⁵⁸ <http://www.bard.edu/bpi/>

⁵⁹ <http://www.habitat.org>

⁶⁰ <http://inside.bard.edu/campus/services/tis/popup.php?id=259212>

⁶¹ <http://mlp.bard.edu/>

⁶² <http://inside.bard.edu/campus/services/tls/popup.php?id=573111>

⁶³ <http://inside.bard.edu/cflc/ESL/>

Eating disorders that involve serious risk provide the most significant challenge to the student's right to privacy. In place is a strict protocol for breaking confidentiality when critical intervention is judged necessary. The eating disorder specialist implements the protocol and a copy of the report is given to the student/client.

Involuntary trips to the hospital always involve a campus counselor or the dean of student's representative on call. In this situation, parents of minors are notified. If the student is not a minor, the dean of students will judge the appropriateness of notifying the student's parents.

A student grievance begins with a review of the case with the directors of Health and Counseling Services and proceeds to the dean of students who oversees all student services. Student confidence with respect to the quality of services and extent of privacy protections is high. The most frequent complaints are about the length of the wait for an appointment at times, and the lack of privacy in a waiting lounge that mixes health with counseling clients.

ACTION POINT: Create separate waiting rooms and exits for health and counseling clients.

Despite expectations, the increased presence of students from graduate programs (The Center for Environment Policy;⁶⁴ the Center for Curatorial Studies;⁶⁵ and the Master of Arts in Teaching) in need of health and counseling services has not placed significant additional pressure on these services. The health-related needs of these students have been "outsourced" to local health care providers in the summer months.

ACTION POINT: Assess the need for additional counselors, including the addition of a counselor with a Ph.D. in counseling, to accommodate both undergraduate and graduate needs for additional counseling services.

Staff Grievances

The Office of Human Resources (HR)

Bard College complies with all federal and state laws and regulations related to employment. It is committed to academic excellence in all recruitment and selection procedures for support staff, administrative staff, and faculty positions. Consistent practices in recruiting and selecting candidates and managing employees are guided by the following documents: The Employee Handbook;⁶⁶ The Faculty Handbook,⁶⁷ and to union contract documents related to the security, and Buildings and Grounds staff.

Managing non-faculty staff is a responsibility shared by staff members, supervisors, department heads, and the Office of Human Resources. The current HR staff of four handles the personnel service needs of nearly 1,000 employees at Bard, Simon's Rock, BGC and BHSEC in the areas of: policy development, legal compliance, benefits administration, management coaching, recruitment, orientation, termination, dispute resolution, counseling, compensation analysis, and confidential record maintenance. Recent progress has included: a new College-wide employee handbook; individual department organization charts; review and revision of job descriptions; a clear relationship between payroll and HR offices in order to create more consistent regular overtime and benefit time calculations; establishment of a popular

⁶⁴ <http://www.bard.edu/cep/>

⁶⁵ <http://www.bard.edu/ccs/>

⁶⁶ <http://www.bard.edu/about/employment/handbook/>

⁶⁷ http://inside.bard.edu/doc/lib/faculty_links_list.php?action=getfile&id=953342

Employee Assistance Program [with 275 queries in the last quarter of 2005]; and establishment of a third-party sexual harassment hotline.

Clearly, steps have been taken to meet the department's objectives of consistency, clarity, and accountability, but HR Director Pat Walker has plans for additional steps.

ACTION POINT: Actions at the top of the list include: an annual performance evaluation process; revised salary administration and compensation structure; development of clear "progressive discipline" procedure; supervisor training that emphasizes coaching and clarity of position descriptions and expectations; interview techniques and orientation workshops for search committee members.

An often-mentioned need among community members is the need for regular orientation for new administrative and staff hires, especially new managers, and particularly in such highly regulated areas as sexual harassment intervention.

Although no formal ombudsperson office exists, nearly ninety percent of the office counseling work consists of employee/supervisor conflicts. Grievances that are not resolved by HR office mediation are referred to the Office of the Vice President for Administration. The community could benefit from the establishment of a confidential and impartial counseling process such as an ombudsman or a workplace advisor program, both in terms of gaining access to additional advisory opportunities and to relieve some of the pressure on the HR Department.

ACTION POINT: Consider appointing a College ombudsman trained in conflict resolution.

Protection of Academic and Intellectual Freedoms

Tenure, Promotion and Academic Freedom

The Statement on Academic Freedom adopted by the faculty and The Board of Trustees in 1951 protects the traditional concept of academic freedom. In 1957 the faculty and the board adopted the Statement of Policy on Faculty Whose Fitness to Teach is Challenged by an Outside Authority. The faculty is also protected by the Faculty Contract, the collective bargaining agreement between the College and the Bard College Chapter of the Association of American University Professors, whose chapter dates back before the tenure of President Botstein. Sections of the document pertain to Tenure and Academic Freedom; Removal of Tenure and Dismissal or Suspension for Cause; Financial Exigency; Grievance Procedure; Terms of Dismissal; and Contractual Obligations.

Dean Dominy emphasized her commitment to sound search and hiring practices in order to ensure the best fit for the College and faculty member.⁶⁸ The dean plays an active role in searches to ensure that hires are made with the confidence that a candidate will thrive at the College and to preclude future grievances from non-reappointments. In recent years, some searches have closed without an appointment. In some instances, the dean has advised the President to reject the recommendation of the search committee. Dean Dominy might review eight to ten files proposed by the search committee to assess the match with a range of criteria for appointment, including competitiveness with other institutions. In the case of the sciences, for example, she examines the curriculum vitae for evidence of postdoctoral, degree credential and honors, publications, evidence of external grants and of an active research program. The College has made 51 tenure-track appointments from 2001-2006. In addition to recruiting excellent and engaged teacher/scholars with the promise of ongoing scholarly and professional productivity, the dean seeks faculty members who understand the mission of liberal education and who demonstrate a sense of engagement and a generosity of spirit towards the College and its students. (see Standards 4 and 10)

⁶⁸ The Integrity Working Group met in spring 2006 with the dean of the college to discuss academic freedom, processes for tenure and promotion review, grievance procedures and related matters.

The College is committed to providing new faculty members with extended orientation opportunities focusing both on enhancing success in the classroom and professional development in scholarly and professional work. An orientation day for new faculty provides an overview of all aspects of the curriculum and academic advising, as well as an introduction to resources provided by the registrar, the dean of studies, the dean of students, the dean of the college, and information resources. The president also meets with new faculty and articulates the mission of the College. A comprehensive Office of the Dean of the College web site⁶⁹ provides all documents relevant to the work of the faculty, including a series of condensed guides derived from the Faculty and Student Handbooks.

Since 2002, The Center for Faculty and Curricular Development (CFCD)⁷⁰ coordinated by an associate dean and the dean of studies provides faculty with a context for discussions, panels, and workshops on a range of useful topics ranging from advising to balancing the demands of work with family life. A complete list of current and recent past CFCD faculty guidance events is posted on the CFCD website. The Mellon Foundation⁷¹ provided the dean's office with a two-year \$200,000 grant to support the work of the CFCD, as well as curricular development and faculty career enhancement.

The dean is concerned that the addition of 51 new faculty members to the College in a six-year period has led to a more marked distinction between self-ascribed categories of junior and senior faculty, which had resulted in some generational fragmentation. With so many faculty hired in so short a timeframe sometimes erroneous information about the procedures and expectations of the College becomes disseminated among new faculty—especially regarding the evaluation procedures and criteria—that is not easily corrected. Some faculty continue to consider the desirability of a formal mentoring system. An additional associate dean of the college, whose appointment was effective in August 2006, is responsible for faculty development and support. She provides expanded orientation events and guidance to faculty for career enhancement and professional development during the first two years and through the professional life cycle.

The dean is committed to the dissemination of clear criteria for tenure and promotion as written in the Faculty Handbook,⁷² but she notes also that evaluation entails the exercise of judgment at all levels. As an institution, Bard cherishes curricular flexibility and the expression of professional creativity in many forms and does not wish to be formulaic. Thus, precise articulation is not possible. Usually emphasis is on excellence in categories one and two, and to a lesser extent, three. (See Faculty Handbook Ref. I.C for the criteria of evaluation.) Faculty completing their pre-tenure review are invited to meet separately with the dean and the president to review the file and the expectations and suggestions posed by the evaluation. The dean also reviews the Student Opinion of Teaching and Course forms for all new faculty during the first year, and works with program directors to address any concerns regarding teaching. CFCD roundtables with senior faculty who invite new faculty to visit their classes and discuss pedagogy in a roundtable format have been especially helpful.

The faculty revised the Faculty Evaluation Document significantly in 1999, and again in 2005, with minor revisions in 2004. The most significant revisions create a separate college-wide upper committee (the Faculty Evaluation Review Committee or FERC) and close certain materials in the file to college faculty and the evaluatee (faculty and student letters, class visit reports, letters of external review, and the student

⁶⁹ <http://inside.bard.edu/doc/faculty/>

⁷⁰ <http://inside.bard.edu/cfcd/>

⁷¹ <http://www.mellon.org>

⁷² http://inside.bard.edu/doc/lib/faculty_links_list.php?action=getfile&id=953342

Educational Policies Committee report). Before 2005, all files were open to the entire faculty for review. Now each candidate has two divisional evaluators who are responsible for reading the file, writing and presenting a report to the division, and meeting with the College's upper committee, the Faculty Evaluation Review Committee, in the case of any non-unanimous straw votes. (See Standards 4 and 10.)

In cases where the president has overturned votes of the division or the FERC, candidates have the right to appeal to the Board of Trustees within fourteen days of notification. Grounds for appeal are procedural error. The Board of Trustees has thus far rejected all appeals. A faculty member may also register a grievance with the College's AAUP Executive Committee, which reviews the case for procedural error. The Committee appoints one member, the president appoints one, and the candidate selects one. Three grievances have been filed in the past twenty years.

Especially vexing is how to make a public statement about a private matter when a review results in denial of contract renewal. Students, for instance, may be confused and upset. A desire to provide honesty and transparency may be in conflict with privacy issues. Dean Dominy noted that, among deans of other similar liberal arts colleges, the shared questions and concerns most often raised as particularly vexing are those regarding evaluation procedures.

Intellectual Property and Academic Honesty

The College makes clear and forceful statements about plagiarism and academic honesty in the student handbook including definitions, possible penalties, and the path of an appeal available to an accused student. The FYS directors, an associate dean, and dean of studies work with faculty to craft assignments that cannot be plagiarized. The dean of studies is currently drafting an honor code for presentation to the faculty. A link to an excellent web site created by Colby, Bates, and Bowdoin Colleges (with contributions from Bard) includes a self-test that tests a student's knowledge of what constitutes plagiarism, citation examples, and a very comprehensive overview of academic honesty definitions, challenges, and common misunderstandings.

ACTION POINT: This link could be much more prominently displayed on the Academic Resources Center site⁷³ and linked to several other areas of the Bard site so that it is easy to find and use.

The Information Resources Council (IRC) and the dean of the college have taken up a challenging intellectual property issue — protection for the creators (particularly faculty) of intellectual property. A review of several model approaches is now underway with a longer-term goal of the adoption of a comprehensive document and process. In the short term, the college has assumed a “hands off” approach to the assertion of rights over intellectual property created by employees, although new hires are made aware of the necessity of clarifying intentions and protections on an individual basis.

Appropriate use guidelines published by the Henderson Computer Resources Center⁷⁴ clearly describe prohibitions against copyright infringement, software piracy, media piracy, and cheating. Copyright statements on the Stevenson Library web site⁷⁵ explain the “fair use” of copyrighted documents, as do copyright statements are posted by the college's slide library.⁷⁶

The IRC's final recommendations should include statements of policy and protocol related to the creation of intellectual property especially as related to collaborations between faculty and students or staff.

⁷³ <http://inside.bard.edu/academicresources/>

⁷⁴ <http://inside.bard.edu/hcrc/>

⁷⁵ <http://reserveweb.bard.edu/info/copyrights.htm>

⁷⁶ http://inside.bard.edu/campus/departments/slide_library/policies/.

Another challenge currently under review is that of achieving a balance between the protection of creators' rights and the wide public dissemination of digital information—particularly visual resources. As we make the transition in visual resource management from slides to images, for example, we are carefully monitoring professional guidance with respect to sensible digital resource management.

The Institutional Review Board (IRB)

Established in 2002 the IRB functions:

in three ways: (a) by educating the community about commonly accepted standards for the ethical treatment of the individuals who voluntarily participate in research, (b) by fostering discussion about how those general principles apply in particular cases and the balance between the risks to research participants and the long-term benefits of the research, and (c) by reviewing ongoing research and ensuring that this research complies with commonly accepted practices and standards.⁷⁷

IRB chair Professor Culp (2004-2006) explained that the idea is to use a medical model for risk identification and assessment and apply it to liberal arts research in order to insure the informed consent of all research subjects. He characterized a range of research at Bard in which the IRB would be involved in assessing the legal, political, or employment risk to participants, for example: interviews of local developers by BCEP graduate students doing research on land use and often-controversial real estate development practices; a senior project on the conditions of local migrant workers that becomes a public document available from the college library; a human rights documentary film that explores politically sensitive opinions of, say, Muslim community members; a public exhibit of the work of video artists with political views that dissented significantly from the views of their governments, or ours. An interesting challenge has been the need for negotiating with anthropology researchers who view the informed consent of participants or structured interviews as complicating participant observation. A restriction that is established in order to be sensitive to the risks of participants puts pressure on the academic freedom of researchers. So far, Professor Culp notes, we have been successful in negotiating these issues on a case-by-case basis.

In the important areas of continuing education and training for the community of researchers and research subjects Professor Culp directed our attention both to the IRB web site and to a number of current outreach activities. The IRB web site has a link to a comprehensive tutorial from the National Institutes of Health, and a book available in its entirety online called, *Protecting Participants and Facilitating Social and Behavioral Sciences Research* (2003). Ongoing campus outreach activities include: regular presentations to the graduate students in the Center for Environmental Studies Program since nearly half of all these M.A. research projects come through the IRB; presentations in the sociology methods classes and at social studies divisional faculty meetings; and regular e-mail reminders to faculty and staff especially around senior project development time. Professor Culp identified a need to educate the faculty more systematically across the curriculum through a series of workshops that could highlight unusual situations in which IRB review might be necessary.

Conclusion

The College has instituted substantive policies and structural changes since 2001 to enhance academic honesty, protect intellectual property, ensure fair employment and evaluation practices, protect human subjects, and enhance diversity and civility on campus. Under the aegis of academic affairs, we now have in place: the Information Resources Council, a revised Faculty Evaluation Document, an Institutional Review Board, pedagogical training for faculty through the Center for Faculty and Curriculum Development workshops and extended orientation workshops for new and newer faculty, on-line

⁷⁷ <http://inside.bard.edu/irb/>

exercises for students in academic honesty through the Bard Academic Resources Center, increased representation in CHAS, and coincidentally a Rethinking Difference distribution requirement. The College is also drafting a formal honor code for students (in process 2006-2007). Under the auspices of student affairs, we have appointed a Director of Multicultural Affairs, completed the diversity report, and revised the Community Standards and Behaviors (disseminated initially through residence hall based workshops as part of first-year orientation). Administratively, the Office of Human Resources has increased staffing, written an employee handbook, and sought to integrate and streamline hiring processes. A concern actively to discuss community standards at the level of student life, faculty work, and administrative function has come to the fore, leading to examination of our practices on both a formal and informal level across the college.

STANDARD 7: ASSESSMENT

A good place to begin the review of Bard's assessment activities is with two national news items, both of which say a good deal about the College's approach to institutional assessment. First, there is the attempt by the present Department of Education to assess educational achievement in higher education by means of a standardized test administered to graduating seniors. Among higher education officials there has been strong reaction, most particularly from Bard's resident, Leon Botstein. In *USA Today* (2/21/06), he writes:

Institutions of higher education should do a better job teaching students, making sure they graduate with rigorous intellectual skills. However, the federal government, with its dubious record of accomplishment in management and efficiency, particularly in education, should be prevented from making matters worse. We should not ...paralyze one of the few globally competitive sectors of American society by inept federal regulation that harbors the illusion that testing is a valid cure.... Higher education needs to raise its standards of expectation of students and faculty by using the means that helped create our great network of institutions: rigorous self-policing and peer review. Whatever the faults of our higher education system, it is still the best in the world, the envy of friends and enemies alike. Students come to the USA from around the world because of the unique diversity, excellence and innovativeness of our institutions, large and small, public and private. The European community is changing its higher education systems to more closely resemble ours, away from its own traditions of centralized, national uniformity. Why is the Bush administration considering testing to go in the opposite direction?

The second national news story is the recent debacle concerning the inaccurate scoring of SAT examinations. Though the mistakes in scoring the SAT affected less than 1% of the total test takers, the nearly 5,000 students who were affected have complained loudly, and according to reports will continue to make a lot of noise in legal proceedings against the companies who own and score the exam. Bard does not require its own prospective students to take and submit SAT or ACT scores. Bard's long standing position on this type of assessment has been that it is overvalued as an indicator of student intellectual ambition, and that there are a combination of other factors (school transcript, letters of reference, extracurricular activities, etc.) that are better predictors of success at Bard.

The moral of the above is that if assessment is to be done, and indeed, the College does assess its activities in various ways, it must be done very carefully. A salutary reminder about assessment activities is that it is an inductive exercise: even with thoroughly gathered evidence and a dispassionate interrogation and interpretation of it, there may be multiple good conclusions drawn from the data, and with all of them being subject to error and falsity.

Assessment Categories

The College does engage in self-assessing activities in all the major sectors of its operation. Two of the important sectors, faculty and students, are discussed thoroughly elsewhere in this document, so only brief mention will be made here about assessment in these areas. Other important areas of assessment include student services, business operations, and administrative services.

1. Faculty Assessment: The College has in place a thorough faculty evaluation document that details how evaluation takes place, when it happens, and most importantly, the criteria for evaluation. It discusses how tenure is determined and how promotion is achieved. This document does not detail faculty recruitment, which is yet another assessment activity of faculty quality. (See Standards 4 and 10.)
2. Student Assessment: Bard's system of grading, criteria sheets, Moderation, advising, and senior project is a conspicuous feature of its educational offering. It provides assessment at multiple

levels and on a frequency sufficient for the student to take stock of her/his performance and make whatever adjustments are necessary. (See Standard 14.)

3. Student Services: There are two kinds of assessment activity here. First, there are student surveys to elicit levels of satisfaction with the services provided. The other assessment activity is internal, taking stock of quality and number of staff, levels of compensation, communications, and organizational structure.(See Standard 9.)

The College does an annual senior student survey covering many aspects of the educational experience. Here the College is quite careful about drawing any quick inferences from the data. There are in addition a host of other assessment activities. For example, the food service encourages comments on any aspect of its business at any time. There is also a weekly food committee meeting of students and staff that serves to provide valuable feedback to the management. The building and grounds department has a Web-based service request form for students to report needed repairs. This system allows the department to view all open work requests, prioritize the work, and then keep track of the timeliness of the repair. This system permits the department to evaluate its manpower and efficiency.

Departmental leadership spearheads internal assessment of administrative services. One virtue of working in a small institution is that assessment is a continuous activity. Each department head probably sees each of his/her charges daily, and certainly on a weekly basis. Outstanding performances are noted and recommended to senior administration for recognition in the annual salary review. During budget preparation time, department heads will also review staffing levels and submit requests for additional personnel, or reclassification of current staff. Requests for additional personnel are accompanied by a rationalization that usually includes a survey of peer institutions. This provides a valuable outside assessment of need for this position.

The communications of the student services group are reviewed annually. Security information, student handbook, health and counseling materials, and other communications are edited and updated with pertinent changes. One new communication this year was a no smoking policy in all residence halls, and we are observing how this important change is monitored.

Finally, the structure of student services is assessed each year. Organizational charts do not always indicate how groups work together, and there are some good examples in student services. (See Standard 9.) Presently, there is the suggestion that a part of Residence Life should report to buildings and grounds because of the frequency of the interaction between these different departments. Similarly, should the Security department report to the dean of students or to the vice president for administration? These are not weighty questions: even so, it does appear that the College's organization is not ossified, but rather open to exigencies brought on by change in leadership and student needs.

4. Business services: This area is the most thoroughly (and externally) assessed aspect of the entire institution. The external evaluation and assessment comes from federal and state regulations and reporting, banking institutions, debt rating organizations (Moody's), and independent auditors.

The federal and state governments require a significant number of reports to be filed annually. Of course, this requires the college to measure and assess its activity in order make the report accurate. One type of report the College submits is IRS Form 5500 for its various insurance/retirement programs. In particular, the College submits 5500s on its faculty, staff, and union retirement plans. These forms indicate that the College is current on all contributions to its defined contribution plans (it has no defined benefit plans).

Banking institutions and Moody's monitor and assess the financial health of the institution. Banks offer lines of credit and loans based on the customer's future revenue stream and creditworthiness. It is noteworthy here that one of the country's largest and most venerable banks, Bank of New York, now Chase Manhattan, is the principal banking partner of the College. Moody's keeps an independent eye on the College's public debt and gives it a rating of its investment quality. The College's debt is in investment grade and carries a rating of A3.

Finally, each year the Trustees exercise part of their fiduciary responsibility and retain an independent auditor. Audit reports from the last five years are available as supplementary documents. The discussion of these reports is part of another section of this document. Suffice it to say, in this context, that each of these assessment activities, these audit reports, have the desired neutral letter from the auditor.

Conclusion

Absent by design at the College is an overall plan for assessment activities. There is no office or committee specifically charged with this oversight activity nor is there a document that outlines the institution's assessment methodology. With the introductory remarks of this section in mind, an overall institutional assessment plan is probably not needed in an environment where we have strong and long-serving management with significant institutional experience, memory and knowledge. Local assessment has been one of our greatest strengths, engendering a remarkably stable and productive educational community. Any move to "standardize" assessment at Bard should not jeopardize evaluative practices unique to this environment.

ACTION POINT: Though the College does not plan to have a committee assigned to design and recommend assessment activities, a check of the breadth and depth of institutional assessment should be taken annually by the Office of Institutional Assessment.

STANDARD 8: ADMISSIONS

Overview

In the face of an ever-increasing applicant pool, the goal of the admission staff is to attend to prospective students in an individual, informative, and helpful manner. Despite the recent trend among high school students to apply to a greater number of colleges, we continue to offer personalized attention to all those expressing an interest in Bard. A successful application results in a match that is beneficial to both the College and the student. In our desire for quality over quantity all of our public interactions — tours, information sessions, interviews, school visits, college fairs, parents leadership, and publications — aim to encourage our prospective families to engage in a careful evaluation of the many factors that are relevant to college selection. We use literature and conversation about Bard’s distinctive curricular components, program and divisional structures, seminar instruction, and intellectual idealism to both broaden and personalize the college search and selection process. We do not purchase mailing lists or use unsolicited mailings.

An impossible but desirable situation would be to meet every candidate after the application has been read. Applicants to Bard are offered interviews or conversations with members of the admission committee, both on campus and in numerous locations throughout the U.S. and abroad. Because of the broad geographic origin of the applicant pool, interviews are not required of individual applicants. An advantage of having three satellite offices — in Boston, Chicago, and Austin — is the opportunity to offer local interviews with a member of the admission committee. All nine counselors are full-time, seasoned staff who participate in every phase of the admission cycle.

The entire Bard admission process is informed by an alternative application option begun in 1977. The Immediate Decision Program (IDP)⁷⁸ engages prospective students by providing them the opportunity to participate in a seminar class, taught by Bard faculty, for which they have previously prepared through careful reading of texts drawn from First-Year Seminar readings. Six IDP dates are offered annually and are fully reserved with the maximum of 30 participants on each date for two seminars. The small IDP classes and seminar discussions are offered as a benefit to the applicants, illustrating through experience some of Bard’s distinctive academic features. The environment is friendly; students are not evaluated on their class participation. At the conclusion of the seminar, IDP candidates interview with an admissions counselor who has previously read their completed application. Meeting with a member of an admission committee post application provides a rare opportunity for the high school student to benefit from a substantive, evaluative, and genuinely productive conversation. At the end of each IDP day, the staff meets in committee to render decisions. IDP offers of admission are non-binding, as are Early Action (EA) offers. In the last five years, both the Immediate Decision and the early action numbers have quadrupled.

Table 8.1 IDP and EA Admission Figures, 2002-2006

	2002	2003	2004	2005	2006
Immediate Decision Program (IDP)					
Applications	42	97	142	172	165
Enrolled	12	38	47	15	51
Early Action Program (EA)					
Applications	107	272	350	345	497
Enrolled	50	80	53	53	107

⁷⁸ <http://www.bard.edu/admission/applying/idp.shtml>

We seek to enroll students with motivation and idealism, who have demonstrated, in and apart from the school setting, the discipline and ability to achieve excellence, as well as the academic preparation to be able to major in any field. We look closely for those who demonstrate an interest in the College's underrepresented programs. The diversity of the student body is not measured only according to gender, ethnicity, geography, and belief systems, but also according to students' areas of interest and range of ambition. Our aim is to admit a class of individuals who have intellectual discipline and creativity and the maturity to take full advantage of this residential College's multi-disciplinary approach and its satellite programs such as the Bard Globalization and International Affairs program⁷⁹ and the Rockefeller University research internship,⁸⁰ both in New York City. Our study abroad opportunities include studying at Bard's Smolny College⁸¹ in St. Petersburg, Russia and Central European University⁸² in Budapest, Hungary. Bard students have spearheaded highly successful, ongoing extra- and co-curricular programs including the Bard Prison Initiative,⁸³ the Bard Ghana program, the Burma program and the Hurricane Katrina relief program. Robust enrollments in these programs and others speak to the success of the recruitment efforts.

Admission to the undergraduate program is not based on standardized tests or grades, but on an open and multifaceted assessment of ability and achievement. The staff uses a numeric rating scale (1+ to 3-) to standardize reader evaluations: students rated as 3 are denied admission, students rated as 2 are placed on the wait list, and students rated as 1 are offered admission. Each candidate is rated on the academic setting and record; level of course work, particularly in math and science; recommendations from guidance personnel; recommendations from two teachers; two college essays, both content and usage; co-curricular talents and sustained involvement. Readers provide further remarks regarding the applicant's context — that is, first generation, place in family, and education of parents. A brief final written evaluation accompanies the final numeric ranking and the decision to admit, deny, or wait list is then made in committee, affording the admission committee the opportunity to reach consensus. Standardized tests are not required — SAT, SAT II, ACT — however, many students submit their results as part of their application.

It is difficult to determine the number of students to whom we must offer admission in order to build an entering class of the desired size; like any other institution, we anticipate how many offers of admission will be accepted in order to determine how many offers to make.

Yield rates on the subcategories of admits are used to adjust the number of offers of admission. For example, the yield on the most specialized category - those identified as Distinguished Science Scholars - has ranged from 40% to 48% with an anticipated enrollment of 10-15 students. The yield rate on those ranked 1+ ("Presidential Scholars") has ranged from 8% to 20%. Using the same criteria, with the same admission committee, the number of students ranked as presidential scholars has increased from 86 in 2004 to 201 in 2006. Thus, in 2005, more students than ever before accepted our offers of admission resulting in a first-year class that was significantly larger than those that preceded it. In 2006, we increased our selectivity in the admission process in an attempt to manage the size of the entering class; our yield rate was even higher than the previous year, resulting in another large class. Insofar as the students we are admitting are all highly ranked in the admission process — the number of presidential scholars has more than doubled in the past two years — we regard this as a happy problem. The overall

⁷⁹ <http://www.bard.edu/bgia/>

⁸⁰ <http://www.rockefeller.edu/outreach/>

⁸¹ <http://www.smolny.org/english/>

⁸² <http://www.ceu.hu/>

⁸³ <http://www.bard.edu/bpi/>

acceptance and matriculation rates range from 30% to 39%. The wait list is used to refine the final matriculation numbers.

Multicultural Recruitment

An integral part of the College's mission is to afford students the opportunity to join our increasingly diverse and global environment. This is demonstrated through course offerings — including a distribution requirement in “rethinking difference” (see Standard 12) and programs of study, satellite programs and the complementary efforts of the undergraduate admission office and the staff of the satellite programs to recruit a geographically, culturally, and socio-economically diverse study body. Bard strives to build an international student population which is not euro-centric, domestic minorities which are not New York based, and students from economically disadvantaged backgrounds that are not strictly HEOP (see below).

We act within a context known by all private — more particularly small and residential— institutions to attract, recruit, and retain both a traditionally diverse population and a traditionally underrepresented population of academically qualified and institution-appropriate students. The challenges for a small, rural, private liberal arts and science college are clear: we must compete for the seemingly limited pool of highly qualified domestic minority students seeking liberal education. As Table 8.2 suggests, we need to continue to devote resources to our recruitment efforts in this regard for our entering classes.

Table 8.2 Admission Figures for All Students by Ethnicity 2002–2006*

	2002	2003	2004	2005	2006
	342	382	398	515	501
Black, Non Hispanic	3.5%(12)	2.62%(10)	2.26%(9)	.97%(5)	2.8%(14)
Hispanic	4.39%(15)	4.97%(19)	2.76%(11)	3.5%(18)	4.8% (24)
Asian/Pacific Islander	6.43%(22)	6.28%(24)	5.53%(22)	2.72%(14)	4.9% (25)
American Indian/Alaskan native	.58%(2)	.58%(2)	.25%(1)	.39%(2)	.6% (3)
White, Non Hispanic	52%(178)	71.4%(273)	71.1%(283)	72.43%(373)	57.5% (288)
Other/Unknown	28.65%(98)	7.07%(27)	14.32%(57)	11.84%(61)	19.4% (97)
Non Resident Alien	4.97%(17)	7.07%(27)	3.77%(15)	8.16%(42)	10% (50)

*raw numbers in parentheses

Total undergraduate enrollment by race and ethnicity for 2001-2006 is shown in Table 8.3. Students of color represent between 10.5% and 11.2% of our undergraduates. Table 8.3, an unsolicited data feedback report sent to us by IPEDS (federal education statistics in 2003-2004), shows that our enrollment of students of color is on par with this comparison peer group. (See Appendix 8.1 for the comparison group list and Appendix 8.2 for comparative data on undergraduate enrollment by race and ethnicity from the IPEDS Peer Analysis System 2004 Report).

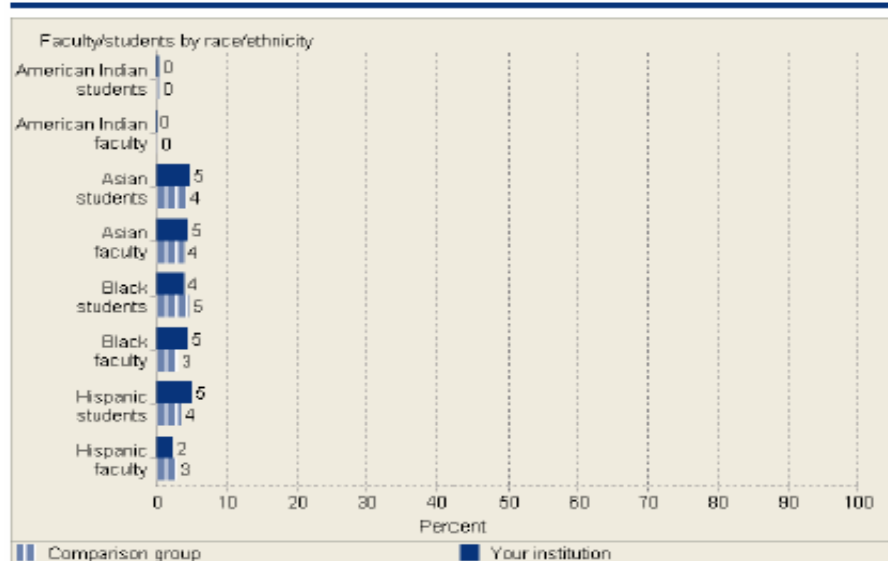
Table 8.3 Enrollment Figures by Gender, Ethnicity, and Geographic Distribution 2001-2006
(from dashboard indicators)

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
F/T degree enrollment*	1270	1275	1320	1404	1522
Gender M/F				45%/55%	43%/57%
Students of color	11.2%	12.9%	13.4%	13.0%	10.5%
International Students	5.7%	6.0%	6.3%	6.3%	7.2%
States/Countries	48/35	47/40	47/39	48/48	47/46

represented

*Fall Semester/FTE/"regular" undergrad/BAonly

Table 8.4 Faculty/Students by Race/Ethnicity (IPEDS 2003-2004)



NOTE: This figure excludes White, non-Hispanic and non-resident alien students and full-time faculty, and those students and full-time faculty whose race/ethnicity was unknown. American Indian includes Alaska Natives; Asian includes Pacific Islander; Black is Black, non-Hispanic. A zero value may reflect rounding to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS); Winter 2003–04 and Spring 2004.

The Bard Director of the New York State's Higher Education Opportunity Program (HEOP)⁸⁴ is also Associate Director of Admission/Director of Multicultural Recruitment. This coordinated appointment allows for a broad based approach to recruit and retain domestic students from ethnically and economically diverse backgrounds. It enables the admission staff to work with prospective families to explore the most fiscally advantageous route to matriculation. HEOP students receive counseling and tutoring in addition to full financial assistance. They also attend a two-week summer program prior to their first year. Bard matriculates approximately twelve new HEOP students per year, with retention rates that approximate the College's overall retention rates (see Table 14.1):

Table 8.5 Admission Figures for HEOP 2002-2006

	2002	2003	2004	2005	2006
Entered	13	12	11	11	14
Retained year 2	11 (85%)	11 (91%)	9 (81%)	10 (91%)	N/A
Retained year 3	10 (77%)	10 (83%)	8 (72%)	N/A	N/A
Retained year 4	10 (77%)	7 (83%)*	N/A	N/A	N/A

* Adjusted to reflect 3 transfer students in entering class who graduated after 3 years.

In 2001, Bard introduced the New Generations Scholarship for recent immigrants for whom college access and achievement is a means to cultural integration and social mobility. These full-need

⁸⁴ <http://inside.bard.edu/heop/>

scholarships are available to approximately twenty students each year. Both those born abroad and those born in the United States to immigrant parents are eligible. These scholarships are awarded on the basis of merit to students who demonstrate intellectual curiosity, enthusiasm, and a commitment to excellence, and whose mother and father were born abroad and immigrated to the United States not more than twenty years ago.

The Director of Multicultural Recruitment, who works individually with prospective domestic minority students, can offer to assist with travel costs to visit the College, and can arrange a campus host. These ‘fly-in’ programs are costly but effective for minority recruitment at small, rural institutions such as Bard. Urban minority students are more comfortable choosing a rural setting if they have had the opportunity to visit overnight, meet current students, and get a feel for the campus and area.

Bard College has long been a leader in bringing the opportunity of a high quality liberal arts education to untraditional populations. The Clemente Course in the Humanities,⁸⁵ started in 1995, provides college instruction and credit to economically disadvantaged individuals between the ages of 17 and 45. The program removes many of the financial barriers to higher education that low-income individuals face: books, carfare, and childcare are provided and tuition is free. In 2000, a Bard graduate started the Bard Prison Initiative, through which inmates at the Eastern Correctional Facility (maximum-security men’s prison) and the Woodbourne Correctional Facility (medium security men’s prison) enroll in programs to earn the Associate of Arts (A.A.) and Bachelors of Arts (B.A.) degrees from Bard College. (See Standard 13.)

In June 2001, Bard College and the New York City Board of Education collaborated on a bold initiative and jointly created the Bard High School Early College (BHSEC).⁸⁶ This innovative alternative to the traditional high school enables highly motivated students to move in four years from ninth grade through the first two years of college, earning the associate of arts (A.A.) degree as well as a high school diploma. The school opened in September 2001, with 253 students, 76% minority, from all five boroughs of New York City. More than 140 of the students are African-American and Latino; many are first generation, non-native speakers of English. BHSEC students can transfer to Bard College’s Annandale campus and several have done so each year since 2003, when BHSEC graduated its first class of A.A. degree recipients (See Standard 13.)

Recently the Bard Admission Office⁸⁷ has assigned a counselor to live part-time in New York City to do targeted recruitment. As Table 8.6 illustrates, Bard enrolls the largest number of students from New York (125-150) and has the highest yield in New York (35%-41%). With this reorganization, the College will more actively seek students who are interested in studying science, mathematics or computing and who may qualify for a Distinguished Scientist Scholarship (DSS), a four year, full-tuition scholarship. Others may qualify for the New Generations Scholarship or other minority funding opportunities.

Table 8.6 Geographic Distribution of Admitted (Domestic) Students 2002-2006

	2002	2003	2004	2005	2006
New England	23%	16%	19%	17%	19%
New York	24%	29%	26%	17%	25%

⁸⁵ <http://clemente.bard.edu/about/>

⁸⁶ <http://www.bard.edu/bhsec/>

⁸⁷ <http://www.bard.edu/admission>

Mid Atlantic	14%	15%	13%	15%	14%
Southeast/South	7%	7%	5%	7%	5%
Southwest	2%	3%	3%	2%	4%
Midwest	8%	7%	7%	9%	11%
West Coast	12%	16%	16%	15%	11%

ACTION POINT: Develop targeted recruitment efforts in all areas where we have regional admission representatives (i.e., Chicago, Boston, Austin).

International Students

Over 10% of our student body hold F-1 visas and 5% hold dual citizenship as many are U.S. citizens educated abroad (see Appendix 8.3). International students choose Bard College for the close attention they will receive from our professors, excellent research experience in the sciences, and the study and practice of critical thinking in all subjects. The emphasis on developing strong writing, research and presentation skills through the mandatory senior project prepares graduates to compete successfully for scholarships and placement in prestigious U.S. graduate programs such as Harvard, University of Pennsylvania, Columbia, Johns Hopkins, Carnegie Mellon and MIT. International students also enjoy Bard for the close community, the vibrant international student organizations, and the safety and comfort of living and studying in a rural area that is also proximate to New York City.

The Director of International Recruitment (DIR) has established continuing contact with excellent high schools and education centers around the world, is familiar with the grading and evaluation systems of many countries, and evaluates each international applicant individually. Informed guidance counselors and industrious students contact Bard College through the internet, telephone calls, and letters. Each international inquiry is dealt with individually by the DIR and followed closely from the first contact with the college to the eventual issue of official documentation (I20) to obtain a student visa (F-1). The DIR travels extensively outside the U.S. and coordinates travel by staff and faculty to maintain and develop contacts. The benefits of a liberal arts curriculum over a pre-professional training are relatively unclear to many prospective international students. The DIR, our website, and our publications aim to show how Bard offers an invaluable preparation for a successful career in business, medicine, science, academics or the arts. All non-native English speakers must submit a TOEFL score (minimum 600/250/100) to be offered admission.

ACTION POINT: Consider raising the College's minimum TOEFL score and conduct interviews by telephone to assess fluency.

Bard College offers substantial scholarships to international students, partially funding over 90%, with over 2 million dollars in financial aid. (See Appendix 8.4.) Two specific four-year full-tuition scholarships—the Distinguished Scientist Scholarship (DSS) and the Jerome Levy Economics scholarship—are often awarded to international students. Bard does not offer admission to an international student who is unable to demonstrate sufficient funding. Students must submit the [Declaration of Finances](#) and supporting documents with their completed application. Those requesting financial aid must also complete the [International Student Financial Aid Application](#). The admission committee does not consider applications received without sufficient financial documentation.

Some international applicants who demonstrate extremely high academic potential have been offered special scholarships to cover the full cost of their education here. These students may come from countries in the midst of civil war or those in transition to democracy. On these occasions, specific donors and trustees may choose to cover the costs.

Additional international students spend a year on the Bard campus through the Program in International Education (PIE),⁸⁸ a program of the Institute for International Liberal Education (IILE).⁸⁹ Responding to the end of the Cold War, Bard developed PIE, whose mission is to promote friendship and democratic thinking among future leaders from the United States and from regions of the world that are undergoing a transition to more democratic forms of government. These students study at Bard for one year, then return to their home institutions to complete their studies. While at Bard, each student registers for regular undergraduate classes and participates with American students in two core seminars on aspects of democratization. Through the PIE program, which is supported by foundation grants and individual donors, gifted young people from emerging democracies are able to develop critical thinking skills and gain knowledge while forming close friendships with peers from other countries. American students at Bard benefit from the chance to study and socialize with international counterparts in a context that emphasizes common issues and problems. Since 1991, PIE has brought more than two hundred students to Bard from twenty-three countries.

As part of our mission to educate global citizens, we also encourage domestic and international students to participate in programs such as the Bard Globalization and International Affairs program (BGIA) in New York City, the International Human Rights Exchange (IHRE)⁹⁰ in Johannesburg, South Africa, and the Central European University (CEU)⁹¹ in Budapest, Hungary. Smolny College,⁹² a joint enterprise of Bard College and St. Petersburg State University, is Russia's first liberal arts college. Our students interested in studying Russian language and culture are encouraged to study at Smolny: in fact, each semester, we send fifteen to twenty-five students from North American colleges and universities to Smolny, including Bard students and students from such institutions as Berkeley, Columbia, Georgetown, Oberlin, Reed, New York University, Williams, and Yale. In addition, students have the opportunity to study abroad or work with ongoing student-run service projects in places such as Burma (Myanmar) and Ghana, West Africa.

In 2005, the Bard College Conservatory of Music (BCCM)⁹³ accepted its first class to participate in a five-year dual degree program that teaches the liberal arts alongside a rigorous professional music program. More than half of the Conservatory applicants state that their primary non-musical interest is in the sciences. Of the thirty-five students in the conservatory, twenty-three are international.

ACTION POINT: Increase targeted recruitment and Bard's presence in new international markets, specifically China and other East Asian nations as part of BCCM's search and recruitment of music students.

Science Initiatives Relating to Recruitment

Since the early 1980's, colleges of the liberal arts and sciences have been paying particular attention to the "science gap." In 1999, Bard launched its newest effort, The Bard College Science Initiative.⁹⁴ The Science Initiative is a program of curricular innovation, expanded faculty hiring, external programs, and facilities construction aimed at achieving three goals at Bard College: to increase the number of science majors; to improve the level of science literacy throughout the College; and to assume a leadership role in the national effort to improve secondary school science teaching.

⁸⁸ <http://www.bard.edu/iile/pie/index.shtml>

⁸⁹ <http://www.bard.edu/iile/>

⁹⁰ <http://www.ihre.org/>

⁹¹ <http://www.ceu.hu/>

⁹² <http://www.smolny.org/english/>

⁹³ <http://www.bard.edu/conservatory/>

⁹⁴ <http://www.bard.edu/scienceinitiative/about/>

While the reputation of Bard College has always been as a premier institution in which to study the arts, humanities and social studies, it has proved more challenging to recruit from the limited pool of U.S. high school graduates who are committed to studying in the areas of science, mathematics and computing. A goal is to graduate 20-25% of our students in the Division of Science, Mathematics, and Computing. To enhance the visibility of our science program, we have created various compelling opportunities for studying science in a liberal arts context as well as investing in the science division's physical infrastructure with the construction of The Gabrielle H. Reem and Herbert J. Kayden Center for Science and Computation⁹⁵. Designed by Uruguayan architect Rafael Viñoly, the laboratory space—almost 10,000 square feet—will provide students with an opportunity to pursue the research-based, hands-on study of the sciences that is the identifying factor of Bard's science programs. Faculty and students conducting research will share many of the laboratories. The building will include specialized research areas such as instrument centers, a zebra fish facility, an intelligent systems and media lab (in which computers recognize sounds and voices), and a robotics lab, all of which will support projects that Bard faculty are currently undertaking.

In 1990, the College created the Distinguished Scientist Scholarship (DSS), named in honor of the Distinguished Scientist Lecture Series conducted by the College since 1975, which has brought Nobel laureates and other top scientists for weekend workshops and lectures on campus. The DSS offers four-year, full tuition scholarships to students who have had exceptional academic results and preparation in the areas of Mathematics, Science and Computing and who are committed to concentrating in one of our five majors areas of scientific enquiry. Each year we fund between 10 –20 students in this way and have had excellent graduate and medical school placement for DSS recipients.

Table 8.7 Admission Figures for DSS Scholarships 2002-2006

DSS Profile	2002	2003	2004	2005	2006
Applications	58	45	59	85	47
Enrolled	9	12	12	19	20
Male	4	6	5	7	12
Female	5	6	7	12	8
States	2	5	1	6	4
Countries	3	7	7	8	7

In 1998, Bard created The Immediate Science Research Opportunity Program (ISROP)⁹⁶ to enable first-year students to delve immediately into ongoing projects led by the ISROP director. Students apply to ISROP during their first three weeks at Bard; research assistantships are awarded to qualified students who demonstrate their passion for the rapidly expanding fields of molecular biology and genetics and who show an ability to think critically. Assistantships are paid positions; the research experience is tailored to the scientific preparation of the participants. ISROP students have continued their research through all four years and have used their experience as the genesis of their science Senior Project.

The Bard-Rockefeller Program, begun in 2000, has created new opportunities for Bard College undergraduates. Prospective students who may be choosing between a large research institution and a small, liberal arts college can get the benefits of both through the Rockefeller program. The Bard-Rockefeller program offers undergraduate opportunities to work with Rockefeller University faculty both at Bard and in the Rockefeller laboratories in New York City. Each year, Rockefeller offers a course for Bard students that examines human disease from biochemical, genetic, epidemiological, and sociological

⁹⁵ <http://www.bard.edu/scienceinitiative/facilities/>

⁹⁶ <http://inside.bard.edu/isrop>

perspectives. Rockefeller also reserves places for qualified Bard students in its Summer Undergraduate Research Fellows (SURF) program.

The Bard Center for Environmental Policy,⁹⁷ a graduate program, offers Bard undergraduates the opportunity to proceed after three years of undergraduate classes into the Environmental Policy 3-2 Program; after two additional years, students will graduate with both a B.A. and a M.Sc. degree. In the fall of 2005 Bard launched a new “Science, Technology, and Society” (STS) program. This program provides a rigorous means for studying the social and political role of science in the modern world. This cross-curricular program blurs the imagined boundaries between science and arts and humanities. New programs such as STS help us to attract students who have dual interests and yet feel they must decide between a strong science program and a strong humanities and arts program. The STS program enables students to be fully aware of the impact the rapidly changing fields of science, mathematics and computing have on all aspects of their education and the prospective careers they may choose.

Recruiting students interested in science, mathematics, or computing to Bard College remains a challenge, particularly as there is a limited pool of scientifically literate, motivated and skilled students graduating from high schools in the US. Many of these students believe there are better opportunities offered by large research institutions, and it is challenging to explain some of the very real benefits to be gained by studying in a smaller liberal arts college. Our student to faculty ratio, excellent record of accomplishment in graduate school placement, new facilities, and curricular innovation in science pedagogy will, we hope, enhance our reputation and recruitment in the sciences.

ACTION POINT: Raise the level of guidance counselor and science/math teacher awareness with regard to our science offerings (Bard-Rockefeller Program, DSS, new science facility) and culture of students who love science AND the arts (we are the premier place, in other words, for an aspiring chemist to continue studying the violin).

Technology and Publications

It is hard to over emphasize how the development of the internet has changed the face of college admissions from the vast quantity of information available about every college to the online application.

At Bard we have always eschewed the practice of system driven correspondence. We do not send weekly college mailings for both environmental and philosophical reasons. We believe that our catalogue is the comprehensive text any student considering Bard needs in terms of a publication to hold in their hands. We print a view book and collaborate on publications generated by the various academic and non-academic programs. The publications and mailing cycle ensures that all applicants receive a catalogue. Inquiries are answered via a view book and a visitor’s guide to Bard that includes a detailed map of campus, descriptions of the facilities, and local area attractions.

Now, with the Internet so readily available, prospective students do most of their college research online. Currently 65% of Bard applicants use the Common Application online. A Bard application, available on our website, can be printed out and submitted through the mail. At this time, we have not switched to a partial or no-paper application system. Individual paper files are created and counselors read all applications. All recommendations, transcripts and school reports are sent on paper through the mail. It is probable that in the future we will move to a less paper-based system, which will include reading applications, essays and recommendations online. We expect to institute a system that will enable

⁹⁷ <http://www.bard.edu/cep/>

applicants to check the status of their applications online. The Bard IT department works very closely with admissions to ensure that all privacy and security requirements are met.

ACTION POINT: Institute a system that will enable applicants to check the status of their applications online.

ACTION POINT: Develop and initiate a “virtual campus tour” for the Admission section of the Bard website that allows prospective students to get 360-degree panoramas at key locations throughout the campus.

ACTION POINT: Move toward a paperless admission system (eventually to include reading applications, essays, and recommendations online) where application files can easily be forwarded to, and shared among admission counselors regardless of their geographical location.

Conclusion

With over half of the three million high school graduates of 2005 applying to postsecondary education it is not surprising that many liberal arts colleges are seeing increasing numbers of applications. In the last five years, Bard has seen the applicant pool almost double; selectivity increase by 20 % and yield on the acceptances has increased by over 10%.

Table 8.8 Application and Enrollment Figures 2002-2006

	2002	2003	2004	2005	2006
Applications	3118	3497	3603	4142	4828
Enrolled	391	437	441	532	523
Male	43%	38%	44%	39%	46%
Female	57%	62%	56%	61%	54%
First Year	344	392	389	517	504
Transfer	47	45	36	15	19
Wait list	250	272	276	412	768

While these are good numbers, the individual nuances of the numbers tell the more important story. The number of strong female applicants continues to rise and there is competition for the smaller group of academically superior male candidates. African American and Hispanic students are less likely than their white counterparts to graduate from high school and the small pool of academically prepared minority students interested in attending a four- year, rural, liberal arts and sciences is dear. Finding and attracting quantitatively and scientifically literate and ambitious students to a small rural setting is a challenge.

In addition, the cost of college continues to rise. In that respect Bard follows the national models and each year it becomes harder for small, under-endowed institutions such as Bard to guarantee to meet full need for all admitted students. We are committed to offering financial aid to students in need: in 2006-2007, for instance, 57% of Bard undergraduates receive aid from the College. Bard offers a variety of named scholarships along with the general pool of institutional resources, which are used to supplement Federal funding or in some cases used to increase yield in certain categories. (See Appendix 8.3 for financial aid data for the past five years).

We seek to enroll students who exhibit a love of learning and personal ambition, who are most likely to graduate on time while taking full advantage of the many distinctive opportunities a Bard education affords them. We want to enroll a student population that is loyal to the college and who will give back to the institution on a regular basis throughout their post college years.

STANDARD 9: STUDENT SUPPORT SERVICES

The mission of student support services at Bard College is to foster a safe and cooperative residential community, to promote and support the liberal arts mission of the college, and to maintain a serious, safe, and supportive environment in which students can maximize their educational experiences. The student services staff promotes individual student rights and responsibilities, underscores the quality of students' academic experiences, ensures the quality of residential life of the campus, strives to meet the pedagogical needs of students and faculty, and supports individual and community growth.

Administrative Structure

The kinds of student services available at Bard are similar to those at other small, liberal arts colleges: social and academic support is offered through health and counseling services, residence life, religious services, new student programming, multicultural affairs, academic resources, disability services, writing support, and assistant and associate deans. Bard's administrative structure is different from many of its peer institutions, however, and this is as much the case in student support services as it is elsewhere in the institution.

In order to smooth the transition from high school to college, oversight of student affairs was moved from the dean of the college to the (newly created position of) vice president for student affairs/director of admissions in 1998. This chief student affairs officer oversees both the admission staff and the dean of students/associate dean of student affairs. The dean of students, in turn, supervises the majority of the College's support offices, including Athletics and Recreation,⁹⁸ Bard's Response to Rape and Associated Violence Education (BRAVE), Counseling Services,⁹⁹ First-Year Services,¹⁰⁰ Health Services, Multicultural Affairs,¹⁰¹ Residence Life,¹⁰² Student Activities,¹⁰³ Transportation, and the Trustee Leader Scholar Program (TLS).¹⁰⁴ The vice president/dean of the college supervises those student offices that are primarily academic in nature, including advising, Academic Resources,¹⁰⁵ Career Development,¹⁰⁶ the Higher Education Opportunity Program,¹⁰⁷ and International Support Services. (See Appendix 9.1.)

Regardless of reporting structures, all student support providers are members of the college-wide student services staff. Monthly student services staff meetings allow staff members to be regularly updated on happenings in their divisions and coordinate planning, programming, and resource allocation with minimal overlap or gaps. These monthly meetings also allow staff members to share information, conduct in-service trainings, and receive informational updates from the dean of students. In addition, the residence life staff, the deans of students, and members of the academic dean's office meet on a weekly basis to discuss individual students and concerns for their academic or social/personal well-being. These meetings allow us to adopt a case management approach to student support and intervention and so, whether a student struggles with writing or homesickness or both, we are able to maintain close ties to one another as we develop strategies for helping the student. Finally, the dean of students and the dean of the college meet weekly to share information.

⁹⁸ <http://www.bard.edu/athletics>

⁹⁹ <http://inside.bard.edu/counseling/>

¹⁰⁰ <http://www.bard.edu/newstudent>

¹⁰¹ <http://inside.bard.edu/oma/>

¹⁰² <http://www.bard.edu/campus/reslife/>

¹⁰³ <http://inside.bard.edu/campus/departments/studentactivities/>

¹⁰⁴ <http://inside.bard.edu/tls/>

¹⁰⁵ <http://inside.bard.edu/academicresources/>

¹⁰⁶ <http://inside.bard.edu/career/>

¹⁰⁷ <http://inside.bard.edu/heop/>

This unusual structure has had two salutary effects on student support services at Bard. The administrative proximity of support services and admissions has led us to identify and respond in innovative ways to the changing needs of our prospective and accepted new students. Increasing numbers of applicants with inconsistent academic preparation led to the creation of Academic Services (now Academic Resources),¹⁰⁸ a comprehensive tutoring and academic support center, for instance, and recognition of an increasing number of applicants with disabilities led to the creation of a disability services program and the hiring of a full-time academic support specialist.

Table 9.1 Admitted Students with Documented Disabilities 2002-2006

2002	2003	2004	2005	2006
21	26	30	28	33

The integrated nature of student support services has allowed us to resist the insularity that can befall traditional divisions of student affairs. The deans of students and the academic deans regularly confer about students with whom they are working and often meet together with students. Offices within student support services regularly refer students to one another, and it is not at all uncommon for a dean to walk a student to Academic Resources or Athletics, for a staff member in Academic Resources to phone Health Services and arrange an appointment for a student, for a nurse in Health Services to introduce a student to an academic or mental health counselor. In short, the structure of student services has led us to adopt a model that is very student-centered: we resist the artificial distinctions between the academic, social and personal pressures experienced by students and organize support services in ways that link resources to enrich students' experiences.

ACTION POINT: Through print materials and web-sites, make clearer for all members of the community the mission and structure of Student Services and the relationship and points of contact between Student Services and Academic Affairs.

Oversight

The regular meetings described above provide opportunities to monitor performance and coordinate efforts. In addition, both the dean of students and the dean of the college conduct regular, formal supervisory meetings with program directors. They also both review end-of-year reports from program directors and meet with them to review their reports and discuss goals, challenges, staffing issues and departmental needs. Individual directors oversee programming effectiveness intra-departmentally, taking care to conduct year-end reviews with staff members. Individual directors oversee their staff training by ensuring the attendance of continuing educational courses, in-services, training and conference attendance, which help staff stay abreast of topics in their fields. Ultimately, the dean of students and dean of the college review staff qualifications and training, either during regular supervisory meetings with the directors or during end-of-year reviews.

Individual programs in a variety of ways conduct assessments of effectiveness. Health Services, Counseling Services, Academic Resources and Career Development monitor contact hours with students. For the 2005-2006 academic year, Health Services provided care for 4,916 student contacts, with a utilization rate by the overall student body of 95%. Student contact rates have risen steadily over the past five years (1000 more students were seen this year than were seen in 2002-2003) and this increase was used as justification to add two nurse practitioner positions. Counseling Services has also seen a steady increase in usage, from 350 in 2002-2003 to 425 students in 2005-2006, with a record 508 requests for services. This increase has prompted departmental review of services to examine the possibility of expanding the staff to better meet student needs. In the fall 2002 term, Bard's Academic Resources Center hired 54 students to work as peer tutors in 17 subjects. In the fall 2005 term, 83 students were hired as

¹⁰⁸ <http://inside.bard.edu/academicresources/>

peer tutors in 37 subjects with 563 requests for tutoring in 37 subjects; the increased utilization rates were used as justification to hire more tutors and a full-time Director of College Writing on a ten-month contract.

Other offices measure effectiveness with qualitative assessments such as community evaluations (Office of Residence Life), post-program written evaluations (Career Development Office, the Multicultural Affairs Office), and surveys of experiences (Athletics). The results of these assessments are also reviewed in supervisory meetings and are used to ground staffing and program decisions, as is evident by the recent relocation of both Career Development and Multicultural Affairs to more visible locations in the Campus Center, by the College's decision to fund a fourth Residence Director position in the Office of Residence Life, and the move of the College's athletics teams into a new NCAA conference that will enhance the student athletic experience.

College-wide assessments of the effectiveness of student support services include a periodic Student Life Survey conducted to track student's perceptions of student support services as programs develop and expand. Individual program directors, the dean of students and the dean of the college review the results of these surveys and, the results inform staffing and programming decisions. While the vast majority of responses on the most recent survey indicated high levels of satisfaction with student support services, for instance, there were concerns noted about Residence Life and Counseling Services and, as a result, we increased staffing and changed protocols in the Counseling Service and overhauled both the staffing and structure of Residence Life. The next Student Life Survey will be conducted in fall 2006.

ACTION POINT: Create a regular orientation and training mechanism for new student services staff, to take place before the start of each academic year, and regular in-service/training opportunities for staff members throughout the year.

Campus Presence

Students are introduced to support services at Bard through an on-line community organized by the Office of Admission. This forum allows newly accepted students to exchange personal information, ask questions of staff, and develop a sense of community before arriving on campus. The website includes links to other features of the college's website that provide information about our services and tools for academic and social support. When first-year students arrive on campus for the three-week summer Workshop in Language and Thinking,¹⁰⁹ they are given a student handbook and participate in a series of events that orient them to life at the college and the services and programs available to them. The student services staff has an especially strong campus presence during these three weeks, making presentations in the residence halls and participating in a campus walkabout that familiarizes students with the services, staff and offices of the college as well as the campus and its history.

Orientation events are conducted throughout the three-week Language and Thinking program, and to underscore the importance of the information presented during that time, the First-Year Office coordinates BARD 101, a yearlong series of workshops and information sessions for first-and second-year students. Finally, all first-year students receive a personal invitation, via e-mail, campus mail and telephone to meet with the Assistant dean of students/Director of First-Year Students and discuss their acclimation to life at the College – academically and socially – and talk about any questions or concerns that they may have.

Although many colleges now utilize only virtual student handbooks, Bard is committed to providing a combination student handbook and calendar to all students. These handbooks include all of the College's

¹⁰⁹ <http://inside.bard.edu/landt/>

written policies as they pertain to student life and contact information for all student support services. Within days of their arrival, students attend residentially-based student handbook review sessions that are co-led by peer counselors and members of the student services staff. These sessions emphasize the Community Standards of Behavior, a statement written by faculty, staff, and students that underscores Bard's commitment to the development of community on campus. These sessions are supplemented by informational campaigns throughout the year and a quarterly student newsletter called the Inside World that was started two years ago to highlight the work of the student services staff. (Due to a change in staffing, the newsletter was not produced this past academic year, but is being re-instituted this fall.)

Students also come to know student support services through the Office of Student Activities.¹¹⁰ In addition to sponsoring campus-wide events and activities and overseeing the Bertelsmann Campus Center, the Director and Assistant Director of Student Activities work with student government and the College's approximately 115 student clubs and organizations. At the start of each semester, they sponsor a daylong retreat for student leaders to help them understand relevant College policies and procedures and to learn how to develop a budget proposal, how to run a meeting and manage a budget, and how to read a contract. All clubs at the College are funded through a student convocation fund that is administered by student government, and this retreat helps students develop budget requests for their clubs (something which must be done each year for all clubs, old and new), and it helps the members of student government manage the semi-annual budget forums at which convocation funds are allocated. In addition, the Director and Assistant Director of Student Activities work throughout the year to support student government and club leaders and help them plan and promote events and activities.

The Office of Student Activities is also charged with oversight of the Bertelsmann Campus Center, which creates another mechanism for members of the community to interact with and learn about student support services. This happens in two ways. First, the campus center serves as a central meeting place on campus and is home to the offices of Student Government, Student Activities, Multicultural Affairs, Career Development, and the Trustee Leader Scholar Program. Second, the campus center houses the College bookstore, the College post office, the Down the Road Café, a 100-seat movie theater, an ATM machine, a lounge/gallery, a multipurpose room, a computer lab, a game room, and meeting rooms. Faculty, students, and staff can reserve these spaces for events such as meetings, dinners, dances, shows, lectures, and performances, and the directors of the Campus Center work with them to find appropriate spaces for their events and help them with arrangements.

The dean of students makes a presentation at new faculty orientation each fall, highlighting the programs and services that are available and the nature of the work we do with students. Faculty are also made aware of the College's student support services through print materials such as the Student Handbook,¹¹¹ the College catalog, and periodic reminders distributed by the dean of students and dean of studies about support for students.

ACTION POINT: Create mechanisms for student services staff to meet with faculty, especially new faculty, at the beginning of each academic year or semester, and regular opportunities for students services staff and faculty to interact throughout the year.

ACTION POINT: Update and maintain Student Services web pages, ensuring correct contact information and schedules of programs. Include hyper-links to underscore connections among programs and services, and include links, as appropriate, to and from academic program web pages.

¹¹⁰ <http://inside.bard.edu/campus/departments/studentactivities/>

¹¹¹ <http://inside.bard.edu/academic/forms/handbook.pdf>

Vision

Our vision for student support services is the creation of a campus climate that blurs the distinction between life inside the classroom and life outside it. We began to realize this vision in 2002 with a grant from the Andrew W. Mellon Foundation to forge a new sense of the educated student and promote a life of the mind not only in the classroom but also in residential and social life. The motivation for this was twofold. First, we wanted to improve the quality of residential life by creating more of a faculty/staff presence in the residence halls and creating a climate in which students expected academic events and engagement to be taking place there. Second, we wanted to coordinate the programs that were taking place across campus in such a way as to make resource allocation more effective and deliver larger audiences to those programs. The initiative that we developed allowed teams of students, faculty, and staff members to propose events that would receive Mellon funding. Events had to take place in the residence halls and be educational in nature, proposals had to be co-sponsored by a student and either a faculty or staff member, and some form of post-program assessment had to be conducted. The grant was administered by the (then) Associate dean of the college and the dean of students, and a programming committee of faculty, students, and staff members met regularly to review proposals for Mellon funds.

A campus-wide assessment of the effects of the Mellon grant indicated that our new programming initiative was, in fact, helping us achieve our goals:

- Eighty-five percent of student respondents had attended an event made possible by Mellon funding.
- Seventy-three percent attended Mellon-funded events outside of their academic program of study.
- Sixty percent said a Mellon-funded event encouraged or supported new interactions with students, staff, or faculty with whom they wouldn't have otherwise interacted.
- Twenty-five percent said a Mellon-funded event had an impact on their selection of academic courses.

These results are so compelling that the Mellon programming model has now been adopted by the student services staff. Previously, the student services staff organized programs on an individual basis, without seeking support from other offices, faculty or students. We discovered that too many programs were scheduled at conflicting times and on similar topics. As a result, three committees have been formed within the student services staff to develop and promote new initiatives that bridge academic and social life: a Programming Committee, a Leadership Committee, and an Alcohol Information Campaign.¹¹² The Programming Committee is charged with the development, each semester, of a conceptually linked series of programs that involves multiple units from the student services staff; it is premised on the view that we will serve the community more effectively by pooling resources to develop high profile programs, creating an organized programming model which better ensures that we are meeting our overall mission. The Leadership Committee brings together students from across campus for leadership development and training; it has yielded several collaborative efforts, including a student-run meeting group that explores issues of racism and privilege (Bard Anti-Racist Dialogue) and a leadership retreat for student leaders and the staff who work with them. The Alcohol Information Campaign is also a collaborative effort, this one focused on promoting wellness and healthy living and raising awareness of the impact of alcohol and drug use on individuals and the community as a whole.

What is distinctive about these committees is the extent to which they promote cross-pollination of programming and collaboration among offices. They have produced a deepened sense of collegiality among staff members and enhanced cooperation within student services and between student services and faculty and academic affairs. It is not uncommon for a student services program to call upon members of the student services staff, staff from Buildings and Grounds, faculty members, students and upper level administration. In addition, it has created mechanisms for us to continue several programs that began with support from the Mellon grant, including the Senior Salon and BARD 101. The [Senior Salon](#) (and the

¹¹² <http://inside.bard.edu/doso/taskforce/>

Senior Year Experience Committee) is a comprehensive orientation program for graduating students. It is co-sponsored by the dean of students, the dean of studies, the Career Development Office, Academic Resources, and the Development and Alumni/ae Affairs Office. BARD 101 is a yearlong orientation program for first- and second-year students. Like the Senior Salon and the student services committees discussed above, it offers new programs and pulls together existing programs into a coherent set of orientation events and activities. BARD 101 offers workshops on writing, research, and study strategies, information sessions on community service opportunities, conversations with faculty about their work, and talks about the history of Bard. (See Appendix 9.2.)

The Trustee Leader Scholar program (TLS),¹¹³ Bard's leadership development program, also highlights the intentional blurring of academic and social life. In this program, students design and implement service projects based on their own interests. TLS students are selected for their ambition and capacity to organize, and they work closely with the director of the program on all aspects of their projects, from conception to planning to assessment. The New Orleans project, for example, has fused community service (over 10% of the student body participated in a January 2006 trip, representing the largest non-sectarian group of volunteers there in January 2006) with a credit-bearing course in fall 2006 ("New Orleans After the Disaster") that will have an intersession service component in New Orleans with a focus on urban planning and GIS mapping techniques. The Bard Prison Initiative, which enrolls eighty-five incarcerated students in an A.A. degree program and which has recently begun a B.A. program, is another example of how TLS blends academic and non-academic life. So, too, are *La Voz*, a Spanish language newsletter for the local Hispanic and Latino populations; and Expressive Arts Outreach, India, a program in which Bard students use dance, music, theater and art to help children and women who have been forced into prostitution, to experience new ways of creating and playing despite the environment and harsh circumstances of their lives.

Reinforcing the College's commitment to an active life of the mind outside the classroom (as well as its role as an agent of democracy and social change), the president has arranged with the student leaders of both the Bard Prison Initiative and *La Voz* to maintain the programs upon their graduation. Now staff members, the once-student leaders of these projects, continue their work with the financial support of the institution.

The Challenge of Managing Growth: Two Case Studies

As the size of the student body and the faculty increases, we anticipate increased pressure on student services to maintain its high levels of service and responsiveness to the needs of the College community. Already, we are feeling a tension between increased demands and the limited financial and physical resources available to the several student support services. We expect that this tension will increase in the coming years, and we anticipate the major challenge to student support services to be the development of a sustained and intentional response to these tensions.

One area in which this is a tension is Athletics and Recreation. Appendix 9.3 demonstrates a significant gap between the College's expenditures on athletics when compared to several of our peer institutions. Bard spends approximately \$104 per student each year on athletics; only Vassar comes close to this (\$131 per student), while Haverford, Macalester, Skidmore, and Swarthmore all spend more than \$200 per student. This gap is, to a large extent, one of our own design: Bard does not aspire to have the high-visibility athletics programs that one sees at some of these other institutions. At the same time, however, the increased size of the study body and the surrounding community has led to an increased demand on the College's varsity, club and intramural sports as well as its several wellness, fitness, and instructional programs. In this regard, the College's self-styled stance on athletics has kept us from responding to the College's growing needs. Facilities are outdated—the squash courts are not designed to a competitive

¹¹³ <http://inside.bard.edu/tls/>

standard, and one of the original courts is currently being used as a fitness room. The rugby field is also not of regulation size, and therefore the rugby teams must hold their home matches off-campus. Fiscal resources are lacking: there is no discretionary fund for new student initiatives, for instance, which can be frustrating for students who work to create new athletic and recreational clubs.

This is not to say that athletics and recreation (more broadly construed) are being neglected. A new soccer complex opened in 2005. We have joined a new intercollegiate athletics conference, and new club and varsity sports have been approved; many of our teams have enjoyed successful seasons. Individual athletes and coaches have won awards, and students report having rich experiences with the College's recreation and wellness programs (see supporting documents). The concern is not that we do not provide programs but, rather, that our capacity to do so is being outstripped by the demand on these programs. The Stevenson Gymnasium, now almost 20 years old, was built for a smaller and less active student body and a smaller community membership than it currently enjoys. The programs that are housed within the gym do as much as they can with the facilities available to them but, without upgrades in physical, fiscal, and financial resources, they are limited in their ability to support the community as it moves into the 21st century.

Residential life is a second area in which increasing growth creates pressure on student support services. The Office of Residence Life is responsible for housing approximately 1300 students in fifty buildings. These buildings vary widely in size and structure, from traditional residence halls to small houses with 6-12 students in each, and are spread out over the entire campus. With a staff of thirty-nine students, five professional live-in staff members, and three live-in graduate students, care for these students and oversight of the buildings remains a challenge. This becomes especially clear when we consider that Oberlin, which appears to be the only peer institution with a similar residential infrastructure (sixty-four residence halls similarly situated throughout campus), has a residential staff that includes seventy-eight student employees, ten professional staff members, and five live-in faculty. (See Appendix 9.4.)

As discussed above, our experience with the Mellon Grant has provided us a model within which to begin addressing these challenges: the residence life office has begun to connect programmatic themes to the academic program of the College, and the new student services programming committee, BARD 101 and the residence life staff have begun to organize residential programming that addresses the unique challenges presented by our physical infrastructure. However, collaborative programming can only go so far in resolving the challenges presented by our physical plant and staffing model.

ACTION POINT: Increase staffing and financial support for student support services, including increased salaries for staff members, to enhance recruitment and retention, and increased funding for student support service budgets and physical resources.

STANDARD 10: FACULTY

During the last five years from 2001-2006 the undergraduate faculty has grown steadily while retaining a consistent faculty student ratio of 1:9. During the same period more than fifty searches have been conducted. The College has streamlined search processes, hired very competitively, maintained faculty compensation at the AAUP 1* level, consolidated fractional lines, expanded in critical curricular areas (especially science, mathematics and computing), and benefited from grant-supported tenure-track lines (in Asian studies and human rights). We have paid special attention to our faculty evaluation review processes, as well as research and start-up support for faculty. In the following section, we review our success in making faculty appointments with regard to hiring our first choice candidates, and addressing gender and ethnic balance; in modifying our faculty evaluation procedures (three times since 2000); and in increasing support for faculty research and development. We provide comparative data with other institutions.

Faculty Appointments

The procedures for the appointment of new faculty are clearly detailed in the Faculty Handbook¹¹⁴ (Ref. I.A.1-3). The Handbook includes a statement of general principles; specifies the criteria for membership and the duties and responsibilities of search committees, and of the Planning and Appointments Committee (PAC) and its Sub-committee on Vacancies (COV); and states the guidelines for recruitment, interview, recommendation, and hiring of new faculty. Ref. I.D.1-5 details the different kinds of appointment (which is being expanded and clarified by the Planning and Appointments Committee.)

ACTION POINT: Ref. I.D.1-5 of the Faculty Handbook detailing the different kinds of faculty appointment is inferior to analogous sections of handbooks of peer institutions.

As with the other five peer institutions whose procedures we examined for comparative purposes (Amherst, Bryn Mawr, Hamilton, Vassar, and Williams), the process for regular faculty appointments (both tenure-track and visiting) is initiated by individual programs (often in consultation with other programs with overlapping interests and needs – although this process of consultation is being regularized by the Planning and Appointments Committee); a proposal is then made to the relevant division (this is the sole exception to the parallelism with the procedures of other institutions, most of which do not share Bard's divisional structure), which then makes a recommendation to the Committee on Vacancies (comprising the Planning and Appointments Committee and two students from the Educational Policies Committee.) The COV makes its recommendation to the dean, and finally, she reports the findings of the COV and makes her own recommendation to the president.

ACTION POINT: The process by which programs initiate proposals for new faculty positions should require consultation with related programs with overlapping interests and needs. Currently this is not uniformly the case.

The exceptions to the procedure outlined above are as follows: (1) adjunct faculty hired to teach in the First-Year Seminar (FYS) Program are recruited and recommended to the dean by the co-directors of the FYS Program; (2) adjunct faculty for the Language and Thinking Program (L&T Program) are recommended to the dean, following a search by the director of the L&T Program; (3) part-time visiting faculty for short-term appointments are recommended to the dean following an ad hoc search; and (4) occasionally special appointments are made by the president directly, following informal consultation with faculty in appropriate programs.

¹¹⁴ http://inside.bard.edu/doc/lib/faculty_links_list.php?action=getfile&id=953342

In the spring of 2005, the faculty voted to establish a reorganized structure of faculty governance, which took effect in the fall of 2005. This included the replacement of the four-person Faculty Senate, which had been responsible not only for oversight of the College's curriculum but also for academic planning and review of faculty appointment proposals. The Senate was stretched too thin to fulfill all of these responsibilities with the time and care they deserved. The new structure now allows the PAC to consider proposals for faculty positions in the context of long-range planning.

In terms of assessing the success of our appointments procedures, data (see Table 10.1) show that during the period of 2001-2006, 72 searches were conducted, resulting in 51 hires (21 searches were closed without an appointment being made.) Forty-seven of these fifty-one appointments resulted in the committee's top recommendation being hired. Thus, in 92% of the completed searches, the top choice was hired. Thirty-seven of these searches were for tenure-track positions. Of these, six were closed without an appointment, and of the remaining thirty-one in which a hire was made, 26 (or 84%) were filled by the search committee's top choice. That more than one in four (26%) of the searches concluded without a hire reflects the selectivity of the college in its hiring of faculty: in these cases, either the top choice declined an offer, or the search committee (and/or the dean) felt that the finalists brought to campus for interview did not clearly meet the standards of excellence to which the College is committed.

Table 10.1 Tenure-track and Visiting Faculty Searches 2001-2006

Total searches	72
Tenure-track searches	37 (52%)
Visiting position searches	33 (45%)
Other searches (chair, special)	2 (3%)
Searches closed without hire	21 (29%)
Completed searches	51 (71%)
1 st Choice Hired	47 (92%)

Another possible measure of the success of our recruitment and hiring practices is the percentage of tenure-track faculty who are evaluated positively for rehire and tenure. Data show that in the period of 2001-2005, 82% of those evaluated for rehire were successful, and that 71% of those evaluated for tenure were granted tenure.

Table 10.2 Renewal Evaluations 2001-2005

Total evaluated	49
Contract renewed	40 (82%)
Contract not renewed	9 (18%)*

* 4 of the nine, or 8% of the total, were denied renewal; 3 resigned; and 2 were converted to non-tenure track positions

Table 10.3 Tenure Evaluations 2001-2005

Total tenure evaluations	28
Tenure granted	20 (71%)
Tenure denied	8 (29%)

Data available for the period of 1991-2003 from seven peer institutions shows a figure of 78% successful tenure decisions. During that same period, the College granted 71% successful tenure decisions.

Issues of diversity

In order to provide equal employment and advancement opportunities to all individuals, employment decisions at Bard College are based on merit, qualifications, and abilities. Bard College does not

discriminate in employment opportunities or practices on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, or any other characteristic protected by law. Bard College will endeavor to make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship. Employees are encouraged to express their questions or concerns about any type of discrimination in the workplace to their immediate supervisor or the Director of Human Resources, without fear of reprisal.

In addition, the college has established, beginning in 2005, an Affirmative Action Program for the Employment of Minorities and Women. This program will be reviewed annually and is designed to satisfy any requirements under the equal employment of affirmative action laws.

Gender

The overall gender distribution of faculty at the College is good: of 230 total faculty in 2005-2006 full-time and part-time, 47% are women and 53% are men. Table 10.4 shows that there is a 5% difference between the percentage of female faculty who are full-time as compared to men (54% of all female faculty are full-time while 59% of all male faculty are full-time), and a greater difference between women and men who are full-time faculty as a percentage of the total number of faculty (44.6% of all faculty are women on full-time contracts, while 55.4% of all faculty are men on full-time contracts). This last figure compares almost exactly to comparative data for peer institutions (see Tables 10.12 and 10.13 in the section on ethnicity). (See Appendix 10.1 for 2006 AAUP Faculty Gender Equity Report.)

Table 10.4 Faculty Demographics by Gender 2006

	Full-time	Part-time	Total	Percentage
Total faculty	130	100	230	
Total women	58	49	107	47%
Total men	72	51	123	53%
% of female faculty who are full-time (58/107)				54%
% of male faculty who are full-time (72/123)				59%
% of full-time faculty who are women (58/130)				44.6%
% of full-time faculty who are men (72/130)				55.4%

While women thus lag behind men by nearly 11% in terms of the percentage of full-time faculty at the college, data on hiring from the period of 2001-2006 show that we are hiring more women into tenure-track positions than men. It is true that of the 51 searches resulting in appointments, 25 women and 26 men were hired, but in the tenure-track searches, of the 31 total searches resulting in appointments, 18 women (58%) and 13 men (42%) were hired.

Table 10.5 Searches Resulting in Hire 2001-2006

Total searches	51	
Female hires	25	(49%)
Male hires	26	(51%)

Table 10.6 Tenure-Track Searches Resulting in Hire 2001-2006

Total tenure-track searches	37	
Total tenure-track hires	31	
Female hires	18	(58%)

Male hires	13	(42%)
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Data for rehiring and tenure decisions for the period of 2001-2005 (Table 10.7) show a similar trend to hiring data: while nearly twice as many men as women sought renewal during this period (32 as opposed to 17, respectively), women were 10% more likely to be renewed (88% as opposed to 78%); and while exactly half of those granted tenure have been women (10 out of 20), a significantly higher percentage of women who have stood for tenure have been granted tenure than men (83% opposed to 63%). (See also Tables 10.8 and 10.9; also Tables 10.2 and 10.3.)

Table 10.7 Renewal Statistics by Gender 2001-2005

Female seeking renewal	17	35%			
Male seeking renewal	32	65%			
Renewal granted	40	82%	Tenure denied	9	18%
Female granted	15	88%	Female denied	2	12%
Male granted	25	78%	Male denied	7	22%

Table 10.8 Tenure Statistics 2001-2005

Total seeking tenure	28	
Tenure granted	20	71%
Tenure denied	8	29%

Table 10.9 Tenure Statistics by Gender 2001-2005

Female seeking tenure	12	43%			
Male seeking tenure	16	57%			
Tenure granted	20	71%	Tenure denied	8	29%
Female granted	10	83%	Female denied	2	17%
Male granted	10	63%	Male denied	6	37%

Finally, data on promotion of faculty from the rank of associate to full professor (Table 10.10) show a similar trend with respect to gender. Of the twenty such promotions over the past ten years (1995-2005), thirteen have been to men and seven to women, but in the past five years, the numbers have been equal (four each).

Table 10.10 Promotions to Full Professor by Gender 1995-2005

Total promotions	20	
Male	13	65%
Female	7	35%
Total promotions 1995-1999	12	
Male	9	75%
Female	3	25%
Total promotions 2000-2005	8	

Male	4	50%
Female	4	50%

Ethnicity

Demographic data for full-time faculty of the undergraduate college for the academic year 2004-2005 show that 82% of full-time faculty are categorized as “white,” and 18% as Asian, African-American, Hispanic, or “other.”

Table 10.11 Faculty Demographics by Ethnicity for Full-Time Undergraduate Faculty 2004-2005

Ethnicity	Number	% of total
Asian	7	5.8
African-American	7	5.8
Hispanic	6	5
Other	2	1.6
Unknown	0	0
White	99	81.8
Total	121	

Comparative data to a peer group of colleges show that Bard has a virtually identical diversity profile as these nine peer institutions. This is in spite of the fact that many of the peer institutions are located in urban areas, where there is a much greater minority population (in Dutchess County, only 8% of the population is African-American, for example).

Table 10.12 Comparative Faculty Demographics 2004-2005 (full-time faculty only)

Peer group: Barnard, Bates, Bowdoin, Carleton, Grinnell, Haverford, Macalester, Smith, and Wellesley
 Bard total undergraduate full-time faculty, all ranks: 121 / excluding visitors (3) = 118
 Peer total undergraduate full-time faculty, all ranks: 1,464 / excluding visitors (32) = 1,432

Category	Number (Bard / Peers)	Percentage (Bard / Peers)
Total faculty	118 / 1,432	100 / 100
Male	64 / 771	54 / 54
Female	54 / 661	46 / 46
Asian	8 / 96	6.8 / 6.7
African-American	6 / 67	5 / 4.7
Hispanic	5 / 54	4.2 / 3.8
Other	1 / 10	0.8 / 0.7
Unknown	0 / 26	0 / 1.8
White	98 / 1171	83 / 81.7

Table 10.13 Comparative Faculty Demographics by Rank 2004-2005

Category	Full P (Bard / Peers)	Assoc P (Bard / Peers)	Asst P (Bard / Peers)
Total	48 / 612	31 / 400	39 / 420
Male	31 (64.6%) / 386 (63%)	15 (48%) / 191 (48%)	18 (46%) / 194 (46%)
Female	17 (35.4%) / 226 (37%)	16 (52%) / 209 (52%)	21 (54%) / 225 (54%)
Asian	1 (2%) / 22 (3.6%)	2 (6.5%) / 30 (7.5%)	5 (13%) / 44 (10.5%)
African-Am.	2 (4.2%) / 20 (3.3%)	2 (6.5%) / 24 (6%)	2 (5%) / 23 (5.5%)
Hispanic	0 (0%) / 9 (1.5%)	1 (3.2%) / 26 (6.5%)	4 (10%) / 25 (6%)

Other	0 (0%) / 6 (1.0%)	0 / 6 (1.5%)	1 (2.5%) / 22 (5%)
Unknown	0 / 0	0 / 0	0 / 0
White	45 (94%) / 555 (91%)	26 (84%) / 313 (78%)	27 (69%) / 303 (72%)

Renewal and tenure statistics for the period of 2001-2005 show that ethnic minority candidates have been more likely to be renewed and to receive tenure than “white, non-Hispanic” candidates: 87% of minorities seeking renewal were successful as opposed to 79% of non-minority candidates; and 4 out of 5 minority candidates standing for tenure were successful, or 80%, as opposed to 16 out of 23 non-minority candidates, or 70%.

Table 10.14 Renewal Statistics by Ethnicity 2001-2005

Total seeking renewal	49				
Renewal granted	40	82%			
Renewal denied	9	18%			
White seeking renewal	34	70%	Others seeking renewal	15	30%
White granted	27	79%	Other granted	13	87%
White denied	7	21%	Other denied	2	13%

Table 10.15 Tenure Statistics by Ethnicity 2001-2005

Total seeking tenure	28				
Tenure granted	20	71%			
Tenure denied	8	29%			
White seeking tenure	23	82%	Others seeking tenure	5	18%
White granted	16	70%	Other granted	4	80%
White denied	7	30%	Other denied	1	20%

Thus, while the number of minority candidates for tenure has been small, the trend over the past five years has been towards an increase of diversity, with the college renewing and tenuring minority candidates at a higher rate than others. Given that a similar trend is occurring with women, as noted above, the college is clearly moving in the right direction - albeit more rapidly with respect to gender than ethnicity - in terms of diversification of its faculty.

Faculty Staffing

Bard's student: faculty ratio in 2005-2006 is 9:1. We have preserved this ratio over the past ten years. (Table 10.16) This ratio is determined by comparing the full-time equivalency of faculty teaching at the college to the full-time equivalency of enrolled students. (See Fall 2005 Enrollment Report, Appendix 10.2.) The college does not have a mechanism in place to determine student: faculty ratios within particular academic programs or divisions. Table 10.7 indicates a 42.6% increase in student FTEs and 49.5% increase in faculty FTEs illustrating that faculty expansion remains ahead of student growth.

Table 10.16 Enrollment/Faculty/Student FTE Ratio 1998-2006

	BASE YEAR 95/96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	10 YEAR CHANGE
Student/Faculty ratio				10.2	9.5	9.7	8.4	8.7	8.7	9.0	9.1	

based on FTEs	9.6	9.4	9.3										
Total Student FTEs	1102	1127	1131	1199	1221	1258	1336	1356	1387	1477	1572	42.6%	
Total Faculty FTEs	115	120	122	118	129	130	159	157	160	164	172	49.5%	

The mechanisms used to decide whether to hire faculty in any given program have to do with curricular need and enrollments in courses and not with this definition of the student: faculty ratio. A standard full-time member of the faculty would teach 5 courses in a year, while a standard full-time student would take 8 courses, giving a ratio of 72:5 (or 14.5:1). This corresponds closely to the average class size at the college, which in fall 2005 was 14.78. However, because there is enormous variation in the appropriate size of a class in different subject areas this average is not part of any mechanism used in faculty hiring or program review.

The decision to move forward in hiring new full-time faculty is done on a case-by-case basis prompted by requests from particular programs for an additional position or a replacement position for someone leaving the college. In determining whether to authorize a search the Committee on Planning and Appointments considers many factors including the enrollment patterns in the relevant subject area or areas, and the number of faculty teaching in the program.

Curricula for each semester are brought by programs to the academic divisions for discussion and approval, and forwarded to the Curriculum Committee of the faculty for final approval. This process brings to light areas in which additional faculty may be needed for the future.

Faculty Evaluation

The procedure for evaluating tenure-track faculty has been significantly modified twice in the last five years, in 2002-2003 and again in the spring of 2005. The changes bring it more in line with the procedures at comparable schools. The first principal change is a reduction of pre-tenure evaluations from two to one (the common number among peer institutions), in part to ease pressure on the process – even with just one pre-tenure review, a large number of the tenured faculty is involved in the evaluation process, either as divisional evaluators (DEs), as members of the Faculty Evaluation Review Committee (FERC) or the College Evaluation Committee (CEC), or as class visitors (see Table 10.18 below) – and in part because it was felt that the first of two pre-tenure evaluations occurred so early that there was often too little data to provide a meaningful evaluation.

Table 10.17 Evaluations 2005-2006

Category of evaluation		DEs	Class visits
Tenure evaluations	7	14	14
Promotion evaluations	1	2	2
Pre-tenure evaluations	13	26	26
Senior evaluations	6	6	0
Non-tenure track evaluations	11	CEC	11
Total	38	48	53

Table 10.17 shows that there were thirty-eight evaluations scheduled for 2005-2006, requiring 48 faculty evaluators in addition to the five-member FERC and the three-member CEC (which is writing 11 reports itself for non-tenure track evaluations), or a total of fifty-six tenured faculty involved as evaluators in the process (or 71% of the 79 total tenured faculty at the college). When one adds another fifty-three faculty doing class visit reports, it is clear that this is a very resource-intensive process. Indeed, in a college with a total of 121 undergraduate full-time faculty (or 118 excluding visitors; see Table 10.14), where 38 are being evaluated and another 56 are involved as divisional evaluators or evaluation committee members,

without even including the additional 53 class visitors, we have the rather startling situation of 94 faculty engaged centrally in the evaluation process (actually, since 11 of the evaluations are of non-tenure track faculty, 11 should be added to the number of 121 full-time faculty in order to calculate the percentage of faculty involved in the process, which would then be 94 out of 132 or 71%). Of course, occasionally faculty serve as DEs for more than one evaluation case, which decreases the percentage somewhat, but even still, every semester the evaluation process demands a considerable investment of faculty numbers and time.

The second main change in the evaluation process is an increase in the confidentiality of colleague letters, outside evaluator reports, and the report of the student Educational Policy Committee (EPC), in order to increase the candor of such letters and reports. This is typical of the peer institutions whose evaluation procedures we compared to our own (Amherst, Bryn Mawr, Hamilton, Lewis and Clark, Vassar, and Williams). These letters and reports are now part of a closed file, open only to the DEs, the FERC, the dean, and the president. What remains in the open file are the anonymous student course evaluation forms and their tabulations, tabulations of course enrollments, the candidate's curriculum vitae and statement of teaching and research or artistic goals, and other work submitted directly by the evaluatee (see Ref. I.C.2.a.6).

The procedures for evaluation are spelled out in the "Faculty Evaluation Document" included in the Faculty Handbook (Ref. I.C.), which articulates the criteria for reappointment, tenure, and promotion; the general principles governing the process; the schedule of evaluation; the materials to be submitted to the file; and the role of the programs, the divisions, the DEs, the FERC (or CEC in the case of non-tenure track and senior evaluations), the student EPC, the dean, and the president. Procedures for requesting early or late evaluation are detailed in the Handbook (Ref. I.D.4.c), and stipulations for maternity, paternity, and adoptive parent leaves are explained in the AAUP contract agreement (Attachment A: Appendix on Fringe Benefits).

At the beginning of each semester, the dean prepares and distributes a list of all faculty members scheduled for evaluation (tenure, promotion, pre-tenure, senior, and non-tenure track), with deadlines for the submission of testimony (colleague letters, class visit reports, DE reports) and the names of the evaluators for each case. Evaluatees submit to their files an updated curriculum vitae, a statement discussing teaching goals and scholarly or artistic goals, course syllabuses, and samples of work. For tenure-track evaluations, two DEs are chosen from the evaluatee's primary divisional affiliation, appointed by the divisional chair in consultation with the chair of the evaluatee's principal academic program. The DEs must be tenured, and one must be from the candidate's principal program (if that program includes tenured faculty; if not, one DE must be from the program the candidate is secondarily affiliated with). This procedure differs from that of peer institutions, where the candidate's department invariably does the first level of evaluation. Since programs at the College are often quite small, occasionally do not have tenured members, and not infrequently have only one tenured member, we have had to improvise. This improvisation is not entirely to be regretted, however. Since our curriculum is so interdisciplinary in nature, faculty nearly always contribute to several programs. Hence having DEs who represent not only the primary affiliation of the candidate more accurately reflects the diversity of the evaluatee's actual teaching practice.

The DE report summarizes and interprets the file according to the three criteria of evaluation – teaching, professional work, and work within the community (see following section) – and then goes to the division of the candidate's primary affiliation for discussion (and vote, in the case of tenure and promotion cases). The DE report, amended as necessary to take account of divisional discussion, then goes to the FERC, which consists of five tenured members, one from each of the four divisions and one "at-large" member elected by college-wide vote. The FERC is joined by the dean (*ex officio*) for thorough review of the file and the DE report, often inviting DEs to join them to clarify points of their report, and then votes on the

case and writes its own report. The FERC letter is sent to the president, along with a separate recommendation from the dean. This procedure is similar to those of peer institutions, which with only slight variation send the departmental letter (for us, the DE letter) to an upper evaluation committee (Committee on Appointment and Promotion, Faculty Appointments and Salary Committee, Committee on Promotion and Tenure, Committee of Six, etc.), the dean of faculty or provost, and thence to the president. The role and procedures of the FERC seem quite consistent with practices at peer institutions, with the exception that at Bard the term of service on the FERC is two years, while at other institutions it tends to be four or five years (only one of the six, Lewis and Clark, had a two year term of service). While we have considered extending the term of service from time to time, the work of the FERC is generally considered to be so onerous that the idea has never been greeted with enthusiasm. On the other hand, the advantage of increased continuity on this committee afforded by a longer term of service might warrant the college providing the incentive of a course release for members of the committee.

ACTION POINT: The faculty should reconsider extending the term of service on the Faculty Evaluation Review Committee beyond two years, perhaps asking the AAUP to negotiate for some release-time for this service, as is common at peer institutions.

The final decision on rehiring, tenure, and promotion is made by the president, after meeting with the FERC. As Table 10.18 shows, the president has overruled FERC recommendations with some regularity over the past five years (29% of the time), which is surely not an ideal situation. The reason for this is a matter of perception: perhaps the faculty are overly reluctant to vote against tenure for their colleagues, or perhaps the president is overly prone to substitute his judgment for that of the faculty (of course, these are not mutually exclusive alternatives). Certainly at the division level, there has been a complete reluctance to vote “no” on tenure cases: of the twenty-eight cases in the past five years, no division has voted against recommending tenure. The FERC (and its predecessor, the Faculty Evaluation Committee, or FEC) has voted “no” twice in these twenty-eight cases (7% of the time).

Table 10.18 Tenure decisions 2000-2005

Total tenure cases	28	
Total tenure granted	20	71%
Total tenure denied	8	29%
Cases of President overruling the FERC/FEC	8	29%

In seven of the eight cases where the president overturned FERC or FEC decisions, the evaluation committee had voted positively (three 5-0 votes, two 4-1 votes, and two 3-2 votes), while in just one case did the president overturn a negative vote (2-3). In five of the last six cases of an overruling, the dean recommended against the evaluation committee and with the President; in the other case she recommended for conversion to a non-tenure track line. The percentage of presidential overturns may go down now that we are working with a closed file system.

Within the last five years candidates for tenure have filed only two grievances. Of these, one claimed violation of academic freedom and was rejected by the Grievance Committee, and the other claimed procedural irregularities but the case was resolved at an early stage.

On occasion, when tenure has been denied or candidates have stood down, they may be offered alternative three- to five-year renewable non-tenure track contracts (mostly in the arts, as artists in residence). In addition, some individuals of particular professional distinction who have not risen through the conventional academic ranks have been given non-tenured endowed chairs.

Non-tenure track evaluations are handled by the College Evaluation Committee, consisting of three tenured members, elected college-wide, which appoints one of its members to draft a report for the candidate under evaluation. Every non-tenure track faculty member who has taught at the College more than two semesters is evaluated in the fourth semester of teaching, and subsequently in every tenth semester. Senior evaluations are also handled by the CEC, which reviews the file and a report drafted by an evaluator chosen by the chair of the appropriate division. The creation of the CEC in 1999 was in response to the overwhelming work load expected of the FERC to conduct both tenure-track as well as non-tenure track and senior evaluations (see Table 10.17 above, which shows that the FERC is conducting 21 tenure, promotion, and pre-tenure evaluations during 2005-2006, and the CEC 11 senior and non-tenure track evaluations).

The Criteria of Evaluation

The evaluation document identifies three areas for evaluation: teaching, professional work, and work within the community (see Ref. C.1.a.c). This is consistent with the criteria of peer institutions, as are our descriptions of what is entailed by each of these criteria and the mechanisms for evaluation. As with at least five of the six peer institutions, teaching is considered to be the primary category of evaluation (the evaluation document of the sixth college, Amherst, is ambiguous in this respect: it does not state which, if any, of the three categories is primary, but scholarship is listed first). There are multiple inputs for the evaluation of teaching. Every student fills out (anonymously, and without the faculty member being present) an evaluation form for each course within two weeks of the end of the term. The dean's office tabulates the numeric scores and places the forms in the faculty member's file, and they serve as an essential component of the deliberations of the DEs, the division, and the FERC. Another instrument of teaching evaluation is class visits by colleagues. There are two such visits in the semester prior to evaluation for all pre-tenure evaluations, and for tenure candidates, one in the year prior to the evaluation and one in the fall semester of the tenure year evaluation. Non-tenure line faculty have at least one class visit in the third semester of teaching. The evaluator discusses his or her resulting report with the evaluatee prior to placing it in the file. Also, students are invited to submit oral and/or written testimony. Other factors considered in the evaluation of teaching are enrollments, numbers of tutorials and senior projects, and innovation in course design and pedagogical methods (for a complete list of factors see the Faculty Evaluation Document, Ref. C.1.a).

The second category of evaluation, professional work (see Faculty Evaluation Document Ref. C.1.b), looks at the degree of engagement with the profession through publications, exhibitions, performances, recordings, or lectures; ongoing research projects, grants and fellowships; and the organizing and participation in conferences and sessions of professional meetings. For tenure and promotion evaluations, three outside evaluators are chosen to assess the quality of the candidate's work (see Faculty Evaluation Document Ref. C.2.a.5). Of the peer institutions we looked at, only two of the six stated how many external reviewers should be consulted: both stipulated a minimum of six (Amherst and Vassar).

ACTION POINT: Bard may wish to think about increasing the input of outside review, since two or even three reports can fail to establish a full portrait of the scholarly work and specialties.

Non-tenure candidates may also request optional outside evaluators. As mentioned, the recently revised evaluation procedure now places the external review letters in the closed portion of the file, in order to encourage candor on the reviewer's part. In addition to the assessments of the external reviewers, all DEs and members of the FERC are expected to read published work, although since the size of Bard necessitates inclusion on committees of individuals with areas of expertise far from that of the candidate, in these instances serious evaluation is problematic. The procedures at other schools of comparable size are similar; none of these schools have discovered a better solution. Naturally, the DEs and FERC rely as well on the assessments of other colleagues at Bard who share the candidate's area of specialization.

Financial and other institutional support for scholarship is growing (see later section on faculty support) as expectations and standards for scholarly productivity get higher.

The third criterion of evaluation, “work within the community,” includes contribution to the curricular and organizational needs of the programs in which candidates teach, contribution to general education such as First-Year Seminar, participation in faculty committees, contribution to the intellectual and artistic life of the college (serving on panels, giving lectures or performances or exhibitions, organizing speakers and other events, advising or participating in student sponsored events), and the ability to work productively with colleagues (see Faculty Evaluation Document Ref.C.1.c for further details). While it is obvious in most cases whether basic responsibilities are being fulfilled, this category is particularly open to the subjectivity of evaluation, since people give their energies in such different ways to the community, and there is no metric by which we quantify community service. Junior faculty sometimes complain that much of their contributions in this category of evaluation often go unnoticed. For example, since the faculty cohort of almost all Bard programs is small, junior faculty are usually integral to the administrative processes of their programs in ways that would be unusual at larger institutions, and they often feel that there is inadequate acknowledgment of this sort of service during rehiring and tenure evaluations. Recently a number of junior faculty who serve as directors of their programs petitioned the Executive Committee to make such service an explicitly important factor in the evaluation process, and to urge the dean to give release time for this service. In fact, program directing has always factored into the consideration of “work within the community,” but it seems difficult to propose a workable weighting system for the different sorts of contributions to this category of evaluation, since there are just too many legitimately competing perspectives on what sorts of activities are more important than others. Still, this matter as well as others concerning amendments to the evaluation document are under consideration by committees such as the Faculty Senate and the Executive Committee. A formal review of the new procedures is mandated for 2009.

Faculty Support and Development

Support for Faculty Research

There are currently two categories of support for research, which are outlined in the Faculty Handbook (Ref. I.G43-46): the Bard Research Fund¹¹⁵ and the Faculty Research and Travel Fund.

The Bard Research Fund is designed to support significant projects and awards ranging from \$1,000 to \$30,000. It is open to all members of the Bard undergraduate faculty on a long-term appointment one-half-time and above (that is, it is open both to tenured and tenured-track faculty and regular non-tenure-track faculty). The duration of support ranges from one month to one year. The Bard Research Fund Council, which includes both faculty and administrators, makes decisions regarding this grant based on external review. The application process requires a 5,000-word research proposal or artistic plan stating the objectives, methods, and significance of the project. This description must also include the length of time needed for its completion as well as a detailed budget that includes existing and potential sources of support. Proposals are subject to external review. After the completion of the proposed work, recipients are asked to submit a report on their activities and accomplishments, a summary of expenditures, and are encouraged to make a public presentation of their project.

Table 10.19 and Appendix 10.3 show the amounts of monies awarded by the Bard Research Fund from 1999-2006. The total amount awarded in the past eight rounds is \$357,674 and the average number of monies awarded for each of the eight rounds in which applications were sought of \$44,709. The average number of faculty awarded each round is more than five. Two of the four divisions, arts and social studies, have taken advantage of the funds to a significantly greater extent than the languages and literature and science mathematics and computing divisions. Although a limited number of individuals

¹¹⁵ http://inside.bard.edu/doc/lib/faculty_links_list.php?action=getfile&id=614497

receive funds, this is perhaps a good thing since it allows for substantial amounts to be awarded for large-scale projects, as opposed to many individuals getting amounts so small that they prove insufficient for major endeavors.

Table 10.19 Bard Research Fund Grants 1999-2006

Year of Application	Number Applicant	Number Recipients	Amount Awarded
Fall 1999	--	6	\$ 45,529
Fall 2000	--	7	\$ 33,645
Fall 2001	9	6	\$ 50,215
Spring 2002	4	4	\$ 53,244
Fall 2002	4	4	\$ 45,200
Fall 2003	16	7	\$ 47,611
Fall 2004	4	4	\$ 32,230
Fall 2005	12	5	\$ 50,000
Fall 2006	8	--	--

The Faculty Research and Travel Fund¹¹⁶ supports professional research and other creative activity and participation by faculty in professional gatherings. There are two categories of funding.

Category 1 funding is an automatic reimbursement of up to \$1,000 for the public presentation of professional work. It requires no proposal and can be requested any time during the academic year. Reimbursable costs include those directly associated with travel to and preparation for a professional conference or public exhibition at which the faculty member's work is presented, or in which the faculty member participates in some official capacity. The \$1,000 may be split between more than one meeting and public presentation over the academic year. Full reimbursement will be received up to \$1,000.

Table 10.20 Category I Awards 2001-2006

Year	Amount. Awarded	No. of Recipients
2001-2002	50,774.38	57
2002-2003	51,935.72	60
2003-2004	54,748.96	82
2004-2005	50,219.38	58
2005-2006	52,615.40	61

Category II funding has typically been used for attending professional meetings and conferences, to support library research activities, and for actual fieldwork and other research expenses. A brief proposal describing the work is required. Funding is provided as a certain percentage of the actual cost to the faculty. Recent grants have covered approximately 75-80% of the total cost of individual submissions. Proposals are solicited from faculty members in the fall and spring semesters. Proposals submitted by the faculty must explain the nature of the request, and details regarding expenses are necessary for each activity. All original receipts and an itemized list of expenses must be sent to the divisional representative of the Faculty Research and Travel committee upon completion of research. Divisional representatives review proposals followed by a committee review. Each faculty member may submit up to a total of \$2,000 of research and travel expenses per academic year in Category II.

Table 10.21 Category II Awards 2001-2006

¹¹⁶ <http://turing.bard.edu:8080/opencms/opencms/frc>

Year	Amount Awarded	No. of Recipients
2001-2002	38,358	32
2002-2003	28,372	38
2003-2004	30,257	34
2004-2005	31,666	78
2005-2006	23,788	31

The total fund monies budgeted were increased from \$27,360 to \$36,000 in 2004-2005.

Comparisons with Other Institutions – Faculty Support and Development

Other similar institutions have very developed Grants offices, since outside institutional funding is the priority for faculty research support. It is not readily apparent if there are funding opportunities similar to the Bard Research Fund at these other institutions. Their Faculty Handbooks are rather vague and stress their grants offices.

Bryn Mawr has a “College Research Grant” that provides support for larger research projects and awards \$50,000 annually; however the maximum single request is \$5,000 with the majority of awards meant to be substantially less to allow for distribution of limited funds. This seems more analogous to Bard’s Category II funding, although maximum awards are greater than Bard’s \$2,000.

Vassar’s Faculty Handbook states that there is a Committee on Research that makes awards from internal college funds to support faculty research, but does not state the amount of available awards. Vassar has some interesting “Local Initiatives” designed to assist professors. For example, one may seek funds to invite a post-doc to collaborate in their scholarly or creative work for a semester or year. Another example is called an “Inter-Institutional Initiative” which provides funding for projects involving faculty members from at least three different schools who want to collaborate on things like international travel, scholarly or creative collaborations, curriculum or program development projects, and workshops on new developments in one or more fields of discipline.

Category I:

Bryn Mawr supports conference travel for faculty delivering papers, chairing sessions, providing comments, or sitting on professional boards. Individuals may claim up to \$1,200 and may ask for remuneration for expenses incurred at a meeting in which they do not appear on the program. The main difference from Bard is that faculty can be reimbursed for sitting on boards or attending meetings in which they are not presenting (although a portion of these expenses is covered at Bard by Category II funds).

Williams provides faculty with \$1,000 for attending professional meetings. Like Bryn Mawr but unlike Bard, there is no stipulation that one needs to present a paper to be eligible for funding.

Vassar reimburses faculty invited to read a paper or otherwise to actively participate in a meeting up to \$850 domestically and up to \$1,200 for international conferences. In addition, those who actively participate in more than one meeting during the academic year will receive an additional allowance of up to \$500. Those who are not actively participating in a program may apply for assistance up to a maximum of \$300 toward the expenses of attendance and, if funds permit, the office of the dean may support attendance at a second meeting in the year.

Category II: We could not find any real equivalent to Bard’s Category II funding at peer institutions.

The Grants Office

The Office of Program Development provides assistance with locating and writing grants that support faculty and program development (Appendix 10.4 lists grants received by Bard faculty dating from 2001). This list does not seem impressive, and the program development office could make a greater effort to help individual faculty aggressively seek project funding. Although we have a monthly electronic newsletter (“The Grant Advisor Plus”), this lists opportunities that often seem quite general. Historically, the priority has been to raise unrestricted funds for the College. However, the College has recognized the need to support the faculty in their quest for grants, and a part-time position has been added.

ACTION POINT: The Office of Program Development should schedule regular meetings with individual departments to assess both the collective and individual goals that might lead to more impressive funding results.

Leaves of Absence

Unpaid leaves of absence are a benefit that allows both tenured and untenured professors time off from teaching to pursue publication goals and other academic/artistic projects. Appendix 10.5 lists research leaves of absence beginning in 2001.

Mellon Funds

Through grants funded by Andrew W. Mellon Foundation to promote and reward innovation, collaboration and excellence in teaching, faculty were offered opportunities by the dean’s office to initiate curricular innovations. Proposals were encouraged for the development of new courses or programs of study including courses that bridged two or more academic divisions, course innovations that involved new approaches to teaching specific subject matter or collaborative undergraduate research communities, and curricular initiatives that would enhance science literacy within the study of the liberal arts. In the first round, fall 2005, eight grants totaling \$16,048 were considered and awarded and in the second round, six applications were considered and five grants totaling \$12,000 were awarded.

First-Year Seminar Research and Travel Money

Effective in 2004, all tenure-track and tenured faculty members teaching in the First-Year Seminar Program¹¹⁷ receive supplementary research support as an incentive. The College awards \$750 for the first semester taught in FYS, \$1000 for the second semester and \$1250 for the third and all subsequent semesters.

Table 10.22 First-Year Seminar Research and Travel Awards

Year	Amt. Awarded	No. of recipients
2004-2005	13,280	15
2005-2006	22,611	20

Faculty Mentoring as a form of Faculty Support

There is one statement on junior faculty mentoring in the Faculty Handbook:

After a candidate is appointed, the members of the search committee that interviewed him or her shall be responsible for assisting the new faculty member in being settled into the College by supplying information and introducing him or her to appropriate people. During the new teacher’s first year at the College, they shall also meet with him or her regularly to discuss the work and to help solve any problems that may have been encountered. (Ref. I.A.3.b.5)

¹¹⁷ <http://inside.bard.edu/firstyear/>

This procedure is neither overseen nor followed in any regular way. Certainly there are a variety of particular mentoring activities undertaken by the Center for Faculty and Curricular Development,¹¹⁸ by the dean, and informally by division chairs and program directors, but here is no systematic process of junior faculty mentoring. For example, there is no procedure for regular class visits outside of the formal evaluation process; no requirement that program directors meet regularly with junior colleagues to review their teaching evaluations or their scholarship; and no assignment of mentors to individual junior faculty—all of which are common procedures at peer institutions.

The Center for Faculty and Curricular Development (CFCD) is a project initiated by the dean's office in the fall of 2002 to facilitate curriculum support and development and to offer a forum for faculty-initiated conversations about the art of teaching. The CFCD Committee is composed of faculty, staff, and administrative members of the College. The workshops and individual assistance conducted by the coordinator of curriculum support & instructional technology contributes to the mission of the CFCD to assist faculty in their pedagogical practices as well. Appendix 10.6 lists the 2003-2006 schedule of CFCD events.

Other Forms of Junior Faculty Mentoring

Divisional chairs have assumed the role of adviser/confidante and some chairs hold special dinners and meetings for junior faculty. The dean of the college also meets with junior faculty at the end of the first year, which is an important form of mentorship, as is her meeting with junior faculty prior to their first evaluation review. The dean reviews SOTC forms during the first year and also asks that program chairs meet with junior faculty at the end of their first term to review SOTC forms. In addition, President Botstein meets with junior faculty following their first review. Program and divisional meetings could be viewed as a form of day-to-day mentorship. In August 2006, Bard appointed an additional associate dean of the college whose main responsibility is to support junior faculty. Currently one of the associate deans of the college has the role of supporting faculty with space and technology needs.

ACTION POINT: Junior faculty mentoring should be a continuing subject of planning and discussion at the College.

¹¹⁸ <http://inside.bard.edu/cfcd/>

STANDARD 11: EDUCATIONAL OFFERINGS

In the last five years, numerous initiatives to rethink the design of the curriculum (see standard 12 on general education) have been accompanied by careful study of the mechanisms with which we support undergraduate instruction at the College. Revamping of the committee structure related to faculty governance has occurred in tandem with curricular reform. The founding of two major resources for faculty and students—the Bard Academic Resources Center¹¹⁹ in 2000 and the Center for Faculty and Curricular Development in 2002—have effectively transformed the educational landscape at the college, fostering practices of self-reflection in both students and faculty. BARC and CFCD literally put pedagogy on the map in ways it hadn't been felt or seen before. Given the rapidly changing impact of technology on the ways in which student and faculty approach research and learning, Bard has responded in a timely fashion to trends being felt generally in higher education today. Finally, dynamic growth of the College in terms of the built environment with the opening in 2003 of the Fisher Center for the Performing Arts and construction of a new science complex has also materially influenced our curriculum, increasing the wealth of course offerings in both the arts and sciences and making possible new forms of learning in new spaces on campus.

Oversight of Curriculum at Bard College

With the creation of the Curriculum Committee in the 2005-2006 academic year, oversight of course planning and approval is now for the first time conceptually linked to comprehensive program review.¹²⁰ Although to date there has been no radical change in terms of the existing program structure (voted into place by the faculty in 1994), there is reason to expect that curricular planning and design will be implemented far more effectively under the new system. The Executive Committee, on the one hand, has retained jurisdiction over procedures related to Moderation and Senior Projects; so too, it continues to deal with irregular course programs, summer school plans, transfer credit questions, and student academic review. In general, local decisions related to the individual student and academic planning are still referred to the Executive Committee. The Planning and Appointments Committee, on the other hand, is empowered to make recommendations to the president on faculty requests having to do with leaves and released time (the dean perforce is ultimately the most involved in such matters and makes her own recommendation). Long-range planning also falls to the PAC: it acts in its capacity as the Committee on Vacancies (COV) to evaluate specific and immediate requests, but does so in the context of an institutional "big picture" (tracking faculty loads, enrollment patterns, and budgetary concerns). What this means is that there is now a major standing committee dedicated to examining "crunch points" (as the PAC terms it) and growth patterns over time.

The architect of the document outlining the new faculty governance structure, Ethan Bloch, articulates the role of the Curriculum Committee as a step away from the old "tradition of everything being done ad hoc" either by the Executive Committee or the Faculty Senate. Creating three standing committees will allow for more conscious planning on the part of each. For the record, "the Committee has the responsibility for final approval of all courses offered in the undergraduate program" (Faculty Handbook¹²¹ Ref. III.D.2.b.2). There is no specific language indicating the Committee's purview with regard to satellite programs; even so, although it may be too early to tell how important this role will become, the CC has in

¹¹⁹ <http://inside.bard.edu/academicresources/>

¹²⁰ By faculty action (4/13/2005), faculty governance at the College has been restructured from a system of two to three major committees (the Executive, Planning and Appointments, and Curriculum committees) to allow for greater efficiency and differentiation of function (*Faculty Handbook* III. D). The Executive Committee formerly performed all functions related to course approval on a semester by semester basis, while program review was undertaken by the Faculty Senate (this body also dealt with all requests for faculty appointments).

¹²¹ http://inside.bard.edu/doc/lib/faculty_links_list.php?action=getfile&id=953342

fact taken an increasingly active stance in advising such programs and reviewing their curricula (Bard Prison Initiative,¹²² BGIA,¹²³ and the Conservatory of Music¹²⁴). Once programs and divisions have discussed and approved their offerings, the CC reviews the course list in its entirety. "In the event that the Curriculum Committee dissents or disapproves a course submitted by a division, the criteria and substance of that dissent will be communicated directly to the faculty member in writing by his or her divisional representative on the Curriculum Committee" (Ref. III.D.2.b.2.c). In practice, criteria for course evaluation are being hammered out in something of a vacuum: the CC does, however, recognize the importance of clearly articulating and communicating its standards to the larger community. Again, it is too early to tell how the committee will manage to meet this challenge.

ACTION POINT: The Curriculum Committee should strive to publish clear guidelines for the course approval process that are consonant with the mission of the College. Focus groups and faculty discussion are called for in arriving at such guidelines. Assessment of the work of the new faculty committees will be a primary concern for the newly expanded Faculty Senate.

In addition to course review and approval, the CC is mandated to oversee general education, as well as distribution requirements at the college. In interviews with members of the 2005-2006 committee, this task does not seem to have been uppermost in their minds. The role of the dean and faculty co-directors in oversight of the First-Year Seminar, for instance, appears to have remained more or less independent from the jurisdiction of the CC.

Finally, the CC "will review all programs on a regular basis" (Summary Duties). No formal rotation for program review has been established at this stage. External review of programs is not a standard practice at the College but the College has granted program requests for external review;¹²⁵ it is anticipated that the CC will, for the near future, be the primary body charged with conducting such reviews.

ACTION POINT: The Curriculum Committee, in concert with the dean, should establish a rotation for regular program review, reserving the possibility of external evaluation (cost permitting) at the request either of the program or of the CC.

It seems fair to say that members of the new committees, the dean, and the community at large are all optimistic about the revised design for curriculum and program review. Everyone recognizes the need for greater coordination of growth in programs, as well as more deliberate oversight of curricular planning at the college. What remains to be seen, however, is how well the committees will work together, how criteria for evaluation of programs or course review will be arrived at, and how much authority will be vested in each of these bodies by the faculty, as well as the administration in years to come.

The Curriculum in Practice: Planning and Standards across the College

Expectations for curricular design and individual teaching loads are clearly communicated to the faculty in one of two ways. First, new faculty are given an initial day-long orientation with regard to academic practices at Bard. Second, there is follow-up for the newly hired and for well-established faculty members in the form of handouts and materials posted as PDF documents on the dean of the college's web site¹²⁶ (See "Academic Advising Guide," "Condensed Academic Advising Guidelines," "Moderation Guidelines," and "Senior Project Guidelines.") Dissemination of this material is facilitated by regular sessions on advising, Moderation, and Senior Project supervision organized by the dean of studies. So

¹²² <http://www.bard.edu/bpi/>

¹²³ <http://www.bard.edu/bgia>

¹²⁴ <http://www.bard.edu/conservatory/>

¹²⁵ Most recently, psychology, biology, and computer science.

¹²⁶ <http://inside.bard.edu/doc/>

too, the Center for Faculty and Curricular Development¹²⁷ (CFCD) is a conduit for such information. There are standards articulated for the ratio of lower to upper-level courses in each faculty member's plan of teaching, for instance, through these mechanisms. The faculty contract is explicit about the details of the teaching load, as well. In the past five years, the dean's office has been quite active in its attempts to create a higher level of awareness amongst the faculty of curricular standards. One question, broached later in this section, is how to build on this basic awareness and expand college-wide initiatives when it comes to improving our work as advisors and teachers with Bard students.

Practically speaking, however, what do we see on the ground in terms of "pan-divisional" norms with regard to curricular planning and standards? A higher degree of uniformity than might be expected—at least at the level of senior faculty—seems to be the rule: results of an informal survey of all program directors at the College reveal an organic sense of Bard norms with regard to tutorials, Senior Projects, and advising (Nitty-Gritty Questionnaire for Program Chairs). So too, there is a relatively general agreement among programs about how course levels are distinguished from one another. To quote from the response of the Science, Technology, and Society Program,¹²⁸ “100-level courses are introductory and address broad subject areas with no prerequisites; 200-level courses are intermediate, focused on a particular time and space, and require some background; 300-level courses are research courses that result in a longer, primary-source based paper.” Similarly, the Studio Arts Program¹²⁹ reports, “100-level studio art courses introduce students to the disciplines and are open to all students. 200-level are thematic...200- and 300- levels carry some prerequisites. 300-level courses are categorized by discipline and are critique-based with emphasis on individual student growth.”

We might generalize that 100-level courses are directed toward all students while also being applicable to prospective majors. One exception to this is that in the case of the Biology Program¹³⁰ courses numbered under 141 are only appropriate for non-majors. 200-level courses are appropriate for majors in the early stages of their training. In most cases, 300-level courses are intended for Moderated majors and tend to distinguish themselves from 200-level courses by having more focused topics or by dealing with more complex and/or theoretical issues. One exception to this comes from the Writing Program,¹³¹ which claims that “the distinction between 200 and 300 workshops is often elusive, and depends on the needs of particular students likely to register.” Across the programs, 300-level courses are restricted to smaller enrollment and emphasize independent student work, both within the classroom and without. In programs where students produce papers, 300-level courses require longer papers, produced less frequently than in a 200-level course.

Many (but not all) programs also have 400-level courses, which are so designated either because they emphasize student research to a greater degree than 300-level classes or because the subject matter is perceived as significantly more advanced and/or difficult than that of a 300-level course. Like 300-level courses, however, they tend to be specifically thematic. One exception to this trend comes again from the Biology Program. There, “400-level courses are highly-focused two-credit seminars that meet once a week.” Another exception comes from the Physics Program,¹³² in which 200-level courses are sophomore lab classes, 300-level courses are intermediate core courses, and 400-level courses presume completion of the 300-level core curriculum. In most other fields, the 400-level designation applies only the Senior Project.

¹²⁷ <http://inside.bard.edu/cfcd>

¹²⁸ <http://inside.bard.edu/sts/>

¹²⁹ <http://www.bard.edu/academics/programs/programs.php?id=379200&pid=792>

¹³⁰ <http://biology.bard.edu/>

¹³¹ <http://www.bard.edu/academics/programs/programs.php?id=779023&pid=797>

¹³² <http://physics.bard.edu/>

Programs that deviate noticeably from this mold tend to be interdivisional. For example, very few courses in human rights have pre-requisites because most HRP courses are cross-listed and the home program determines their level. Jewish Studies,¹³³ while it recognizes the aforementioned general distinctions between the content and structure of 100-, 200-, and 300-level classes, states that because the program is so small, all classes are introductory in practice and carry no prerequisites. Some exceptions are also found among the divisions, however. For example, the Environmental Studies Program¹³⁴ (within the Social Studies Division¹³⁵) has only three required courses: one 100-level introductory course and its 300-level, two-credit junior and senior seminars.

There is also a distinction to be made between programs for which a Bachelor's degree is the terminal degree and programs related to masters and doctorate degrees. In the case of dance, because the B.A. is the terminal degree, 300-level courses are taught "as if the students had professional aspirations." For this reason, "some students will spend most of their semesters...in the 200-level technique classes." Finally, programs that depend on language acquisition¹³⁶ (e.g. Spanish or Japanese) function somewhat differently. In general, 100- and 200-level courses concern language acquisition and have a grammar component, while 300- and 400-level courses concentrate on analysis and discussion of text in the original language. 200-level thematic courses do exist, however, and are offered in English. In addition to its courses focusing on language acquisition, the Classics Program offers courses in English at the 100-, 200-, 300-, and even occasionally at the 400-level.

Requirements within Concentrations

Most programs require between 7 and 12 courses, excluding Senior Project. However, many programs (predominantly interdivisional ones) require under 7 courses:

- In Interdivisional Studies: Africana Studies¹³⁷ (5); American Studies¹³⁸ (5+); Gender and Sexuality Studies (2+); German Studies¹³⁹ (4+); Irish and Celtic Studies¹⁴⁰ (2+); Jewish Studies (4); LAIS¹⁴¹ (5); Medieval Studies¹⁴² (5); Russian and Eurasian Studies¹⁴³ (3+); Studies in Race and Ethnicity¹⁴⁴ (4+); and Victorian Studies¹⁴⁵ (4).
- All programs in Language and Literature¹⁴⁶: Literature¹⁴⁷ (6+); Writing (6+); FLCL (6+).
- In Social Studies: Environmental Studies (5); GISP¹⁴⁸ (6); Historical Studies¹⁴⁹ (6-8); Psychology¹⁵⁰ (5); Theology¹⁵¹ (5).
- Some programs also stand out for requiring more than 12 courses:
- In Science, Math, and Computing:¹⁵² Biology¹⁵³ (10); Chemistry¹⁵⁴ (14); Physics¹⁵⁵ (13).

¹³³ <http://inside.bard.edu/academic/programs/jewish/>

¹³⁴ <http://inside.bard.edu/academic/programs/envstudies/about/>

¹³⁵ <http://www.bard.edu/academics/programs/socstudies/>

¹³⁶ <http://www.bard.edu/academics/programs/programs.php?id=215396&pid=762>

¹³⁷ <http://inside.bard.edu/academic/programs/aads/index.html>

¹³⁸ <http://www.bard.edu/academics/programs/programs.php?id=597874&pid=746>

¹³⁹ <http://www.bard.edu/academics/programs/programs.php?id=610688&pid=765>

¹⁴⁰ <http://www.bard.edu/academics/programs/programs.php?id=964490&pid=770>

¹⁴¹ <http://inside.bard.edu/lais/>

¹⁴² <http://www.bard.edu/academics/programs/programs.php?id=158990&pid=776>

¹⁴³ <http://inside.bard.edu/russian/>

¹⁴⁴ <http://inside.bard.edu/sre/>

¹⁴⁵ <http://www.bard.edu/academics/programs/programs.php?id=904436&pid=795>

¹⁴⁶ <http://www.bard.edu/academics/programs/langlit/>

¹⁴⁷ <http://www.bard.edu/academics/programs/programs.php?id=611019&pid=774>

¹⁴⁸ <http://www.bard.edu/academics/programs/programs.php?id=170505&pid=912>

¹⁴⁹ <http://www.bard.edu/academics/programs/programs.php?id=300241&pid=767>

¹⁵⁰ <http://inside.bard.edu/psych/>

¹⁵¹ <http://www.bard.edu/academics/programs/programs.php?id=300241&pid=767>

In short, real disparity exists between programs with regard to requirements. One of the challenges facing programs with a large number of requirements is that their students find it difficult to double major.

By contrast, with a program like Biology, some interdivisional stand-alone programs have only six required courses. Given this disparity, a move toward standardizing program requirements appears desirable. The dean of the college suggests that an ideal number of program requirements would be 11 (including the Senior Project¹⁵⁶), but that 8 would be an acceptable minimum. Most programs are not far from this mark already. In many cases, modifying requirements to meet this standard would simply be a matter of changing recommended courses into required ones. None of the sources consulted felt that program requirements, even in the most demanding programs, impede students' ability to meet general education requirement.

In addition to the discrepancy between the numbers of course requirements in programs, there are widely divergent practices in structuring post-Moderation curricula. Some programs, such as History and Psychology, still use the major conference as part of their Upper College curriculum. In programs where technical knowledge is essential, such as Film, there are a number of post-Moderation requirements. Programs such as Literature, Writing, and FLCL, however, do not offer students any structured follow-up after Moderation.

Now, the rationale for programs (as opposed to the more traditional department model or divisions) as the basic building blocks of the Bard curriculum¹⁵⁷ has come under healthy scrutiny. Should the College consider changing from a divisional to a departmental structure? Until 1994, Bard had departments, although they were never officially recognized by the State of New York in terms of degrees conferred. After 1994, the program structure was implemented so that interdisciplinary programs would not be perceived as less legitimate than traditional ones. In the future, the dean can imagine a set of larger structures within divisions. The question of departments within divisions is already on the Faculty Senate's agenda for the 2006-2007 academic year. Not all programs are sanguine about the prospect of such a change, however. Although many chairs and directors feel that the current program structure creates a rather disorganized college-wide curriculum and is extremely demanding of faculty, others are loath to see their programs give up perceived autonomy. Possible demands placed on Bard by the State of New York are another concern that arises when considering a change to the department structure. Finally, there is a worry that moving to a more standard department structure might threaten the uniqueness of Bard's division-based curriculum. It is not clear how these conflicting claims can be resolved.

ACTION POINT: Move toward standardizing program requirements. An acceptable number of program requirements would be between 8 and 11 (including Senior Project).

Curricular Development and Academic Support

As we have seen, Bard has spent considerable resources and faculty time supporting curricular innovation. Most of these activities are coordinated by the Center for Faculty and Curricular Development (CFCD). External grants intended to promote curricular innovation have enjoyed a high profile over the past five years. Recent examples include the Mellon grants, which support academic events at College residence halls, the South Africa Summer (now semester-long) Human Rights program, which allows

¹⁵² <http://www.bard.edu/academics/programs/science/>

¹⁵³ <http://www.bard.edu/academics/programs/programs.php?id=215396&pid=762>

¹⁵⁴ <http://chemistry.bard.edu/>

¹⁵⁵ <http://physics.bard.edu/>

¹⁵⁶ <http://www.bard.edu/academics/curriculum/#seniorproj>

¹⁵⁷ <http://www.bard.edu/academics/curriculum>

students to spend the summer months studying with South African students and faculty, the Freeman Grant, which supports the creation of Asian studies courses, the Institute of International Liberal Education's Virtual Course in conjunction with Smolny College,¹⁵⁸ and a grant from the Posner Foundation for Jewish Studies.

Over the past two years, the College has directly expanded its support of CFCD under the auspices of a Mellon Grant for Faculty Career Enhancement in Teaching and Curricular Development. In year one of the grant, the dean's office sponsored First-Year Seminar faculty orientation workshops each semester, hosted writing workshops in tandem with the Institute of Writing and Thinking,¹⁵⁹ and encouraged faculty to submit proposals for courses featuring innovative approaches to active learning to a faculty steering committee empowered to authorize course releases and stipends for research and development. This year, the dean and her associate dean have planned a series of faculty retreats to discuss advising and the rationale for our present academic calendar with an eye towards improving instruction at the College, as well as learning outcomes for our students. A Mellon Pedagogy Workshop is planned for intersession: a facilitator from Connecticut College's well-established Center for Teaching and Learning will conduct a day of faculty workshops on syllabus design and grading practices, as well as meet on a consultancy basis with the steering committee of CFCD to talk about new directions for faculty support and development at Bard.

With increased accessibility and availability of technology, academic support (libraries, media and resource centers, and academic services) in general has increased dramatically within the last five years (with continuous upgrades, expansions and renovations of old spaces, additions and new buildings, networked dorms). Aside from installation and maintenance of ever faster data networks in all communal spaces, most offices, and dorms, on line access of academic records, program, data and class room availability, and an above-average increase of online library resources, the last ten years has seen an enormous investment on the part of the institution in academic support.

Recent technology-based pedagogy and academic support initiatives include:

The National Institute for Technology in Liberal Education (NITLE)¹⁶⁰

Bard College joined NITLE, a not-for-profit organization dedicated to supporting teachers in liberal arts contexts as they work to employ "emerging technologies in innovative, effective and sustainable ways," in 2001. NITLE describes its mission succinctly: "to catalyze innovative teaching to enrich and advance liberal arts education in the digital age." Under the auspices of CFCD and the Henderson Computer Resources Center, several NITLE workshops and site visits have been hosted on campus in the last few years.

The Illinois Researchers Information System (IRIS)

Bard has subscribed to IRIS since the summer of 2005. The IRIS database currently contains over 8,600 active federal and private funding opportunities in the sciences, social sciences, arts, and humanities. In addition to funding opportunities for faculty, the IRIS database also contains fellowships and scholarships for graduate students and undergraduates. Users can search IRIS by sponsor, deadline date, keyword, and other criteria. Most IRIS records contain live links to sponsor web sites, electronic forms, or Electronic Research Administration (ERE) portals. The IRIS Database is updated daily and it is jointly administered by the Office of Program Development and the Stevenson Library.¹⁶¹

¹⁵⁸ <http://www.smolny.org/>

¹⁵⁹ <http://www.bard.edu/iwt/>

¹⁶⁰ <http://www.nitle.org/index.php/nitle>

¹⁶¹ <http://www.bard.edu/library/>

ConnectNY

ConnectNY is a 13-member consortium of independent college libraries in New York State.¹⁶² Bard College has been a member since 2004. Users are able to consult a central catalog shared by all the members with 4.5 million volumes and, with a single click, request 3-4 day delivery of materials. In the last academic year students and faculty borrowed more than 6,000 items. With respect to traditional Inter-Library Loan (ILL), this represents a huge cost savings and a huge increase in service—particularly to non-senior undergraduates who tend not to use ILL and to graduate students, like those in the MAT¹⁶³ program, in subject areas where our collection and our curriculum have not been strong.

Very much in line with the College’s mission to teach Bard students to become independent learners who make active choices rather than “passively accept a rigid structure or prescribed plan of study,” academic support systems have made it their mission to “be an active partner in the intellectual work of Bard’s students, faculty and staff.” E-mail announcements, pamphlets, postcards, posters, faculty and student orientation sessions, training web sites, workshops, one-on-one consultation of faculty, hiring and training of peer tutors, and professional support sessions allow for an increasingly appreciated virtual as well as real “open-door-policy” or “just in time” policy (Sharon Kopyc) of interactive exchange between support systems, faculty and students. (BARC reports that there has been a 400% increase in tutors requested between 2003 and 2005, with 150% of tutoring sessions for the first time in 2006 matching almost perfectly supply and demand, while still accommodating a large number of “drop-in-sessions”). Interestingly enough, all support centers staff agree and have acted upon the somewhat ‘paradoxical’ and at the same time very much appreciated trend, that increased levels of technology in dorms and class rooms have at the same time led to an even greater increase in demand for communal student learning and communication space (CFLC,¹⁶⁴ Library, and the Academic Resources Center) have opened up such spaces or are planning to expand soon. The new Gabrielle H. Reem and Herbert J. Kayden Center for Science and Computation,¹⁶⁵ slated to open in spring of 2007, will feature ample commons space and wireless technology for the many expected users of the building. Online availability of course material has increased tremendously over the past years (ReserveWeb¹⁶⁶, Connect NY, on-line journals¹⁶⁷ up 60%, Curriculum Support,¹⁶⁸ WebCT¹⁶⁹ from 7 in 1999 to over 550 today, Audio-Video Server FL related resources up 100% since implementation in 2001, big increase in on-line “Teaching Resources,” Senior Guide¹⁷⁰ and Experience Webpages). Although these resources have been tailored according to the different needs of individual academic programs (FYS, sciences, foreign languages, arts), as well as faculty or student needs, there is still much to do in terms of “discussion of the level of faculty satisfaction” across the curriculum.

While the atmosphere of exchange and collaboration between faculty and support systems at Bard has been rated as highly satisfactory by all who answered our questionnaires, only a few centers of academic support have anything in place to evaluate the curricular efficiency and adequacy of the support (except for online evaluation of tutoring services at BARC) other than through anecdotal evidence and more or less “logged” increase of number of users.

¹⁶² The colleges include: Vassar; Colgate; St. Lawrence; Union; RPI; RIT; West Point; LeMoyne; Pace University; Canisius; Siena; Cazenovia.

¹⁶³ <http://www.bard.edu/mat>

¹⁶⁴ <http://inside.bard.edu/blrc/about/index.shtml/>

¹⁶⁵ <http://www.bard.edu/scienceinitiative/facilities/>

¹⁶⁶ <http://reserveweb.bard.edu/>

¹⁶⁷ http://www.bard.edu/library/other/fac_res.htm

¹⁶⁸ <http://inside.bard.edu/computing/faculty/>

¹⁶⁹ <http://inside.bard.edu/webct/>

¹⁷⁰ <http://inside.bard.edu/doso/senioryear/handbook/seniorguide.pdf>

ACTION POINT: Increased student input via evaluation forms, outside reviews, on-line tracking systems of users and programs (all under discussion in the CFLC with a tool called “Sans-Space”), and more discussion between faculty and academic support staff are all ways to evaluate academic support systems more efficiently in the future.

ACTION POINT: Craft a budget that funds faculty projects/release time for learning to use and efficiently integrate technology into the curriculum, more curricular support staff to develop faculty projects, introduction of credit-bearing training courses, more space for communication, interaction and training of all involved (faculty, staff, and students), technical support for a variety of smaller entities across campus, and additional administrative staff. Faculty should also be encouraged to use existing resources, such as NITLE, more effectively than they do at present.

Curricular innovation ideally focuses both on incorporating new technology into the classroom, and on rethinking or reconsidering what we currently teach and how we teach it. CFCD remains a logical clearinghouse for such concerns, bringing technological innovation to the attention of the faculty while at the same time remaining very much alive to the philosophical and pedagogical challenges posed by these new tools. CFCD will continue to build on its successes of the past four years while expanding its offerings for both the classroom novice and our most experienced instructors concerned to develop skills in their teaching practice.

Informational Literacy - Future Challenges

According to Dean of Information Services David Maswick, “Bard endorses the definitions of informational literacy (IL) as put forth by the CTW Consortium (the library resources of Connecticut College, Trinity College, and Wesleyan University) and by the Association of College and Research Libraries”:

Information literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organized, how to find information, and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning, because they can always find the information needed for any task or decision at hand.

Information literacy encompasses more than good information-seeking behavior. It incorporates the abilities to recognize when information is needed and then to phrase questions designed to gather the needed information. It includes evaluating and then using information appropriately and ethically once it is retrieved from any media, including electronic, human or print sources. (See Standard 6.)

Faculty members informally interviewed, however, were not altogether familiar with (or had never heard of) the term “informational literacy”; even so, most seemed to have a pretty clear idea of what skills, abilities, techniques, knowledge, and methods a students should acquire during his/her college education—which is not surprising since the Bard mission statement is reflected in Dean Maswick’s remarks. Bard does not provide any official informational literacy standards for liberal arts education in particular or higher education in general, other than the various mission statements of the College. “Although the CFCD and the IRC have both discussed the broad issue of IL, no specific, formal recommendations for curricular implementations of IL goals or standards have been made” (Maswick). In the most general sense, the “library has taken the lead on certain aspects of IL (such as information seeking behavior), mainly through orientation sessions or workshops for freshman and other classes, but only when requested by faculty members” (Maswick). These sessions are usually not very well attended, and IL is not a permanent or regular feature of the curriculum. IL workshops for faculty and specialized training in new technologies are offered on a relatively regular basis (HCC, CFLC, and NITLE): to date, technology-based workshops have served a relatively small number of faculty (Bland). In past years, only three Bard faculty have participated in the programs offered by NITLE (National Institute for Liberal

Education): a week-long GIS¹⁷¹ Workshop, a program on Plagiarism, and Almusharaka, a program for curriculum development in Arab, Islamic, and Middle Eastern studies.¹⁷² This coming fall, one faculty member will be participating in Sunoikisis, a classics initiative. While many faculty express interest in the NITLE offerings that focus on discipline specific workshops related to teaching with technology, their reasons for declining the “free” opportunities most often given is scheduling conflict and simply lack of time to take on any new projects.

One question to consider is how more effectively to relate these new skills to the work a majority of teachers undertake with their students. The College has continued its commitment to NITLE as a fee payer; certain faculty members see how to take advantage of what it offers, but many do not. Since 2000, technology has driven nation-wide campus initiatives to establish centers for teaching and learning. The question for Bard, as for many liberal arts colleges, is how to integrate technology with more traditional (or at least low-tech) aspects of classroom pedagogy in a creative way—giving plenty of time and emphasis to each without diminishing either partner.

Although most members of the faculty seem to assume the importance of the stated goals of IL, it would be helpful to connect curricular planning to the IL goals in more specific terms and with a clearer orientation to the different disciplines: “I would love to hear of the efforts of different programs to address research methods in various disciplines and how these efforts might be applied more widely, and supported in the library” (Jeff Katz). The level of exchange and collaboration across the curriculum in terms of IL could be increased, and we could “see more discussion of the level of faculty satisfaction with student research efforts across the curriculum” (Katz).

ACTION POINT: Due to the explosion of information output and the proliferation of sources in the information age, it will become increasingly important to consider guidelines of IL across the curriculum, requiring students to master basic concepts and skills.

When this matter was brought before the Library, Bookstore, Computer Committee (LBCC), two members of the committee decided to initiate a “Informational Literacy Pilot Project” which would allow them to provide students at the time of Moderation¹⁷³ or shortly thereafter with a set of general as well as program specific research tools (either via small orientation and/or class sessions), and to study possible effects on the quality of Senior Projects in various programs.

Advising

At present, Bard has a faculty advising system with supplemental support being provided by the dean of studies, assistant dean of the college and the registrar. This advising breakdown is comparable to that found at other small, similarly situated liberal arts colleges. Senior faculty are relatively comfortable with Bard’s method of advising. Bard could be doing more, however, to train new faculty effectively in their work of counseling students.

New faculty attend an orientation in August and receive the College catabgue¹⁷⁴ along with the Faculty Handbook;¹⁷⁵ at present, there is no formal ongoing program of mentoring junior faculty. According to the Faculty Handbook, the chair of the hiring search committee is entrusted with this responsibility. Historically, this practice has been problematic in cases of inter-program search committees, especially when untenured faculty members chair the committees. At the 5/10/06 faculty meeting, members of the

¹⁷¹ <http://www.bard.edu/academics/programs/programs.php?id=170505&pid=912>

¹⁷² <http://inside.bard.edu/academic/programs/middleeastern/>

¹⁷³ <http://www.bard.edu/academics/curriculum#moderation>

¹⁷⁴ <http://inside.bard.edu/academic/catalogues/pdfs/catalogue.pdf>

¹⁷⁵ http://inside.bard.edu/doc/lib/faculty_links_list.php?action=getfile&id=953342

Planning and Appointments Committee also pointed out that this policy is not uniformly adhered to. The college has yet to find a clear solution to the issue of junior faculty mentoring. Rather than implement a traditional one-on-one mentoring system (which often proves problematic with junior/senior pairings), Bard has tended to prefer informal networks, or what Michael Reder calls “peer mentoring” (Reder). Faculty seminars and workshops that model our ideal of cohort-based “learning communities” will continue to capitalize on this tendency at the college, providing junior faculty with concrete support as they settle in at Bard and familiarize themselves with expectations for advisers.

Declining attendance at divisional and faculty meetings in recent years has underscored an increasing atomization and specialization of our work that threatens to undermine consistent guidelines for newer members. In the absence of clear division-wide practices, however, localized orientation practices abound. Many new faculty, for instance, find that the orientation to the College and to advising that they receive through teaching the First-Year Seminar¹⁷⁶ is helpful in preparing them to advise students. During the past several years, the CFCD and the dean of the college have organized panel discussions on advising as well as advisory teas on effective practices. The events have been well attended in general (reported at 15-25 people per event). Deans and the registrar have traditionally provided informal assistance to junior faculty as they familiarize themselves with the College (for example, strenuous efforts have been made — whenever possible — to allow the recently hired a full year before assigning them advisees). Recently, division- and program-based initiatives for providing informal faculty orientation and support have begun to up. For the last two years, the Division of Social Studies¹⁷⁷ has maintained a list of tenured faculty who volunteer to visit the classes of junior faculty and provide feedback in a context separate from the formal third- and sixth-year evaluative process. It is to be hoped that such informal mentoring can be extended to other divisions. While such initiatives are to be applauded, it should be noted that a plurality of mentoring practices may in fact mean that some new faculty are better prepared to advise students than are others. The appointment in August 2006 of a new associate dean with a specific charge to evaluate current faculty orientation practices is an important step in the direction of conscious oversight. A “New (and Newer) Faculty Seminar” series of events, for example, was launched in September 2006 and will continue on a monthly basis throughout the year for first- and second-year faculty. Even with such initiatives, however, the challenge of advising students well is an ongoing concern with increasing enrollment and other calls upon faculty members’ time.

ACTION POINT: Consider implementing first- and second- year advising deans from among faculty to help with student advising.

ACTION POINT: Implement a more thorough and ongoing way of imparting best advising practices to the faculty. This method would entail a more involved orientation session for new faculty and regular working dinners where new faculty can discuss advising issues with select senior colleagues. Essays could also be solicited from two excellent advisers among our faculty, one dealing with first-year advising, and the other dealing with second-year advising. These essays could be placed online on the CFCD website and serve as discussion prompts for follow-up meetings.

ACTION POINT: Create a more specific framework for implementing the advising guidelines already laid out in the Faculty Handbook¹⁷⁸ (detailing how many meetings advisers should have with advisees per year, when discussion about Moderation should begin, and so on.)

Advising remains very much an art (rather than a science) at the College. The low student-faculty ratio ensures that the vast majority of Bard undergraduates form close working relationships not just with one

¹⁷⁶ <http://inside.bard.edu/firstyear/>

¹⁷⁷ <http://www.bard.edu/academics/programs/socstudies/>

¹⁷⁸ http://inside.bard.edu/doc/lib/faculty_links_list.php?action=getfile&id=953342

but several faculty members. The most effective advising arises naturally out of a confluence of intellectual interests. Yet, as the College has continued to grow, this relatively uncodified culture of advising has become increasingly vulnerable to charges that it is too unstructured. Practices do vary widely:

Since websites are the easiest and the commonest way in which students seek such information on basic matters such as the requirement structure of the program, the College is encouraging all programs to fashion websites.

The advisor to whom the student is assigned as an entering first-year student (usually on the basis of a preliminary student expression of academic interests which then often shifts significantly within the first year) should impress upon the advisee that it is essential for him or her to change advisors as soon as it becomes clear that his or her current advisor's area of expertise is not the one in which the student intends to moderate. Many faculty fail to insist on this in a timely fashion, and as a result students are not being prepared for Moderation by an advisor inside the program, who knows the requirement structure and in general the lay of the land there.

The dean of studies and the assistant dean of the college meet with and advise students who fail to seek out their advisors or fail to change advisors, in a timely way, to the program they intend to moderate into.

Moderation and Senior Project boards often reveal a lack of consensus within programs about shared standards when it comes to evaluating student work. Without clearly articulated guidelines for such evaluation, students may feel mystified by the outcome of their boards. Programs struggle with this in different ways: some postpone the grade until a program meeting is held and consensus is reached, others have been agitating for a Pass/Fail/Honors system. What all such measures fail to take into account is the importance of articulating expectations and criteria before evaluation of student work takes place.

ACTION POINT: Clear communication and transparency are important goals in the advising process, both one-on-one and in the Moderation/Senior Project board setting. Criteria based assessment of student work is a goal towards which the College should continue working (see Standard 14).

Study Abroad

Bard College takes a positive if restrained view of study abroad programs. More than 40% of Bard students have at least one international experience during their Bard education (semester or year abroad, summer or winter language study, interning abroad). Bard also runs a number of international programs for its own students (including language intensives¹⁷⁹) and students from other institutions (semester study away programs in Russia, Hungary and South Africa). At the same time, Bard does not explicitly state that study abroad programs are essential or necessary to its educational mission and goals (see mission statements, Bard College Catalogue 2005-2006). Bard's demanding academic structure (distribution requirements, academic program requirements, Moderation, Senior Project) can make it difficult for students to spend a semester abroad. Bard also does not allow students' financial aid to transfer to non-Bard study abroad programs¹⁸⁰ (For detailed data on participation in particular programs, consult Standard 13).

Bard believes that studying abroad is of curricular value insofar as it facilitates language acquisition or it enhances a student's program of study. Being entirely "contingent upon the student's program and interests, Bard does not believe that all students should have exposure to an international program since there are many opportunities in life to have an international experience" (Becker). A great number of

¹⁷⁹ <http://www.bard.edu/globalstudy/programs/immersions>

¹⁸⁰ <http://www.bard.edu/globalstudy/study/>

Bard faculty believe “that for many students, particularly those who are studying foreign languages and regions, that it can be an enriching experience and that it can inspire academic and intellectual development” (Becker), provided that students have a well thought out plan that will allow them to enhance their educational development while fulfilling their program and distribution requirements. While Bard “clearly does not expend the resources on study abroad that other institutions do, and does not have a full time study abroad office and staff, the College does support it where it is of the greatest utility: language study and in academic programs where it is considered important/vital. For others, we run regular information sessions, have a study abroad library and Helena Gibbs and Jonathan Becker regularly meet with students to discuss options” (Becker).

It must be noted that the above mentioned “well thought out plan” is key: study abroad programs must truly complement rather than distract from the organization of course work in any particular matter (i.e., “inspiring senior projects, helping a student learn a language that Bard does not offer. If the plan is not well-conceived, then the above may detract” [Becker]). Some students worry that Bard is actually lacking a consistent structure of academic support that would truly help them to come up with such a “well thought out plan” (student interview).¹⁸¹ Successful integration of study abroad programs into the Bard curriculum still depends heavily upon the advisor and the moderation board. “The way in which study away fits into an individual student’s course of study is extremely program specific. In many area studies programs, it is assumed that this is a good option for students, an important part of their studies, as it were, like students who study Chinese language or Asian Studies¹⁸² or students in Eurasian Studies¹⁸³. The Global and International Affairs Program has a stated expectation of participation in an international study away program” (Becker).

Students are eligible to receive credit for a study away program upon the approval of their academic advisor, a foreign language specialist (for non-Bard language programs) and the Executive Committee. Historically, most accredited academic programs have been approved, although students are increasingly directed towards pre-approved programs. In lieu of centralized oversight, the dean of international studies “also seeks input from faculty to identify programs that are of high quality, asks all students who return from study abroad programs to complete questionnaires and has just initiated a debriefing process to interview students who have returned from abroad to determine whether programs, in fact, are of quality” (Becker). The College relies therefore on the faculty in terms of resources and support services to allow students (and advisors across the curriculum) to research options for study abroad. “We solicit input from programs on a regular basis for study away opportunities they consider to be worthwhile. It is not always easy with our staff to respond to the wide range of geographic and subject interests of our students. The easiest are L&L [Languages and Literature] and Social Studies. Natural Sciences can be the most difficult” (Becker).

Despite the fact that there is a global study website¹⁸⁴ which is as transparent as possible, and regular information sessions, tabling, and office hours are held, it is still possible for the interested student to feel overwhelmed (student interview); some individual program heads have informally expressed similar misgivings. While the office for international studies does have informational and academic services in place and conducts pre-departure orientations and, starting this year, reintroduction sessions, a lot is left to the responsibility of individual programs, faculty and faculty advisors leading at times to confusion and misunderstanding. Bard support officers are clearly not as available as are those at other institutions

¹⁸¹ Part of the problem might be that we do not have clear uniform practices for integrating transfer and study abroad credits into the curriculum of programs/divisions (Becker).

¹⁸² <http://inside.bar.edu/academic/programs/asian/>

¹⁸³ <http://inside.bard.edu/russian/>

¹⁸⁴ www.bard.edu/globalstudy/

(typically, a liberal arts college would employ one full time study abroad officer plus support staff), occasionally to the dismay of students.

ACTION POINT: Gather feedback from students who have participated in approved study abroad programs. Make process more transparent, eliminate bureaucratic issues at the program level, and provide more conclusive data on what kind of programs Bard students tend to take advantage of, for how long, for how many credits from what kind of institutions, and in what form this work has been integrated into their studies here at Bard.

ACTION POINT: Examine staffing of the Study Abroad office and see how it might be supplemented or improved.

Undergraduate Contact with Other Learners

Adult Learners

Bard students spend their college years with a cohort of 18-22 year olds. Unlike larger, public institutions with significant commuter populations or many non-traditional students, Bard is overwhelmingly youthful in the constitution of its student body. That being said, there are opportunities for our undergraduates to mingle with mature students. The Lifetime Learning Institute¹⁸⁵ (LLI), for instance, has embraced its relationship to the college, making full use of classrooms and common spaces on Fridays when it holds its non-credit classes. There is an active community presence at the First-Year Seminar Symposium events on Monday afternoons throughout the year. Yet it is fair to say that Bard students regard older students as peripheral to their daily concerns and are not as aware of their presence as they might be.

The Continuing Studies Program¹⁸⁶ (CSP) was created in 1971 to allow non-traditionally aged students (25 years of age or older) to earn a Bard College degree outside of the framework of a traditional college program. The program was initially designed to offer evening and summer courses, thereby meeting the scheduling needs of adult students. In 2004, in response to changing demographics and enrollment patterns, these courses were eliminated. On the present model, CSP students select and register for courses in the same way that regular undergraduates do, and they take classes alongside traditionally aged undergraduates. In this regard and with regard to curricular requirements, CSP students are simply non-traditionally aged under-graduates. CSP students are not, however, eligible for financial aid from Bard (though they do receive a significant tuition discount), do not live on campus, and are not required to complete a minimum number of credit hours per semester.

As CSP operates at present, it does not provide non-traditional learning opportunities; rather, it is an alternative admissions program (with an alternative cost structure) for non-traditionally aged students. Comparative research indicates that adult degree programs at colleges similarly situated to Bard do not offer tuition discounts like the one offered at Bard. The College is reexamining the program's mission and structure to determine whether it continues to meet a genuine need in the community with an eye to changing the program so that it can fulfill its mission.

ACTION POINT: CSP is distinct from the Inter-generational Seminars¹⁸⁷ and the Lifetime Learning Institute, two other Bard initiatives that serve adult populations. It is distinct also from the Red Hook-Bard Bridge program and similar initiatives that also serve non-traditionally aged populations (pre-college

¹⁸⁵ <http://www.bard.edu/institutes/li/>

¹⁸⁶ <http://inside.bard.edu/csp/>

¹⁸⁷ <http://www.bard.edu/institutes/bardcenter/#intergen>

aged students). The college should investigate points of overlap among these programs and consider the ways in which these programs can be integrated and the resources that support them can be shared.

Service Learning

No central committee oversees how service learning or pre-professional programs are incorporated into the curriculum at Bard. Yet individual faculty members do strive to incorporate service learning into their teaching. Melanie Nicholson's course on the Hispanic Experience in the U. S., for instance, is linked to the Migrant Labor program¹⁸⁸ with the students required to offer English lessons to the local migrant population. According to the director of the Trustee Leader Scholar¹⁸⁹ (TLS) program, Paul Marienthal, Bard likes to keep its service-oriented programs separate from the curriculum, quite in contrast to other institutions. At neighboring Vassar, for example, an entire office is devoted to placing students in a wide range of community service activities, from shelters to soup kitchens to local schools. The strict separation between service and learning prevalent at Bard may be an outcome of lack of resources to administer a community service office. Such an office would be in charge of placing students in a variety of "service" locations. Or, and this is more likely, service programs at Bard are geared toward developing the leadership capacities of the students rather than building or maintaining programs that outlive the involvement of a particular cohort of interested individuals. This appears to be the case with the TLS program. Students very much drive the process, not student-life professionals. In organizing their projects, TLS participants are expected to act as leaders and build bridges to our surrounding communities. Bard takes considerable pride in the initiative and volunteerism of its students: undergraduates established the Bard Prison Initiative (now enjoying a life of its own under the directorship of the alumnus who founded it) and charted their own course to New Orleans to undertake Katrina relief work in the winter of 2005 and summer of 2006. In fact, the play of influence between service and curriculum runs counter to expectation. Course offerings on New Orleans in spring and fall of 2006 were a direct result of student action, not the cause of it. Service learning at Bard connects the curriculum to practice, but in creative and unexpected ways. More conscious reflection on the part of the faculty as to how it might best respond to student-initiated social action, however, would allow for productive dialogue and innovation. At present, not enough members of the faculty are aware of the work being done by TLS. (See also Standard 9.)

Bard's Graduate Programs¹⁹⁰ (See also Standard 13.)

About fifteen years ago President Botstein proposed to the faculty and to the Bard community at large a model for Bard's future based on the metaphor of an undergraduate "core" and, on its periphery, "satellite" institutes (some granting advanced degrees, others not). A list of these institutes and programs may be found in Appendix 13.1. At latest inventory they totaled 37, almost rivaling the total of 46 undergraduate programs.

The president explained that this system would make Bard an attractive and unique variant on the old dichotomy between undergraduate colleges, which were only for undergraduates, and universities, which granted a range of Ph.D.'s. Bard offers an array of masters' degrees and now, with the BGC, the Ph.D. Without losing our reputation for being one of the smaller prestige liberal arts colleges, and without seeming as if we were trying to mutate into a university the satellites would offer a range of subjects as broad as our four undergraduate divisions, and he argued that they would clearly enhance the undergraduate curriculum.¹⁹¹

¹⁸⁸ <http://mlp.bard.edu/resources.html>

¹⁸⁹ <http://inside.bard.edu/tls/>

¹⁹⁰ <http://www.bard.edu/graduate>

¹⁹¹ <http://www.bard.edu/academics/curriculum/>

It is this last claim which, fifteen years later, it seems appropriate to address: in what cases has it been fulfilled, in what cases is it still a work in progress, in what cases is it perhaps not in the end even desirable, and in what cases could more work usefully be done?

In certain obvious ways, our undergraduates do not enjoy easy access to the graduate programs. The MFA program¹⁹² at the Milton Avery Graduate School of the Arts, for instance, is in session for eight weeks in the summer when most students are away from Annandale. The Bard Graduate Center for the Decorative Arts, Design, and Culture¹⁹³ is located in Manhattan, making it difficult for students to take advantage of its rich offerings on a regular basis. Even so, Bard Graduate Center faculty have taught courses for undergraduates on the Annandale campus, and the Art History Program¹⁹⁴ has twice offered a course taught by a member of the art history faculty and BGC doctoral candidates. Furthermore, graduate programs sharing space in Annandale with the college have made efforts to invite undergraduates into their courses, public lectures, exhibitions, and special events. The Center for Curatorial Studies¹⁹⁵ admits juniors and seniors in Art History to seminars with the permission of their undergraduate advisers and the seminar instructors. In practice, however, only a few avail themselves of this option. The CCS has organized undergraduate courses, exchanged faculty with the Art History and Studio Arts Programs,¹⁹⁶ and co-sponsored guest lecturers with the Studio Arts and Human Rights Programs. CCS graduate students regularly bring undergraduate classes through their M.A. exhibitions, occasionally lecture in undergraduate courses, and offer special sessions for undergraduate courses, including exhibition tours in New York City. They have also worked as Spanish tutors, and three are currently head residents in undergraduate dormitories (one is resident director of the south campus). The Bard Center for Environmental Policy¹⁹⁷ (BCEP) offers a 3/2 program that “allows qualified undergraduates in environmental studies and biology to receive degrees from the college and from BCEP” (Lindeman). This spring BCEP students and undergraduates will jointly participate in a two-credit Geographic Information Systems (GIS) course designed to invite high-achieving undergraduates into the graduate classroom. As Interim Director Mara Ranville points out, faculty from BCEP have taught courses in the college, served on the Institutional Review Board¹⁹⁸ (IRB), and sponsored events designed to bring undergraduates into discussion of such topics as “radically changing global trends in population, economics, and the environment”(Randall). Bard student groups and faculty have returned the favor by inviting BCEP faculty to speak at their events, as well. Such exchanges—albeit modest and local—contradict the perception that the satellite programs are closed to Bard undergraduates. Efforts to promote access to the graduate programs really do begin with the climate of collegiality and curricular cooperation established by CCS and BCEP.

ACTION POINT: Graduate programs should continue to think about outreach initiatives to Bard’s undergraduates, opening spaces in their courses where appropriate and planning joint events with programs at the college with whom they have a natural affinity. Faculty in the college, likewise, should make efforts to work closely with colleagues on the graduate faculties to develop innovative programming (as in the case of BCEP and the Environmental Studies program) designed to bring undergraduate and graduate students together around topics, lectures, and special events of interest to both. As suggested in Standard 13, a liaison committee should be formed to foster such exchanges.

¹⁹² <http://www.bard.edu/mfa/>

¹⁹³ <http://www.bgc.bard.edu/>

¹⁹⁴ <http://inside.bard.edu/arthistory/>

¹⁹⁵ <http://www.bard.edu/ccs>

¹⁹⁶ <http://www.bard.edu/academics/programs/programs.php?id=379200&pid=792>

¹⁹⁷ <http://www.bard.edu/cep/>

¹⁹⁸ <http://inside.bard.edu/irb/>

Conclusion

When it comes to educational offerings, Bard has much to be proud of looking back over the past five to ten years. The College offers a dazzling array of courses and programs to its undergraduates. The faculty works hard to meet the individual needs of students both through an intensive system of advising, and the traditional assessment opportunities presented by Moderation in sophomore year and Senior Project supervision in the final year. Our faculty-student ratio remains enviably high; students expect to work closely with faculty members in the program in which they concentrate and enjoy unparalleled access to the scholar-teachers with whom they study. The establishment of BARC and CFCD demonstrates a real institutional commitment to academic support of students, as well as sustained attention to what makes for effective teaching. There is room for continued growth, nonetheless. The Curriculum Committee, for instance, will have an important role in reviewing programs and examining curricular planning over the next several years. It is too early to judge how effective this group will be or what mechanisms it may need to develop to accomplish its mission. The CC, and the Faculty Senate, will do well to continue to foster nascent efforts to bring together graduate and undergraduate planning at Bard, especially on the Annandale campus. Given the limited resources of the College, and its avowed reluctance to invest in administrative staff (rather than support faculty salaries and offer student aid), it seems unlikely our relatively stripped-down programs in adult education, study abroad, or service learning are about to be expanded any time soon. Even so, ongoing attention on the part of administration and staff to the interface between these additional opportunities to learn and the core mission of the undergraduate College seems reasonable to expect in the years to come.

STANDARD 12: GENERAL EDUCATION

As is commensurate with a liberal arts ideal, the mission of the College has maintained a deep and longstanding commitment to general education. That part of the Bard Curriculum dedicated to principles of General Education has three major components: I. The Language and Thinking Workshop¹⁹⁹ (L&T); II. The First-Year Seminar Program²⁰⁰ (FYS); and III. Distribution Requirements. (For a complete description, please refer to the Bard Catalogue and Course Guide.) L&T remains the flagship enterprise for Bard's thriving Institute for Writing and Thinking,²⁰¹ a model widely emulated by other institutions at both the secondary and post-secondary levels. As other colleges have begun to rethink the value of first-year seminars, Bard has continued to build upon a tradition that has remained remarkably stable and vital with the reinvigoration of its own Seminar program in fall 2003. Distribution requirements, far from being a laissez-faire solution to the problem of over-specialization in a major, have been reaffirmed by the College community in a more rigorous and specific formulation than had formerly been the case. Consequently, all three components have recently undergone significant changes with a view towards increasing their effectiveness, to the extent that at this particular juncture, the issue of assessment rests in first reviewing the innovations themselves along with the reasons they were introduced in the first place. We feel that a comparative analysis with aspirant peer institutions is an initial objective indicator of where Bard stands in meeting its general education goals.²⁰² The next step is to measure the impact of those same changes over the coming several years.

The Language and Thinking Workshop

Recent Innovations

Over a period of years, there has been an ongoing discussion within the College as to how to make the August program for incoming students more effective. Although the program was highly regarded by faculty and especially by students, a general consensus emerged in faculty and administrative meetings set up to discuss the development of L & T, that the emphasis on writing "process" at the heart of the workshops, while once having served an admirable purpose, now meant that the effect on the improvement of student work could be uneven—that is, students were given arguably too much leeway to make of the three weeks what they wanted to make of it, and thus some might largely address themselves to kinds of writing, often personal and narrative, that didn't necessarily help them with the more objectively rigorous and critical writing assignments they would be facing once they enrolled in their fall classes.

Consequently, in a series of stages over the last four years, all under the guidance of its new director, Joan Retallack (appointed in January 2000), the workshop has stressed writing workshops with a firm focus on challenging content. (See Appendix 12.1 for August lecture series.) This has been achieved through an ambitious schedule of faculty lectures, film screenings and so forth that complement the class sessions, plus core reading assignments that currently share a unified theme. The three-week program now culminates in a long essay of extended inquiry and analysis, the so-called "intellectual essay" that must be turned in by every student. This piece of writing, viewed from the start as the major goal and capstone of the three weeks, is read and evaluated by each student's L&T instructor and, in turn, is submitted to that student's First-Year Seminar instructor with a view towards giving that instructor some first-hand,

¹⁹⁹ <http://inside.bard.edu/landt/>

²⁰⁰ <http://inside.bard.edu/firstyear/>

²⁰¹ <http://www.bard.edu/iwt/>

²⁰² The 24 institutions are: Amherst College, Barnard College, Bates College, Bowdoin College, Bryn Mawr College, Carleton College, Grinnell College, Hamilton College, Haverford College, Lewis and Clark College, Macalester College, Mount Holyoke College, Oberlin College, Pomona College, Reed College, Sarah Lawrence College, Skidmore College, Smith College, Swarthmore College, Vassar College, Wellesley College, Wesleyan University, Whitman College, Williams College.

practical insight into his or her student's writing capabilities from day one of the fall semester. To pass L&T and to matriculate students must:

- Attend all L&T workshops (no more than 3 unexcused absences);
- Participate fully in all workshop activities (including reading and writing assignments, conferences, lectures and other assigned work);
- Complete all writing assignments (including free writes, revisions, the intellectual essay, and any other assigned work); and
- Abide by the College's policies on academic honesty as outlined in the Student Handbook.

Comparison with Peer Institutions

Bard College, to the best of its knowledge, knows of no other institution that invests so much time and instructional resources into its orientation program. Comparison with another institution seems meaningless.

Potential Questions for an Ongoing Assessment (See Standard 14 also.)

Bard is currently in the process of developing the parameters of a method for a reliable and objective assessment of First-Year and Lower College writing with the help of a grant from the Teagle Foundation. In collaboration with Vassar, Hamilton, Hampshire, as well as a few other colleges, Bard will collect student papers and then invite evaluators—writing instructors from the participating institutions—to score their proficiency. The rubric for scoring, developed by Hamilton College, measures the mechanics of the essays: organization, use of evidence, uses of argument, and so on. Papers from the first-years and from seniors will be collected, logged, and assigned an identification number so that all names may be removed. We are currently collecting fifty high school papers from the class of 2010, fifty essays from first-year students and fifty papers from seniors. In June of 2007, we will “norm” the evaluators and score our 150 papers. At this point, Bard's representatives to the Teagle consortium—Dean of Studies Celia Bland and Associate Dean of the College Mark Halsey—will meet with participants from the collaborating institutions to assess and discuss the resulting scores.

The Teagle project will provide quantitative data related to other assessment activities already established at the College. The "intellectual essay" assignment completed during L&T, as already mentioned, offers a clear benchmark moment whereby the successful development of subsequent student writing can be assessed via comparison with the portfolio from the three weeks of L&T, essays turned in for First-Year Seminar at the end of the first year, and potentially with the academic essay turned in for Moderation at the end of the sophomore year.

First-Year Seminar

Recent Innovations

Three years ago, First-Year Seminar (FYS) underwent a major overhaul with a view towards strengthening a critical program that had lost some of its stature within the College since another series of changes had been put into place circa 1991. As with many other universities and colleges, Bard experimented with the “menu” approach to FYS in the second semester of its yearlong common course, emphasizing an imaginative diversity in offerings to complement the core reading approach of the fall semester. Yet the “smorgasbord” of FYS offerings designed with a view towards making it more attractive to students and faculty ultimately led, in our view, to a diminishing of the course's overall unity. With the core reading list for all sections confined to the fall semester only, FYS suffered in terms of intellectual coherence. This trend towards accommodating a wide variety of faculty and student interests also influenced the level of expectation for first-year students. The fall core reading list was trimmed so as to give each faculty member more freedom in how the syllabus for his or her individual section was designed. Effective classes did emerge from these developments, but (arguably) the *raison d'être* of the First-Year Seminar program in the first place, its accordance with a mission of general education, seemed to be disappearing as its offerings became more and more indistinguishable from other, introductory

course offerings in the College's listings.

After numerous discussions among a self-selected group of faculty who were committed to the goals of general education, major changes were proposed and with the encouragement and input of the senior administration, these were put into place in the fall of 2003. The broad thrust of the changes was aimed at re-emphasizing the First-Year Seminar as a shared common experience for all incoming students and enhancing the core reading list as a challenging encounter with fundamental ideas and problems that would serve as a basis for their subsequent undergraduate years. The bold scope of the changes was such that the College endeavored to address many diverse factors that could help the FYS program fulfill its mission.

The changes were as follows:

- The seminar would return to a common or core reading list in both the fall and spring semester (elective texts kept to a minimum).
- The reading list for the spring semester was designed especially as a follow up and complement to the fall so that in effect First-Year Seminar became a year-long course even though virtually all students would have different instructors in each semester.
- The core reading list itself was expanded (approximately 12 texts each term) so that all sections of FYS were more or less teaching the same text at the same time for the entire semester.
- Inserted into the College's class schedule was a reserved time on Monday afternoons when the entire first-year class and the seminar faculty would gather for a Symposium. This could be a lecture, panel discussion, film screening, student debate, or musical performance (See Appendix 12.3 Symposium Events 2003-2006). Attendance was required, thus adding an extra hour and half meeting to the two regular 1 hr. 20 minute seminar sessions per week.
- On the weekend prior to the start of each semester, the FYS faculty were strongly encouraged to attend a two-day orientation retreat in which the courses texts were discussed as well as other matters pertaining to an effective teaching of the seminar, e.g. how to handle writing assignments. A \$200 stipend was offered to attendees.
- A new research stipend was implemented that was targeted to full-time tenured or tenure-track faculty who teach in the FYS program. The amount of the stipend was structured in a way that encouraged faculty to participate in FYS with greater continuity from year to year, and to support research in the field to complement the expense of time and energy required to prepare for teaching a general education course.
- The dean of the college made a concerted effort to keep the co-directors of the First-Year Seminar Program informed and often participatory in new tenure-track hirings with a view towards building a more reliable and competent staff for the FYS program.
- A new end-of-year banquet each spring was implemented for the First-Year class with presentations by both administrators and faculty, including the granting of writing awards as a way of underscoring the importance that the College places on the First-Year Program through an inclusive social ritual tied to the College's academic mission. This celebration was one of a number of initiatives to link curricular and extra-curricular life in "The First Year Experience" (underscoring cooperation between the dean of students office, the dean of studies, and residential life staff to integrate these two arenas).
- The Dedicated Peer Tutors Program (DPT), in which Upper College students, nominated by faculty, participate in a semester-long series of training workshops and are "dedicated" to particular sections of First-Year Seminar, was initiated through the Bard Academic Resources Center in 2004. These fifteen peer-tutors work closely with the professors of their FYS sections as well as the Director of College Writing, reading the first drafts of student papers and holding conferences to suggest revisions for three essays assigned in FYS (which requires a minimum of 25-pages per semester). The purpose of this program is to further the oft-repeated desire of first-year seminar professors to get better essays from students. The individual conferences provide the

student and peer tutor with a time and place for an extended conversation about the essay, and most often improve the quality of the students' final drafts and final grades.

First-Year Seminar aims, in its present incarnation, to create an intense intellectual environment around a shared set of readings, plenary sessions, and a fully coordinated sense of the mission of the program. Our theme—What is Enlightenment? The Science, Culture, and Politics of Reason—springs from our concern to provide students with the intellectual background to become effective citizens in 21st century America. There has been much recent pessimism about the capacity of any liberal arts college even to pretend to such an enterprise,²⁰³ but at Bard, we have placed our faith in the capacity of general education not only to maintain curricular initiatives, but also to extend them. We read Locke alongside Equiano and Austen, Kant in dialogue with Lu Hsun and Franz Fanon. We take seriously the central questions introduced to our students in the L&T workshop and that engage all of these writers: What does it mean to be human? Are there universal standards—of truth, reality, and the good—that help us to understand humanity? Why do we long for such standards? In the absence of universal categories, how might we re-imagine human reason? How powerful is reason in helping us to live our lives with meaning? The course strives not only to make our students more effective writers, but also better critical reasoners.

Comparison with Aspirant Peer Institutions

The scope of Bard's First-Year Seminar program compares favorably with the group of 24 aspirant peer colleges, e.g. 10 of the 24 schools (Amherst, Barnard, Bowdoin, Bryn Mawr, Grinnell, Lewis and Clark, Macalester, Pomona, Sarah Lawrence, and Whitman) actually require First-Year students to take a core course; only 2 of those 10 (Lewis and Clark, Whitman) have a two-semester core course and only one (Lewis and Clark) has a core course with a fixed syllabus.

It seems important to acknowledge that while many small liberal arts colleges may have introduced first-year seminars in recent years, virtually none of them aspire to the level of intellectual coherence or synchronized experience established by FYS at Bard. While it is interesting to speculate on why this may be (the aftermath of the “culture wars” in the academy or simply administrative headaches with staffing an ambitious, coordinated general education program), Bard has succeeded in mounting such a course for a number of reasons. First, there is unequivocal support for the mission of FYS from the leaders of the institution. The president and several major administrators teach FYS regularly, speaking frequently with students, alumni, parents, and other educational leaders about a shared vision for the program. Second, the institution has set aside dedicated funds for support of FYS, training of faculty, and hiring of qualified visiting instructors to supplement the staff drawn from the ranks of tenured and tenure-track faculty. Third, our faculty retains control of curricular planning and course content. The people who commit their energies to the seminar have made this project their own: there is no “out-sourcing” of the administration of FYS but rather there is a significant sense of ownership on the part of the faculty who teach in the program.

Potential Questions for an On-going Assessment

Since the development of critical thinking in writing is one of the major goals of First-Year Seminar, as in the Language and Thinking Workshop, the currently in-progress, Teagle Foundation Initiative will be key tool for future assessment.

ACTION POINT: Underway is an initiative to develop a student evaluation form that is specifically tailored to First-Year Seminar. Evaluation of teaching in this course should reflect its unique place in the curriculum.

ACTION POINT: Given the enormous investment the College puts into the First-Year Seminar, the College may want systematically to review the issue of how many of the program's faculty come from the

²⁰³ Andrew Delbanco 2005 “Colleges: An Endangered Species?” The New York Review of Books 52(4).

full-time tenure-track or tenured lines. A healthy participation has always been viewed as beneficial; a considerable recruitment effort within the regular faculty ranks has kept a steady participation (roughly 7 to 15 per semester).

Table 12.1 First-Year Seminar Staffing 2001-2006

	Tenure and Tenure-line Faculty Teaching FYS	Total Faculty Teaching FYS
Spring 2001	8	22
Fall 2001	7	21
Spring 2002	13	23
Fall 2002	8	22
Spring 2003	11	22
Fall 2003	14	25
Spring 2004	15	26
Fall 2004	13	25
Spring 2005	13	26
Fall 2005	7	26
Spring 2006	14	28
Fall 2006	7	25

ACTION POINT: The College may want to consider, through more explicit language, formalizing participation in general education programs and development as part of the faculty hiring and evaluation guidelines.

Course Distribution Requirements

Recent Innovations

At the same time that plans for a revised First-Year Seminar Program were being discussed, the Faculty Senate appointed a Sub-Committee on Curriculum to examine the College's distribution requirements. As with the First-Year Seminar reforms, the goal was to find a suitable corrective to limitations in the relatively open and/or abstract definitions of areas of study in the 1991 system which meant that students could fulfill distribution guidelines by seeking out minor shades of difference within the same discipline. Thus, as the Registrar's record pointed out, too many students were managing to graduate without the desired breadth of knowledge the requirements were designed to ensure. After two years of study and debate the sub-committee decided the best course of action was to return to distribution guidelines drawn along classically conceived disciplinary boundaries while at the same time extending the reach of the guidelines themselves with more finely tuned definitions so as to ensure a broad reach across the many kinds of courses offered by the College. Finally, each course now could only fit one distribution category instead of two. The specific innovations were:

- The addition of a computation and laboratory science requirement so that each student is now required to take a computation and laboratory science course instead of one or the other.
- A new distinction between Literature in English and Literature in a Foreign Language. Students must now take one in each category.
- The addition of an "Analysis of Non-Verbal Art" requirement.
- A new distinction between "Social Science" and "Humanities." Students must now take one course in each category.
- The addition of a "Historical Studies" requirement.
- The addition of a "Rethinking Difference" requirement.

Comparison with Aspirant Peer Institutions

Half of our aspirant peer schools have a so-called "diversity" requirement, comparable to Bard's newly

devised "Rethinking Difference" requirement: Barnard, Bowdoin, Carleton, Haverford, Lewis and Clark, Macalester, Mt. Holyoke, Oberlin, Skidmore, Wellesley, Whitman and Williams.

Eleven of our aspirant peer colleges have a writing requirement: Barnard, Carleton, Hamilton, Haverford, Macalester, Oberlin, Pomona, Skidmore, Smith, Swarthmore, and Wellesley. Only four of those schools require fulfillment through enrollment in a stand-alone composition course. Comparison with Bard then is hard to measure, since although we do not have a writing requirement *per se*, the development of student writing is one of the key goals of both the Language and Thinking Workshop and the First-Year Seminar Program. A writing requirement has thus been incorporated into that aspect of our core program.

A crucial consideration concerning the issue of college writing is the considerable development of Academic Services (BARC),²⁰⁴ which includes the first-time appointment of a director of college writing in 2002, as well as the expansion of available student tutors (e.g. see the Dedicated Peer Tutor Program²⁰⁵ above under FYS), courses in grammar, essay writing, English as a Second Language and an academic support specialist. A comparison of fall semester enrollments in special writing workshops over the last ten years is also instructive since one sees the increase one would expect from expanded support:

Table 12.2 BARC Writing Workshop Enrollments

	No. of Courses Offered	No. of Enrollments
Fall 1996	2	14
Fall 2000	3	34
Fall 2005	3	52
Fall 2006	4	62

ACTION POINT: The College should actively discuss the question of a writing requirement beyond FYS and L&T: what might be gained by designing such an additional distribution requirement? Could the course offerings through the Bard Academic Resources Center (BARC) be expanded to meet such a need? Or should each academic program design its own writing intensive seminar to help train students in writing both within — as well as across — the disciplines?

Finally, half of our aspirant peer colleges have a language requirement: Barnard, Bryn Mawr, Carleton, Haverford, Lewis and Clark, Macalester, Mt. Holyoke, Pomona, Reed, Skidmore, Swarthmore and Wellesley. Bard remains skeptical of the value of imposing a requirement to study a second language; so too, language faculty members insist that the level of study necessary (and courses taught) for adequate proficiency may be prohibitively expensive to staff.

Potential Questions for an Ongoing Assessment

Real assessment of our recent general education reforms and their impact on student learning will have to wait another year until the first Bard class subject to the new distribution guidelines graduates in 2008. One immediate concern was the percentage of enrollment in language classes, since the Senate Subcommittee stopped one step short of initiating a language requirement. It was feared that the new, more extensive distribution requirement might cut down on the enrollment in language courses. A look at the numbers indicates that for the short-term, this has not been the case:

Table 12.3 Percentage of Total Enrollments in Language Courses

Year	Percent Enrolled
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²⁰⁴ <http://inside.bard.edu/academicresources/>

²⁰⁵ <http://inside.bard.edu/campus/services/academicresources/>

1995-1996	7.42%
2000-2001	8.34%
2005-2006	8.40%

Nevertheless, the College will want periodically to review these numbers and once again reconsider the value of a language requirement. With the change in directorship of FYS in spring 2007, the foundational course for general education at the College will undoubtedly be reviewed once again. There is a strong push to integrate more science into the curriculum of the required first-year course; the appointment of a physicist to the post of co-director (along with a senior member of the comparative literature faculty) underscores an institutional commitment to bringing the arts and sciences together in all our curricular planning, as well as our thinking about the first-year experience.

STANDARD 13: RELATED EDUCATIONAL ACTIVITIES

Bard College supports a wide range of external educational programs, including foreign language programs for its undergraduates; graduate programs in the arts, environmental policy, and teaching; an innovative high school and early college in Manhattan; a liberal arts college in St. Petersburg; and other educational initiatives directed to non-traditional students, including the Clemente Course in the Humanities²⁰⁶ and the Bard Prison Initiative²⁰⁷ (see Appendix 13.1). Most of these programs were initiated in the past fifteen years, while others—most notably the Institute for Writing and Thinking established in 1982—have continued to thrive and exert their influence on a nation-wide scale. They reflect the College’s idealism about the public responsibilities of institutions of higher learning, its entrepreneurial approach to educational innovation, and an expanded model of undergraduate liberal arts education, elaborated in the College’s mission statements.²⁰⁸ On that model, the external programs—especially the graduate programs—create an expanded research and cultural environment for the undergraduate liberal arts curriculum. They expose undergraduates to advanced research in the sciences, innovative exhibitions and programming in the arts, pedagogical innovation in the teaching of writing, and public lectures and colloquia on issues of environmental policy, education, and culture, without compromising the preeminent importance given to teaching in the undergraduate College.

Bard’s conception of its public responsibilities—its commitments to engagement in civil society and to the arts—expand the idea of a liberal arts college in more ways than described above. Bard is a presenting institution, with a museum of contemporary art and a performing arts center that offer ambitious exhibitions, operas, theater and dance performances, and concerts at the forefront of artistic and professional achievement. It also has an institute for advanced research in economics, the modeling of social wellness, and gender equity; it supports workshops and conferences for teachers of writing in high schools and colleges; and it publishes an important journal dedicated to new fiction, translation, and poetry. These activities are as much a part of Bard’s self-conception—as defining of its commitments to higher education—as its traditional and non-traditional curricular initiatives on campus, in prisons, in Russia, and in other countries.

This section of our report discusses the origins of Bard’s external educational programs, their contributions to its mission as a liberal arts college acting “in the public interest,”²⁰⁹ and the particular mechanisms and procedures by which the external programs are assessed. We take up programs under the various headings recommended in the MSA guidelines and add two additional headings at the end for “Research Institutes” and “Presenting and Performing Institutions, Publications, and Other Educational Offerings.”

The College’s first graduate programs—the Milton Avery Graduate School of the Arts²¹⁰ (1981) and the Graduate School of Environmental Studies²¹¹ (1987)—brought distinguished scholars and professionals to the campus through programs conceived as satellites to the undergraduate College. The two programs

²⁰⁶ <http://clemente.bard.edu/about/>

²⁰⁷ <http://www.bard.edu/bpi/>

²⁰⁸ For recent statements of the mission of the College, see “Mission Statement to Alumnae/i and Parents,” Fall 2002; “The Mission of Bard College and its Funding Opportunities,” April 25, 2005; and “The Distinctive Mission of Bard College,” n.d. The last document in particular articulates the basis for Bard’s external programs in its new model of undergraduate liberal arts education: “Bard has begun to fashion an alternative in which research and undergraduate teaching support one another. Areas of study are not defined by pre-professionalism. Yet the years of undergraduate education are not cut off, artificially, from the highest level of professional practice” (2).

²⁰⁹ “The Distinctive Mission of Bard College,” 1.

²¹⁰ <http://www.bard.edu/mfa/>

²¹¹ <http://www.bard.edu/cep/>

offered courses during intensive summer terms; particularly in their first years, many of their faculty were regular faculty of the College. From the early 1990s to the present, the College has initiated six graduate and professional programs that have introduced new areas of study into the satellite structure. The Center for Curatorial Studies and Art in Contemporary Culture²¹² (1992) and the Bard Graduate Center for Studies in the Decorative Arts, Design, and Culture²¹³ (1993) offered ambitious graduate programs in new research and exhibition centers, with specialized library collections and archives. The Bard Center for Environmental Policy²¹⁴ (1999), which replaced the Graduate School of Environmental Studies, expanded the College's commitment to the study of the environment—an opportunity and challenge of its location in the mid-Hudson region. The Conductor's Institute²¹⁵ (2000) was the first master's degree program at the College in the performing arts and will be joined in 2006–07 by a master's degree program in voice. The Master of Arts in Teaching Program (2003) was developed as a new discipline-based approach to training secondary school teachers.

Since the mid-1990s, the College has initiated postsecondary courses and undergraduate degree programs—in some cases in collaboration with other educational institutions—in underserved communities in the United States and in emerging democracies elsewhere. Smolny College of St. Petersburg State University²¹⁶ (1999) is the first liberal arts college in Russia. The Clemente Course in the Humanities²¹⁷ (1995) offers postsecondary liberal arts courses in low income and minority communities throughout the country, and the Bard Prison Initiative (1999) offers A.A. and B.A. degree programs in prisons in New York State. The Bard High School Early College²¹⁸ (2001), a joint venture with the New York City Department of Education, and the Master of Arts in Teaching Program²¹⁹ (2004), a discipline-based program to train secondary school teachers, evolved out of the College's commitment to exploring new models of adolescent education, an interest dating back to Bard's assumption of the ownership of Simon's Rock College in 1979.

Bard's graduate programs in the arts—with the Center for Curatorial Studies²²⁰ Museum and the new Conservatory of Music²²¹—have indeed brought to the College “an extraordinarily cosmopolitan culture;” and other of its external educational programs, at both the postsecondary and graduate level, offer its students—and others outside the College—models of public service. The external programs have contributed in other ways to the undergraduate College. They have instituted collaborations, as opportunities presented themselves, with major museums, research universities, educational agencies, and other organizations. They have brought new funders and donors to the College. They have created new models of professional training and offered forums in which issues of importance to the arts, culture, and public policy are publicly discussed and debated. They have generated publicity for the College, nationally and internationally, and increased public interest in its educational programs and its cultural and intellectual commitments. They can be credited in part, no doubt, with recent increases in the number of admissions applications to the College.²²²

²¹² <http://www.bard.edu/ccs/>

²¹³ <http://www.bard.edu/bgc>

²¹⁴ <http://www.bard.edu/cep/>

²¹⁵ <http://www.bard.edu/ci/>

²¹⁶ <http://www.smolny.org/english/>

²¹⁷ <http://clemente.bard.edu/about/>

²¹⁸ <http://www.bard.edu/bhsec/>

²¹⁹ <http://www.bard.edu/mat/>

²²⁰ <http://www.bard.edu/ccs/>

²²¹ <http://www.bard.edu/conservatory/>

²²² For “an extraordinarily cosmopolitan culture,” see “The Distinctive Mission of Bard College,” 2. The College's responsibilities for presenting models of public service to its students is also discussed in Leon Botstein, “The Love of Learning,” n.d. Admissions applications to Bard for 2006–07 increased 30% over the preceding year. In the same

One question raised in several quarters at this juncture is how to improve communication between faculty and staff affiliated with the various external programs and faculty and staff primarily located within the undergraduate college. The College and its external programs have much to offer each other in the way of resources: faculty at the undergraduate college could be more aware of the satellite programs and involved in their development.

ACTION POINT: A liaison committee of Bard faculty and administrators should be formed and meet regularly to address the interface, as well as strengthen relations between the undergraduate college and its external programs. This committee would look for practical ways to capitalize on Bard's creative initiative, maximizing undergraduate access to these rich and energetic programs.

Since Bard's external educational activities are various—they include non-credit continuing education courses, special course opportunities within the undergraduate curriculum, freestanding graduate programs, and institutional partnerships—different administrative offices oversee them, and various mechanisms and procedures exist by which their curricula and course offerings are assessed. A number of positions have been created in the central Bard administration in the past ten years to provide budgetary and academic oversight of external educational programs, including the positions of vice president for academic affairs, vice president for global initiatives, dean of international studies, and dean of graduate studies. Some external programs have their own assessment mechanisms and procedures. In the sections below, we summarize and discuss particular mechanisms and procedures by which the College assesses its external educational activities. Our discussions draw upon interviews conducted with the vice president for academic affairs; the provost of Bard College at Simon's Rock;²²³ the dean of studies of the Bard High School Early College; the assistant director of the Clemente Course in the Humanities;²²⁴ and the directors of the graduate programs at the Bard Center for Environmental Policy, Bard Graduate Center, Center for Curatorial Studies,²²⁵ International Center of Photography,²²⁶ and Milton Avery Graduate School of the Arts.²²⁷

Basic Skills

Bard offers a two-week, non-credit course in the summer for students in the Higher Education Opportunity Program (HEOP).²²⁸ Other credit-bearing courses offered by the College's Academic Resources Center²²⁹ are required for students in the program, but open to other undergraduates as well. Bard faculty members serve on an advisory committee that reports regularly on HEOP at College faculty meetings.

Experiential Learning

The Trustee Leader Scholar Program (TLS)²³⁰ provides leadership development opportunities for undergraduates engaged in community service projects. Fifty students work in the program each year, participating in projects in neighboring communities, in other cities in the United States, and in communities in other countries. TLS students tutor emotionally disturbed children in a residential facility in Rhinebeck and at-risk youth in Hudson; they build homes for Habitat for Humanity in Philadelphia,

period, admissions applications to the Milton Avery Graduate School of the Arts increased 28%, and applications to the Center for Curatorial Studies graduate program increased 12%.

²²³ <http://www.simons-rock.edu/>

²²⁴ <http://clemente.bard.edu/about/>

²²⁵ <http://www.bard.edu/ccs/>

²²⁶ http://www.icp.org/site/c.dnJGKJNsFqG/b.850305/k.8FF1/ICP_Bard_MFA.htm

²²⁷ <http://www.bard.edu/mfa>

²²⁸ <http://inside.bard.edu/heop/>

²²⁹ <http://inside.bard.edu/academicresources/>

²³⁰

western Pennsylvania, and Thailand; they staff an ESL center in Red Hook. Currently, there are approximately thirty such projects organized, developed, and supported by TLS students. The student tutoring and service programs that presently are affiliated with the Bard Prison Initiative and the Migrant Labor Project,²³¹ both part of Bard's Human Rights Project, originated through TLS projects. (See also Standard 9). All of these opportunities are exemplary of the ways that Bard's external programs engage students in public service outside the College. However, since they do not carry academic credit, we do not discuss them further in this report. The A.A. and B.A. degree programs of the Bard Prison Initiative are discussed below.

Non-credit Offerings

Bard College's Lifetime Learning Institute,²³² affiliated with the Elderhostel Institute Network, offers non-credit courses for retired persons. In addition, the Bard Center sponsors informal, three-week Intergenerational Seminars for Bard undergraduates and local community members, led by Bard faculty, Bard Center fellows, and visiting lecturers. These programs can again be seen to serve Bard's mission as "an institution in the public interest." Since the courses and seminars that they support carry no academic credit, the programs are not discussed further here.

Branch Campuses, Additional Locations, and Other Instructional Sites

The programs in this division can be grouped in three categories: special educational opportunities for Bard undergraduates, the graduate programs, and educational partnerships with other institutions. The first category includes the Bard Globalization and International Affairs Program (BGIA),²³³ the Bard-Rockefeller Semester in Science (BRSS),²³⁴ Bard College foreign language intensives²³⁵ offered in the summer and in the January intersession. The second category includes the graduate programs in Annandale and Manhattan and various study abroad²³⁶ and exchange programs in which Bard undergraduates can participate. The third category of programs includes the Bard Prison Initiative and Smolny College at Saint Petersburg State University. We append individual reports on the programs in each of the three categories: the BGIA, BRSS, foreign language intensives, and study abroad programs; the graduate programs; and the Bard Prison Initiative, Smolny College, and Bard College at Simon's Rock. We also make a recommendation below concerning the administrative oversight of study abroad programs.

Contractual Relationships and Affiliated Providers

Bard College diplomas are awarded to students who complete A.A. and B.A. degrees at Bard College at Simon's Rock and A.A. degrees at Bard High School Early College. We award the Bard degree to graduates of Smolny College. Bard awards college credit to students in the Clemente Course in the Humanities and to undergraduates from Bard and other institutions who take postgraduate-level courses at the Central European University²³⁷ in Budapest. The college also grants credit to U.S. students who participate in the International Human Rights Exchange at the University of Witwatersrand (a joint program with Bard), and to the U.S. students who study at the European College of Liberal Arts (ECLA) in Berlin, although the latter arrangement is currently under review. We make a recommendation below about the Clemente Course in the Humanities, and we append reports on Bard College at Simon's Rock and Bard High School Early College. Since the Middle States Association independently accredits the Central European University, we do not discuss its programs in this report.

²³¹ <http://mlp.bard.edu/>

²³² <http://www.bard.edu/institutes/li/>

²³³ <http://www.bard.edu/bgia/>

²³⁴ <http://www.bard.edu/scienceinitiative/rockefeller/>

²³⁵ <http://www.bard.edu/globalstudy/programs/immersions/>

²³⁶ <http://www.bard.edu/globalstudies/>

²³⁷ <http://www.ceu.hu/>

Clemente Course in the Humanities

The Clemente Course in the Humanities offers college-level courses to economically disadvantaged adults. Since 1995, Clemente Courses have been offered in thirty-two communities in fourteen states and the District of Columbia. Students completing the Bard College Clemente Course in the Humanities receive a certificate of achievement. They also receive academic credits if they complete the course at a high level of performance. Between two and three hundred students are admitted to the program each year, and nearly sixty percent of the students earn academic credits. Over eighty percent of graduates of the program transfer to four-year colleges and universities to continue work toward a degree. Very few of these individuals would have had the opportunity to pursue a college career without the Clemente Course. To date, eight Clemente Course students have transferred to Bard and graduated. Four of these students are currently in graduate school.

Bard College faculty regularly teach in Clemente Courses in New York, Massachusetts, and New Jersey. As a national program, Bard additionally relies on college faculty located near course locations. Following a curriculum approved by the Bard Faculty Executive Committee, the Clemente Course offers 110 hours of study over an eight-month period with class meetings two evenings a week. The national director at Bard is responsible for program supervision, review and selection of all faculty and course plans, while also providing technical and fundraising assistance. Each summer, Bard hosts a meeting that brings together Bard staff, course directors, faculty, and other interested individuals from around the country in order to share experiences and address issues of common concern, such as student retention, curriculum, and pedagogical techniques.

Special Opportunities for Bard Undergraduates

Bard Globalization and International Affairs Program

New York City

The Bard Globalization and International Affairs Program (BGIA)²³⁸ provides a special opportunity for university students and recent college graduates to combine the study of human rights law, civil society development, global political economy, ethics, humanitarian action, and writing on international affairs with substantive internships at international organizations engaged in those fields. BGIA is a residential program. Student apartments, classrooms, and communal spaces are located in a newly renovated building in the Lincoln Center district of midtown Manhattan. Admission to BGIA is highly competitive. The program accepts up to twenty-five students each spring and fall semester and twenty students for an eight-week summer program in June and July. BGIA began in September 2001.

BGIA operates as a part of Bard College, which approves courses and appoints personnel. More than fifty percent of students participating in the program are Bard undergraduates. The other students come from institutions across the country, such as Oberlin, Dennison, Lafayette, Emory, and Yale.

BGIA has four components. The program is organized largely around internship opportunities. For about twenty to twenty-five hours per week, students intern at organizations focusing on global issues—for example, Human Rights Watch.²³⁹ the Open Society Institute/Soros Foundation, the International Crisis Group, Newsweek International, CNN, and the International Partnership for Service Learning. In all, students have interned at more than seventy organizations. Students do not receive academic credit for their internships, but they do receive credit for a core seminar linked to the internship program. The internship program and core seminar are overseen by a program director, Richard Harrill, who is based in New York City.

²³⁸ <http://www.bard.edu/bgia/>

²³⁹ <http://www.hrw.org/>

The second component of the program is a series of courses focusing on international affairs. The courses, generally offered in the evening, cover topics such as Ethics and International Affairs, Humanitarian Intervention, and Writing and International Affairs. The courses are taught by Bard faculty and professionals based in New York City, such as Joel Rosenthal of the Carnegie Council on Ethics and International Affairs; Barbara Crossette, former UN bureau chief of the *New York Times*; Joëlle Tanguy, executive director of Business Fights Aids; and Sean Southy of the United Nations Development Program.

The third component of the program is the James Clarke Chace Memorial Speaker Series,²⁴⁰ which sponsors public lectures by leading luminaries in the field, ranging from Fareed Zakaria to Walter Russell Mead. The final component is the student-run journal *BardPolitik*,²⁴¹ which bi-annually publishes articles by students and contributions from leaders in the field.

BGIA is consistent with Bard's overall educational mission. It seeks to challenge students intellectually, raise social and global awareness, and prepare students for future contributions as engaged global citizens. BGIA is consistent with Bard's academic standards. Bard faculty teach some program courses, and efforts are being made to increase the participation of Bard faculty in the program. The others are taught by New-York-based experts and are approved by Bard's Executive Committee. The dean of international studies, who serves as the program's academic director, reviews all syllabi. Students through Bard course evaluation forms evaluate faculty and courses, and the dean of international studies and the dean of the college review the student evaluations. Students also complete program evaluations. The program was initially approved by a Bard faculty committee and by the College's Executive Committee. A faculty committee will conduct a five-year review in fall 2006.

The assessment mechanisms at BGIA are modified versions of those used on the Annandale campus. Primarily teaching evaluations and student feedback assess non-Bard faculty. Since faculty are hired on an adjunct basis, successful faculty are rehired and ones who do not meet accepted standards are not renewed.

Bard-Rockefeller Semester in Science

In spring 2007, Bard College and Rockefeller University will launch the Bard-Rockefeller Semester in Science (BRSS)²⁴² in New York City. BRSS is a one-semester program designed for advanced science students, particularly in the fields of neuroscience, biochemistry, molecular biology, developmental biology, biophysics, and genetics. Students will work in laboratories with faculty from Rockefeller University (RU) and take specially designed classes at RU and at Bard's Globalization and International Affairs Program in New York City.

The BRSS curriculum will feature laboratory research experience, a course on research methods, a core seminar on contemporary issues in the biological sciences, and courses at the nexus of science and world affairs. Courses will be taught by Bard and Rockefeller faculty and by Rockefeller graduate students under the supervision of Bard or Rockefeller faculty.

Bard and Rockefeller are currently discussing evaluation and assessment mechanisms.

Foreign Language Intensives²⁴³

²⁴⁰ <http://www.bard.edu/bgia/speakers/>

²⁴¹ <http://www.bard.edu/bgia/journal/>

²⁴² <http://www.bard.edu/scienceinitiative/rockefeller/>

²⁴³ <http://www.bard.edu/globalstudy/programs/immersions/>

Summer program: Arabic (Fez, Morocco), Chinese (Qingdao, China), French (Tours, France), German (Heidelberg, Germany), Italian (Venice, Italy), Japanese (Kyoto, Japan), and Russian (St. Petersburg, Russia)

January program: Spanish (Oaxaca, Mexico)

Program lengths:

Four weeks: Arabic, German, French, Italian, Russian, and Spanish

Five weeks: Japanese

Nine weeks: Chinese (includes one week for sightseeing in Beijing)

The benefits for Bard to run these in-house programs are that other programs may not use the same textbooks and standards. The summer/winter programs are all continuation of intensive language courses at the College. The format of intensive training followed immediately by going abroad has proven to be successful for the language programs. The students who have participated in these programs tend to continue with the upper-level language courses. The accelerated pace also makes it possible for students who begin learning foreign languages at Bard to arrive quickly at the point where they can work with original texts. It therefore encourages students to take risks, to learn a new language, rather than sticking with what they encountered already in high school.

To ensure that these programs meet Bard standards for quality of instruction and educational effectiveness, Bard faculty members sit in on the classes and participate in course development and in planning syllabi. Some train the host institutions' teachers. These programs are preceded by intensive language courses at Bard to prepare the students linguistically and culturally for going abroad. Pre-program orientation includes letters to students and parents and meetings with students who have participated in previous years. Currently, the program directors interview students for feedback about the programs. The dean of international studies is preparing a written questionnaire for students to evaluate the programs.

Study Abroad Programs

Bard undergraduates attend study abroad programs²⁴⁴ at institutions with which the College has various sorts of arrangements. There are programs sponsored by Bard with collaborating institutions, such as Smolny College in St. Petersburg; exchange programs with an art school in Karlsruhe, Germany, and with universities in Berlin, Hong Kong, and Johannesburg; and there are programs in India and Greece run by educational consortiums²⁴⁵ of which Bard is a partner. Students can also apply to study at programs run by other colleges and universities. The dean of international studies²⁴⁶ is responsible for administrative oversight of the study abroad programs, with assistance from a part-time study abroad adviser. The programs are diverse, and full-time administrative support is necessary to assure oversight of the programs by College faculty, to conduct student evaluations of the programs, and to assist with placement.

ACTION POINT: We recommend creation of a full-time position for a study abroad coordinator within the Office of the Dean of International Studies.

Bard-sponsored programs for Bard and non-Bard students (semester or year):

- Smolny College, St. Petersburg, Russia

²⁴⁴ <http://www.bard.edu/globalstudies/>

²⁴⁵ <http://www.bard.edu/globalstudies/programs/#year>

²⁴⁶ <http://www.bard.edu/academics/globalstudies/dean/>

- Central European University, Budapest, Hungary²⁴⁷
- Bard Globalization and International Affairs, New York, NY

Exchange programs for Bard students (semester or year):

- Lingnan University, Hong Kong
- Bard-Humboldt University, Berlin, Germany²⁴⁸
- University of Witwatersrand, South Africa²⁴⁹
- Staatliche Hochschule für Gestaltung, Karlsruhe, Germany²⁵⁰

Exchange program for Bard or non-Bard students (summer or winter):

- International Human Rights Exchange, Durban, South Africa²⁵¹

The International Human Rights Exchange (IHRE), a partnership between Bard and the University of the Witwatersrand in Johannesburg, South Africa, is a semester program open to U.S. and African students and co-taught by faculty from South Africa and the U.S. Students completing the program will be awarded credit by Bard and the University of the Witwatersrand. The program will open with forty-four to sixty students in July 2007, pending outside funding.

Bard-affiliated programs (Bard participates in a consortium as a partner institution):

- Semester in India²⁵² (mid-August to mid-December)
- American School of Classical Studies in Athens (six-week summer session)

Bard-approved programs and non-Bard approved programs sponsored by other educational institutions are valuable components of the Bard educational process, provided that they are embedded within the overall educational plans of any given student (See Standard 11). For students who study foreign languages, they are an essential part of Bard's educational process, highlighted by our significant emphasis on international travel for language intensives.²⁵³ For many academic programs, including area studies programs, study abroad is also considered critical. It constitutes an important part of many students' academic work at Bard, serving as a launching point for the senior project. More generally, these programs fit into Bard's more general social mission and commitment to global awareness, and understanding of other cultures.

Most programs have a standard conversion formula for course credit. If they operate on a system radically different from Bard's, the Bard Registrar²⁵⁴ uses formulas based on contact hours. All students are advised to meet with the Registrar during the program approval process so that they will know how many credits they will receive for each course and which courses, such as pre-professional courses, will not count toward their Bard degrees.

To ensure that programs meet Bard standards for quality of instruction, academic rigor, and educational effectiveness, all the programs that students attend must be approved prior to the students' departure. A Bard faculty member or administrator, who evaluates the programs for quality of instruction as well as residential life, visits some programs. The educational quality of all programs is not presumed to be

²⁴⁷ <http://www.ceu.hu/>

²⁴⁸ <http://www.bard.edu/iile/germany>

²⁴⁹ http://www.bard.edu/iile/univ_wit/

²⁵⁰ <http://www.bard.edu/globalstudies/programs/#year>

²⁵¹ <http://www.ihre.org/>

²⁵² <http://www.bard.edu/globalstudy/programs/#year>

²⁵³ <http://www.bard.edu/globalstudy/programs/immersions/>

²⁵⁴ <http://inside.bard.edu/campus/departments/registrar/index.html>

equivalent to Bard's. However, all must meet minimal academic criteria: they must be accredited by a legitimate institution, approved by the student's academic adviser, and in cases where language instruction is involved, approved by an appropriate language faculty member. All study abroad programs²⁵⁵ must be reviewed by the dean of international studies²⁵⁶ and approved by the Bard College Executive Committee.

All students who attend programs are provided with an evaluation form. This year, students were also invited to a debriefing interview with Study Abroad Adviser Helena Gibbs.

Table 13.1 Overseas Language Enrollments and Study Abroad Enrollments 2003-2005

	2003-2004	2004-2005	2005-2006
Academic LOA	69	62	76
Language Intensive	125	101	96
Total	194	165	172

The notion of 'terminating' a study abroad program is not meaningful, as most programs are not sponsored by Bard: students may attend or not if they have the necessary academic approval. We can approve programs on a case-by-case basis. As for Bard-run exchanges, most are reviewed every two to three years by the dean of international studies and the executive vice president to see whether or not they are institutionally viable.

For the graduating class of 2005, the following figures pertain:

- Forty-six percent of graduating seniors (149 of 325) have participated in at least one global or international program during their studies at Bard. (This includes students who have participated in programs for a year or semester abroad, summer abroad, and winter abroad, as well as those who have participated in language intensives, study trips abroad, community service abroad, and the Bard Globalization and International Affairs Program in New York City.)
- Forty-three percent of graduating students have studied or done community service abroad during their time at Bard. (This represents the above figure, less students whose only international/global experience is BGIA.)
- Twenty-five percent of students who have participated in a global or international program have participated in two or more such programs.
- Twenty-four graduating seniors participated in the Bard Globalization and International Affairs Program (fifteen of these also participated in at least one program outside of the United States).

Graduate Programs

Bard College has seven graduate programs offering master's degrees; one offers both a master's degree and a Ph.D. Each program has its own faculty and administration. The programs are funded largely by income from tuition and fees, grant income, and gifts from private donors. Bard provides some direct financial support to all but two of the programs (the Bard Graduate Center and the Milton Avery Graduate School of the Arts²⁵⁷), but its long-term goal is for each of the programs to be self-supporting. College offices assist the programs with fundraising, publications, publicity, student services, and various administrative functions; and Bard provides classroom and office space for four of the programs (Bard

²⁵⁵ <http://www.bard.edu/globalstudy/study/>

²⁵⁶ <http://www.bard.edu/academics/globalstudies/dean/>

²⁵⁷ <http://www.bard.edu/mfa>

Center for Environmental Policy, Conductors Institute,²⁵⁸ Master of Arts in Teaching Program,²⁵⁹ and Milton Avery Graduate School of the Arts²⁶⁰).

Each graduate program is accredited by the New York State Department of Education. Program staff, under the direction of Bard's central administration—particularly, the dean of graduate studies—prepare and submit to the Department of Education a comprehensive statement of purpose, curriculum, and budget. This accreditation document spells out the mission of the graduate program, how it draws upon resources of the College, and how it will conduct internal evaluations of its faculty and curriculum. The Bard College Board of Trustees must approve graduate programs.

The dean of graduate studies conducts regular reviews of the standing graduate programs—including reviews of their budgets, curricula, and academic administration—and reports on the programs to the president and the Bard College Board of Trustees.

The academic administrators and faculty members of each graduate program are responsible for day-to-day review and assessment of curriculum, course offerings, and degree requirements. Most of the programs have a faculty graduate committee that discusses curriculum; reviews M.A. and Ph.D. proposals and other student petitions; reviews admissions applications; and recommends approval of degrees. The program directors make recommendations for hiring and promotion to the dean of graduate studies, who reviews and submits them for budgetary approval to Bard's executive vice president and, in cases of tenure and promotion, to the president of the College.

The mechanisms and procedures for oversight and assessment of Bard's graduate programs have become better defined in the past five years—particularly with the creation of the Office of the Dean of Graduate Studies. The dean's periodic review of individual programs, together with the regular review of the graduate programs by the Bard College Board of Trustees, assures close administrative oversight of the programs, including oversight of their internal evaluation and assessment mechanisms.

Steps are being taken to encourage collaboration between the graduate and undergraduate programs. Informal collaborations already exist—Bard faculty occasionally teach graduate courses, and graduate faculty, particularly from the Bard Graduate Center²⁶¹ and Center for Curatorial Studies,²⁶² occasionally teach undergraduate courses. Presently, two Bard faculty members have joint appointments with graduate programs. Since most of the graduate programs are still building and refining their curricula and research programs, the dean of graduate studies is exploring with their directors possibilities for further joint appointments, course exchanges, and cross enrollments with the undergraduate College. The graduate programs, conceived as satellites to the undergraduate college, have their own missions and priorities. Yet for the most part it is not institutional separation, but budgetary limitations and general demands on faculty time that limit collaboration and exchange between the graduate and undergraduate faculty. The office of the dean of graduate studies is supporting a series of workshops, seminars, and other activities, organized through informal discussions with undergraduate and graduate faculty that will address topics of common interest.

ACTION POINT: We recommend that the dean of the college and the dean of graduate studies explore how faculty members holding coordinated or joint appointments in the undergraduate college and in a

²⁵⁸ <http://www.bard.edu/ci/>

²⁵⁹ <http://www.bard.edu/mat/>

²⁶⁰ <http://www.bard.edu/mfa/>

²⁶¹ <http://www.bard.edu/bgc/>

²⁶² <http://www.bard.edu/ccs/>

graduate program should be reviewed and promoted, particularly where the programs employ different faculty contracts—for example, where the graduate program does not make tenure-track appointments. We also recommend that they review present policies regarding the benefits eligibility of faculty members who teach in both the undergraduate college and in a graduate program.

Specific data about graduate program student admissions, financial aid, graduation and faculty can be found in Appendices 13.2, 13.3, 13.4 and 13.5.

Educational Partnerships

Bard Prison Initiative

The Bard Prison Initiative²⁶³ (BPI) offers A.A.-degree and B.A.-degree programs inside Eastern Correctional Facility, a long-term, maximum-security prison, and Woodburne Correctional Facility, a transitional, medium-security prison. In 2006, the Initiative will also offer courses in Bayview Correctional Facility, a medium-security prison for women. The A.A. program, which began in 2002, currently has approximately eighty students. The B.A. program, which began in 2006, has approximately twenty students. Students enrolled in the program study full time in rigorous and diverse liberal arts courses. Faculty are drawn primarily from Bard, but include other qualified academics from the area.

The existence of BPI has a profound effect on the intellectual life of Bard undergraduates. Each week, roughly forty students visit regional prisons as volunteers. They facilitate a wide variety of pre-college opportunities, ranging from GED mentoring to courses in theology and workshops in the arts. The students also enroll in a range of courses at Bard in criminal justice and civics, organized by BPI with support from the Fund for the Improvement of Postsecondary Education (FIPSE). The Initiative draws on increasing student volunteerism. A number of Bard and BPI alumni have gone on to organize similar volunteer programs across the country.

A collaboration between Bard College and Episcopal Social Services, BPI is one of only a handful of prison-college programs left in the United States. BPI aims to offer as diverse and dynamic a curriculum as the College presents its conventional students on campus. Institutional guidelines limit the scope of the curriculum; in particular, the physical sciences and studio arts are almost entirely absent. Nevertheless, the program's offerings reflect the breadth and depth of a high-quality liberal arts education and present students the opportunity of an intensive and well-rounded education. While the explicit objectives of BPI are academic and reflect Bard's mission of education, it is implicit that a program such as this also acts to help facilitate a prisoner's successful readjustment to society after release from incarceration.

The academic expectations of Bard's incarcerated students are the same as those of its conventional students. It is essential to both the College and the Initiative that standards remain as high for the incarcerated students as those on campus. The Executive Director and the Academic Director of BPI work with participating faculty to ensure academic rigor. The Directors are overseen by a Faculty Oversight Committee, which represents every division of the College, and by an Associate dean of the college.

Finally, a second admission process has been instituted for Initiative students who have completed their A.A. degrees in the Bard program and wish to continue on to the B.A. level. This second, competitive admission procedure enables BPI to maintain especially high academic standards among the B.A.-level students and extensive individual exposure to faculty.

The assessment mechanisms for BPI courses are modified versions of those used on the Annandale campus. Non-Bard faculty are assessed by teaching evaluations and student feedback. Since faculty are

²⁶³ <http://www.bard.edu/bpi/>

hired on an adjunct basis, successful faculty are rehired and ones who do not meet acceptable standards are not renewed.

Smolny College, St. Petersburg, Russia

Smolny College, a collaborative enterprise of Bard College and St. Petersburg State University (SPU), is Russia's first liberal arts college and offers the first Russian A.A. degree in liberal arts (Arts and Humanities, State Standard # 522800). Smolny's mission is to educate students and prepare them for citizenship in a democratic society, cultivate their critical and creative thought, and contribute to the democratization of Russian higher education. Because Smolny is located within a state university and the Russian Ministry of Education has accredited its degree program, it serves as the model for the introduction of liberal arts curricula at other state universities throughout the Russian Federation.

Graduates earn two degrees at once: a B.A. in liberal arts and sciences from Bard College and a B.A. in arts and humanities from St. Petersburg State University. The second B.A. is accredited by the Russian State Ministry of Education.

Over the past ten years, Bard has played an active role in helping Smolny to develop its curriculum, pedagogy, student services, and administration. Bard agreed to award its degree prior to recognition of a liberal arts degree in Russia, and Bard's participation, particularly its degree requirements, has played a critical role in fostering Smolny's academic rigor. Bard's involvement with Smolny includes the input of dozens of faculty (through Bard's Faculty Educational Oversight Committee), administrators (through the Smolny Management Committee), and, increasingly, students through direct exchange and joint projects. More than fifty individuals have been exchanged over the past six years. The integration of the two campuses has entered a new phase through the development of the Virtual Campus project, which uses the Internet and video technology to facilitate joint courses and meetings of Bard and Smolny faculty, administrators and students.

Smolny is not a 'study-abroad' program per se, although each year around twenty students from North America study there. Instead, it is an educational reform program designed to bring new curricular approaches and teaching methods to the Russian system of higher education. This year, Smolny has more than 430 students, including eighty-two who should graduate. Bard does not expect Smolny to be a replica of the Annandale campus. It does, however, expect that Smolny students will be educated in a way that is consistent with the principles of Bard's liberal arts tradition.

Smolny College is consistent with Bard's overall educational mission of transforming the traditions of liberal education so that they might influence politics, society, and culture in the 21st century. In this instance, Bard is playing a leading role in one of the most important educational reform programs in the post-Communist world. Its doing so not only has a tremendous impact upon Bard students who come from the former Soviet space, but demonstrates to others as well the institution's commitment to civic engagement. Through a variety of exchanges and distance learning opportunities, Bard students and faculty in Annandale are themselves able to participate in the process and, through doing so, raise their own social and global awareness.

Bard has multiple, overlapping mechanisms to ensure the academic quality of the educational program and course offerings at Smolny College. Bard's Faculty Educational Oversight Committee (FEOC) consists of faculty from each of the College's four academic divisions as well as Bard's dean of the college and dean of international studies. The FEOC reports directly to Bard's president. The committee reviews Smolny's core curriculum, program curricula, course syllabuses, and students' senior projects. It offers suggestions on changes in curriculum and pedagogy, and the members of the committee participate in workshops for Smolny faculty and administrators on curricular and teaching issues. Most of the committee members speak and read Russian. Its ultimate role is to ensure that Smolny meets Bard's

academic standards and that Smolny students are worthy of earning a Bard degree. It holds regular videoconferences with its counterpart at Smolny, the Smolny Methodological Commission, and members of the FEOC travel regularly to Smolny.

In addition, Smolny's Board of Overseers has appointed a committee consisting of Board member Patricia Graham of Harvard's School of Education, Pat McPherson of the Mellon Foundation, and Yehuda Elkana, president of the Central European University, to review Smolny through the prism of the question: What are students learning?

Finally, Bard has appointed a representative at Smolny who is a Bard alumna with a Master's degree in Russian Studies, and who resides in St. Petersburg. She reports to Bard's dean of international studies, who also serves as Bard's dean for Smolny College, and she conducts research and assists with programming as needs arise.

Smolny's faculty is regularly reviewed (with Bard's participation) by students who complete evaluation forms for all courses. The mechanisms described above assure that assessments of Smolny's academic programs are consistent with those conducted on the Annandale campus.

Bard College at Simon's Rock: The Early College Great Barrington, Massachusetts

Bard College at Simon's Rock (BCSR) serves a cohort of students between the ages of sixteen and twenty. The college awards an A.A. degree after two years of full-time study and a B.A. degree to those who complete four years. An interview with the BCSR provost indicates that two thirds of the students leave the college after receiving an A.A. degree and go elsewhere to complete their undergraduate study.

Bard College at Simon's Rock does not depend on Bard financially, and there is no direct financial exchange between the schools. Although mention of the relationship between Bard and BCSR is both germane and appropriate to the College's self-study of affiliated providers, a more in-depth analysis would seem to fall outside the scope of the Middle States review process since BCSR is reviewed and accredited by the New England Association of Schools and Colleges, Inc. (NEASC).

According to the provost, although the general structure of the curriculum at BCSR is the same as Bard's (Languages & Literature, Natural Science and Mathematics, Social Sciences, Arts and Aesthetics, Interdivisional Studies), the BCSR faculty exercises direct oversight of all aspects of the curriculum. The relationship between BCSR's Provost and the dean of the college at Bard is consultative only.

Assessment mechanisms at BCSR are coordinated with those employed on the main campus to a certain extent. The primary support from Bard is administrative. It provides administrative oversight of BCSR's budget and finances and consultative services in IT and HR. Administrative problems are assessed and adjudicated by Bard's president and executive vice president, and Bard's president approves all long-term BCSR faculty contracts. Bard's president and executive vice president attend BCSR Board of Trustees meetings and are members of BCSR's Board of Overseers. Bard's Board of Trustees has technical and financial authority over BCSR.

Bard High School Early College New York City

The Bard High School Early College (BHSEC) is a joint venture of Bard College and the New York City Department of Education²⁶⁴ (DOE) and is generously supported by both partners. It is located on East

²⁶⁴ <http://schools.nyc.gov/default.aspx>

Houston Street. BHSEC offers ninth and tenth grade and the first and second years of college, culminating in the granting of an A.A. degree. As required by New York State education law, BHSEC offers typical Regents-prescribed high school coursework in the first two years, followed by the awarding of a New York State Regents diploma. For this reason, DOE staff provide the high school portion of the academic program on a contract basis. The college portion of the BHSEC program, which grants an A.A. degree, is accredited as a branch campus of Simon's Rock College of Bard.

BHSEC's administration includes a member of the Bard College staff, who works under the auspices of DOE to oversee the high school portion of the academic program (years one and two). A Bard dean provides general oversight of the college portion (years three and four). Although there is an overlap between SR's first- and second-year curriculum and BHSEC's first and second year of college, there is no formal mechanism at SR or Bard to assess whether or not the BHSEC program meets SR's or Bard's standards for instruction.

Research Institutes

The Levy Economics Institute²⁶⁵ of Bard College was founded in 1986 with generous support from the late Leon Levy, a trustee of the college. It is a nonprofit, nonpartisan, public policy research institute with particular interests in macroeconomics, the distribution of income and wealth, and gender equality. The Levy Institute sponsors conferences, workshops, and seminars for public officials, private sector executives, and the general public; and it publishes its research in books, in series of working papers, policy briefs and notes, and strategic analyses, and in two reports that are issued quarterly. A list of the institute's conferences over the past five years and a selected list of its publications are included in the appendices to this report. (See Appendix 13.6).

The Levy Institute does not offer courses in the college, but its research seminars and conferences are open to Bard undergraduates and faculty. The institute and its programs are also attractions in the recruitment of new faculty in the social sciences. This past year, the institute conducted a review of its research programs and facilities and began preparing a proposal for a Ph.D. program in economics. The proposal will be submitted to the New York State Department of Education this spring.

Presenting and Performing Institutions, Publications, and Other Educational Offerings

Center for Curatorial Studies and Art in Contemporary Culture²⁶⁶ / Hessel Museum of Art²⁶⁷

Since its opening in 1992, the Center for Curatorial Studies and Art in Contemporary Culture has presented more than fifty exhibitions of advanced contemporary art, curated by its staff and visiting curators, including the first museum exhibitions of Maciej Toporowicz, Paul Myoda, Kara Walker, and David Shrigely, and major retrospective exhibitions of Tunga, Takashi Murakami, Ilya Kabakov, Isaac Julien, and Dave Muller. In the past ten years, the Center has also presented more than a hundred exhibitions curated by first-year and second-year students in its graduate program. In November 2006, the Center inaugurated the new Hessel Museum of Art, with 16,000-square-feet of galleries to display works from the Marielouise Hessel Collection, a major international collection of contemporary art, now on permanent loan to the College. The Center sponsors research seminars and public conferences for curators and scholars in the contemporary visual arts and for the general public, and it collaborates on other arts programming with the Bard College Conservatory of Music²⁶⁸ and the Richard B. Fisher Center for the Performing Arts.²⁶⁹

²⁶⁵ <http://www.levy.org/>

²⁶⁶ <http://www.bard.edu/ccs/>

²⁶⁷ <http://www.bard.edu/ccs/museum/>

²⁶⁸ <http://www.bard.edu/conservatory/>

²⁶⁹ <http://fishercenter.bard.edu/>

Richard B. Fisher Center for the Performing Arts

The Richard B. Fisher Center for the Performing Arts,²⁷⁰ a 110,000-square-foot facility designed by Frank Gehry, has two theaters, one a 900-seat performance space and the other a flexible, black-box theater; four rehearsal studios for dance, theater, and music; and professional support facilities, including scene and costume shops. Each summer, the Fisher Center presents the Bard Music Festival (BMF),²⁷¹ offering two weekends of music programming and panel discussions around the work of a single composer, and SummerScape,²⁷² a festival of opera, theater, and dance. The connections between the BMF and the undergraduate program are strong, if informal. Students are able to attend lectures and performances at concerts throughout the year and, each August, there are at least two weekends on which the BMF overlaps with the Workshop in Language and Thinking that all first-year students attend; BMF performances and at least one rehearsal are regularly included in the L&T orientation schedule and students are invited to attend all festival events. In addition, students benefit indirectly from BMF by the access they gain to top caliber musicians and artists affiliated with the College as well as the music festival.

The Center is also the home of the theater and dance programs of the undergraduate college. During the academic year, the Center hosts undergraduate theater and dance performances, performances of recent faculty works, and master classes and concerts with student performers in the undergraduate and graduate programs of the Bard Conservatory of Music.²⁷³

Bard Center

Founded in 1978, the Bard Center²⁷⁴ brings scholars and writers to the campus and sponsors lectures, seminars, and performing arts programs for the Bard and local communities. Its programs include the John Ashbery Poetry Series, Distinguished Scientist Lecture Series,²⁷⁵ Intergenerational Seminars,²⁷⁶ the Institute for Writing and Thinking,²⁷⁷ the Bard Music Festival,²⁷⁸ the Aston Magna Festival,²⁷⁹ and the Hudson Valley Chamber Music Circle²⁸⁰. *Conjunctions*,²⁸¹ a semiannual journal of new fiction, translation, and poetry, is published by Bard College under the aegis of the Bard Center. During the summer, the college also sponsors the Conductor's Institute,²⁸² a six-week program for music conductors and composers.

The Institute for Writing and Thinking (IWT)

In 1982, with funding from the Ford and Exxon Foundations, Leon Botstein established the Institute for Writing and Thinking (IWT), a professional development program for secondary and college teachers. The first faculty for the Institute for Writing and Thinking were drawn from Bard's Language and Thinking (L&T) Workshop, and the undergraduate workshop continues to be a proving ground for new approaches to teaching writing; new faculty for the Institute continue to be drawn from successive

²⁷⁰ <http://fishercenter.bard.edu/>

²⁷¹ <http://www.bard.edu/news/events/bmf/2000/index.html>.

²⁷² <http://summerscape.bard.edu/>

²⁷³ <http://www.bard.edu/conservatory/>

²⁷⁴ <http://www.bard.edu/institutes/bardcenter/>

²⁷⁵ <http://www.bard.edu/institutes/bardcenter/#dsls>

²⁷⁶ <http://www.bard.edu/institutes/bardcenter/#intergen>

²⁷⁷ <http://www.bard.edu/wandt/>

²⁷⁸ <http://www.bard.edu/news/events/bmf/2000/index.html>

²⁷⁹ <http://www.astonmagna.org/>

²⁸⁰ <http://www.bard.edu/institutes/bardcenter/#hvcmc>

²⁸¹ <http://www.conjunctions.com/>

²⁸² <http://www.bard.edu/ci/>

generations of L&T faculty. As the Institute develops new workshops for secondary and college teachers, it in turn, has contributed to the repertoire of writing practices in use in the Language and Thinking Workshop. (See Appendix 13.7.) The Institute differs from college and university writing programs, creative writing workshops, and professional development programs for secondary teachers in the way that it evolved out of Bard's three-week intensive writing program for entering students, and in the way that it challenges teachers intellectually and pedagogically, through workshops and conferences, to re-think the role of writing in teaching and learning. Indeed, the relationship between Bard College and the Institute may be said to have foreshadowed Bard's partnership with Simon's Rock College, and, more important, with Bard High School Early College, whose principal is a former director of IWT and where the school year begins with a weeklong writing and thinking workshop. Current IWT faculty come from a wide variety of institutions including Bard College, Columbia, New York University, SUNY Stony Brook, Yale, Scripps College, Lewis & Clark College, The University of Rhode Island, Simon's Rock College, and Trinity College.

The Institute offers secondary and college teachers a place to renew themselves intellectually, imagine and practice new teaching ideas, and envision classrooms in which writing is a catalyst for learning in all subjects. The Institute's work has played a significant role in the academic life of the Bard community, offering workshops in writing to read practices for First Year Seminar Faculty, for international faculty from Smolny College in St. Petersburg (2000), and Central European University in Budapest (1996). Bard faculty teach in the Bard's Language and Thinking Workshop for incoming students (see below for more on this connection); several faculty from programs in languages and literature, history, and biology, are faculty associates of the Institute and have taught workshops for teachers. A Bard faculty member, who is also an Institute associate, leads an Institute based workshop on writing the senior thesis for Bard seniors.

The staff of the Academic Resources Center has participated in Institute workshops, and the Director of College Writing and the Dean of Studies, who have participated in IWT's workshops for teachers, are currently IWT faculty associates, and lead workshops for teachers. The Institute director and associate director have led workshops for the residential life staff, and for the tutors in the Bard Prison Initiative. The Institute has also received funding from NEH for three "Faculty Humanities Seminars," for secondary teachers in the Mid-Hudson region, the most recent seminars in 2002-2003 and 2004-2005, focused respectively, on "Human Rights: Idea, History, Politics," and "Reading Narratives in Four Religious Traditions" (Judaism, Christianity, Islam, and Hinduism). Coordinated and planned by the Institute's director, Teresa Vilardi, the seminars have been taught by Bard faculty from, in the first case, the multi-disciplinary program in human rights, and in the second, from the program in Religion. Between seminar sessions, Institute faculty associates led sessions on writing in response to difficult texts. In 2001-2003, through a grant from the Ira DeCamp Foundation, the Institute collaborated with faculty in Biology on workshops on writing and science.

Standard 14: ASSESSMENT OF STUDENT LEARNING

Building a Culture of Assessment

Bard is working to develop an assessment plan that addresses expectations and outcomes for student learning. As we move forward, we must develop a plan that is sustainable and has broad buy-in from the entire community. Toward that end, we have embarked on two projects that we believe will move us forward in a significant way.

In the spring of 2005, the Teagle Foundation awarded a grant to a consortium consisting of Allegheny, Bard, Hamilton, Hobart and William Smith, Hope, and Vassar Colleges and the Wabash Center of Inquiry in the Liberal Arts (CILA). The grant was for implementing a three-year consortia project to develop value-added assessment in the liberal arts. The institutions in the consortium share important similarities both programmatically and in terms of the assessment challenges we face. However, all of the institutions in the consortium are committed to the improvement of teaching and learning in liberal arts education. Thus, the consortia project has three goals: (1) to develop practices to assess, both comparatively and longitudinally, the development of student writing and other foundational skills; (2) to engage faculty and administrators in the creation of a common data set that will enable us to compare assessment efforts and identify best practices and common challenges; and (3) to harmonize assessment efforts and practices at all levels of an institution to best enhance student learning.

To date, we have established a Teagle faculty-working group (see Appendix 14.1) on campus that is developing questions for our common data set that would be of particular interest to Bard. This working group will be discussing and proposing various assessment activities for the campus. The goal is for this working group to evolve into a faculty-led assessment committee.

At about the same time, Bard applied for and was accepted into the Wabash National Study of Liberal Arts Education, a study lead by CILA. This is a large-scale, longitudinal study that uses both quantitative and qualitative research to investigate critical factors that affect the outcomes of liberal arts education. The Wabash National Study focuses on seven outcomes: effective reasoning and problem solving, inclination to inquire and lifelong learning, integration of learning, intercultural effectiveness, leadership, moral reasoning and character, and well being. The fundamental goals of the study are: (1) to learn what teaching practices, programs, and institutional structures support the development of the seven outcomes; and (2) to develop faculty-friendly and institutionally-useful methods of assessing the impact of the liberal arts education. Data collection began at Bard in the summer of 2006 and will continue through at least 2010. The Wabash National Study uses a mixed-method data collection that includes three distinct methods: a quantitative component that includes tests and surveys, an in-depth interview component with open-ended, structured interviews, and an institutional context component that includes analyzing institutional information and case studies.

Retention and Graduation Rate

In the response to the College's Periodic Review Report, the evaluators noted that the graduation rate was low. The College was encouraged to study this to determine root causes. During the last five years, the College has attempted to interview all students who leave the College before graduation. Despite analyses of multiples variables, to date no discernible pattern has emerged. However, as seen in the table below, we have seen significant improvement in the cohorts that entered the College from 1998 through 2003.

Table 14.1 Graduation Rates (Projected areas are shaded in grey)

Cohort Year	4-year graduation rate	5-year graduation rate	6-year graduation rate
1998	58.75%	67.66%	69.14%
1999	59.64%	70.33%	72.40%
2000	62.32%	73.33%	74.20%

2001	67.23%	75.07%	76.19%
2002	68.42%	73.68%	76.32%
2003	71.99%	77.23%	79.06%

All graduation rates show an upward trend. The entries shaded in gray are projections. Though we have found no one factor as the cause, certainly, a stronger admissions profile has had an impact.

However, if year-to-year retention figures are considered, much of the overall graduation rate can be explained by looking at the retention from first-year to sophomore year and from sophomore year to junior year.

Table 14.2 Enrollment as Percentage (Projected areas shaded in grey)

YEAR	Entering Cohort	Retained soph year	Retained junior year	Retained senior year
1998	337	83.38%	74.48%	70.33%
1999	337	84.57%	77.15%	71.22%
2000	345	86.38%	77.97%	71.59%
2001	357	88.52%	80.95%	74.51%
2002	342	84.80%	78.07%	76.32%
2003	382	89.79%	81.15%	79.32%
2004	398	87.69%	76.63%	
2005	515	86.80%		

If the College is to continue the upward trend in retention, it is essential that we stay focused on the curriculum in the first three years. Thus, we have concerned ourselves with the general education curriculum and the Moderation²⁸³ in this self-study.

Assessment of Student Learning

We have taken the opportunity of this self-study to examine closely, through the lens of assessment of student learning, two distinctive features of the Bard curriculum: Moderation and distribution requirements. Our long-term plan is to use our participation in the Teagle consortium and the Wabash study to develop assessment strategies that fit with the opportunities we have in the overall Bard curriculum.

Moderation²⁸⁴

Moderation is the process by which the College ensures that students at the end of their sophomore year are prepared to engage in their major field of concentration and complete a senior project. Students are required to demonstrate in a paper, performance, or exhibition the skills acquired thus far that are relevant to the major, and to provide short papers on their course work to date as well as their plan of study for their remaining time at Bard and beyond. The Moderation process itself—an hour-long three person faculty board—provides a unique opportunity for all Bard undergraduates to come to a realistic assessment of their own competences and performance at a time early enough in their studies that constructive feedback will be especially beneficial.

²⁸³ <http://www.bard.edu/academics/curriculum/#moderation>

²⁸⁴ Sources consulted include: interviews with faculty; statistics compiled by Peter Gadsby and other staff in the Registrar's Office; reviews of Moderation papers and student academic files; The Faculty Handbook, II.1; The Student Handbook (2005-2006, pp. 168-169; 237-240); the online Moderation statement for students (<http://inside.bard.edu/doc/students/moderation.shtml>), and the online Faculty Guide to Moderation, available at <http://inside.bard.edu/doc/faculty/> (Moderation guidelines.pdf)

The procedures of Moderation are fully detailed for faculty in the Faculty Handbook²⁸⁵ and the online Faculty Guide to Moderation²⁸⁶. All new faculty are directed toward the content of these resources during faculty orientation. Institutional expectations are clearly communicated to individuals, creating a coherent understanding of the process across divisions and programs.

The mentoring of junior faculty within each program also plays a critical role in acculturating new faculty to the process. Because Moderation boards consist of three faculty, the interaction of colleagues helps to maintain a consistent application of standards within a program. This mechanism of regularization sometimes extends between programs when faculty from other programs are invited to participate in Moderations.

Programs vary in their requirements for Moderation, both in terms of the work presented and the number of courses required in the program. The report from the Standard 11 working group details the differing requirements for Moderation across programs. Therefore, while the institution-level expectations are uniform and clear, a “best practices” approach is applied within the individual programs to develop program-specific criteria for Moderation.

Advisers prepare students for Moderation and the Moderation process itself in regular advising meetings. Advisee grades and course registrations are regularly provided to advisers on paper, and are available online at any time. The full academic files of students are available in the Registrar’s Office. The CFCD has hosted a number of events to support and inform the process of advising. It is especially beneficial that these events encourage communication between faculty across programs and divisions.

The goals and criteria for Moderation are clearly stated and mechanisms are in place to assist students who are uncertain about Moderation.

- The Student Handbook²⁸⁷ and the DOC²⁸⁸ student information page provide consistent and clear descriptions of the Moderation process, and the descriptions available to students match those provided to faculty in the Faculty Handbook²⁸⁹ and the Faculty Guide to Moderation.²⁹⁰
- The Registrar’s Office keeps in close communication with students, sending students regular letters regarding their Moderation status, sending faculty reminders about the academic progress of advisees, and sending program chairs lists of students who are due to moderate to each semester.
- Letters of status provided to moderating students and their advisers encourage students to meet individually with their primary academic advisers to discuss Moderation.
- Of the 48 Bard Undergraduate programs as listed in Appendix 11.1 of the Standard 11 report, 36 have websites listed at <http://inside.bard.edu/academic/programs/>. In a survey of the programs with websites, we found that nearly all contained information on Moderation that is specific to the requirements of the respective program. Many others make the Moderation requirements available to students in readily available handouts.
- Individual faculty advising again plays a crucial role in reassuring students, and it is expected that information regarding program-specific requirements for Moderation are made available in pre-Moderation required courses and in individual advising sessions.

²⁸⁵ http://inside.bard.edu/doc/lib/faculty_links_list.php?action=getfile&id=953342

²⁸⁶ http://inside.bard.edu/doc/lib/faculty_links_list.php?action=getfile&id=915801

²⁸⁷ <http://inside.bard.edu/academic/forms/handbook.pdf>

²⁸⁸ <http://inside.bard.edu/doc>

²⁸⁹ http://inside.bard.edu/doc/lib/faculty_links_list.php?action=getfile&id=953342

²⁹⁰ http://inside.bard.edu/doc/lib/faculty_links_list.php?action=getfile&id=915801

Despite their apprehension about the prospect of Moderation, the percentage of students who fail or are deferred for Moderation is extremely low. In practice, the role of the adviser is to ensure that a student attempts Moderation only when he or she is ready to do so. If a student is unlikely to pass Moderation, the adviser will encourage the student to consider a different program.

It is apparent that students value deeply the individual attention received in the Moderation process, and that the faculty respect, and to some degree, love the process as a unique part of Bard. In general, faculty and students find Moderation to be highly successful in achieving its stated goals. The apprehension and increased workload are an intrinsic part of the process.

Moderation status cards and Moderation reports are currently used to assess the process of Moderation. Each semester, the Registrar's office compiles a packet for each moderating student containing a yellow Moderation card, a full transcript, and details regarding that student's fulfillment of distribution requirements,²⁹¹ and faculty are encouraged to review a student's file before the board. Immediately after completion of the board, it is the responsibility of the faculty to submit the yellow status card and a Moderation report to the office of the Registrar. Examples of Moderation reports are available online in a password protected area of the CFCD website (http://inside.bard.edu/cfcd/by_facstaff/). The Moderation report becomes part of the student's academic file.

ACTION POINT: To continue the current initiative in the dean of the college's office to enhance sophomore advising, establish clear criteria of assessment on the Moderation report, and consider formalizing student submissions in a Moderation portfolio.

The registrar's office reports that during spring 2005, approximately 75% of Moderation cards were submitted within two weeks of the respective Moderation date. A review of student files at the office of the registrar reveals that only 80% of moderated third year students' files contain a written Moderation report. This is a cause for some concern.

Examination of student files from the Class of 2007 supports the conclusion that the Moderation process across the College is functioning very well: noble aims, uniform goals at the college-wide level, diverse but beneficial individual practices applied at the program level, and a very healthy and beneficial process that is meeting the needs of the students. The students benefit from the test of their skills and abilities, as well as from the feedback and advising that is part of the Moderation process.

In a previous section of this working group report, Professor Deady raises the question, "Are we serving the non-traditional student well?" With respect to the Moderation process it seems that students in Interdisciplinary or secondary programs are often quite confused about the stand-alone status of their program and how the status will affect their Moderation. The Registrar's office confirms that they receive the greatest number of calls about such concerns. Dual Moderations are usually requested at the initiative of a student (e.g., studio art and theology; creative writing and classics; human rights and visual arts; economics and drama). Students who prepare for dual Moderations and anticipate completing two senior projects are usually highly motivated and plan far in advance. Advisers may admonish caution in order to protect the student from exhaustion. Motivated, prepared students should by no means be discouraged, but such students require special advising, communication, and planning on the part of the supervising faculty in each program, the Registrar, and the student.

The working group asked if there is any connection between the Moderation process and the graduation rate of the College. It is certainly true that the Moderation process is distinct to Bard. It is also true that the attrition of students from sophomore to junior year—the point at which Moderation should occur—is

²⁹¹ <http://www.bard.edu/academics/curriculum/#distribution>

higher than at our peer institutions who do not demand this process of their students. However, without more detailed information from the students who leave it is hard to establish a firm correlation between the two.

Appendix 14.2 illustrates that the number of students moderating into the arts division has been falling since 1997 while those moderating in social students and science, mathematics and computing have been increasing. This is by design and reflects changes in admission policies, faculty hirings and appointment decisions.

Distribution Requirements

Quoting from the College catalog:

The distribution requirements at Bard are a formal statement of the College's desire to achieve equilibrium between breadth and depth, between communication across disciplinary boundaries and rigor within a mode of thought. Distribution exposes the student to unfamiliar areas that might have remained unexplored. Investigating a range of academic areas and approaches may help students discover the field on which they want to focus, contribute to their specialized study by putting it in a wider perspective, and expand their intellectual horizons.

After years of a distribution requirement that all students simply take at least two courses in each of the academic divisions, Bard has more recently adopted two more closely specified distribution requirement systems. Students who matriculated before fall 2004 had to take at least one course in each of eight areas designated by "intellectual focus and methodology" rather than by discipline. So, for instance, a student might satisfy the requirement in Social and Historical Study by taking an European history course or an art history course. The current distribution system is cast in a similar mold, with now ten course categories "selected to promote intellectual breadth and versatility." (See Standard 11).

In an effort to ascertain to what extent this system is achieving its intended goals, one cannot just ask if they have taken different courses from across the College, since they all must do so in order to graduate. A more relevant question to ask is this: Do students get enough breadth early enough in their time at Bard that it can "expand their intellectual horizons" as they become increasingly specialized in their particular field of study? To that end, a study was performed to determine by what stage students had completed a certain number of their distribution requirements. The result of this analysis is presented in Table 14.3, and shows that 58% of Bard students have completed at least four of their nine distribution requirements (not including the Rethinking Differences requirement) by the end of their first year, and 81% have completed five of these requirements by the end of their second year.

Table 14.3 By What Stage Do Students Satisfy Their Distribution Requirements?

Number of Distributions	Entered in 2004				Entered in 2005	
	1 st Term	2 nd Term	3 rd Term	4 th Term	1 st Term	2 nd Term
1	23	4	2	2	44	12
2	155	24	8	8	211	71
3	195	106	30	18	233	158
4	22	143	89	42	17	179
5		88	125	88		78
6		29	112	114		12
7		1	28	92		
8			2	30		
9						
Totals	395	395	396	396	505	510
Total Enrolled	398	381	349	324	515	490

This is good news in that it shows that students are indeed exploring a wide variety of areas in the curriculum before the time of Moderation. Many students' Moderation papers mention the student having taken a course "just for a distribution requirement" that strongly influenced the choice of major or the development of a strong academic interest in a particular field.

However, not all distribution areas are equally sampled by Lower College students. In particular, the requirements in Laboratory Science and in Mathematics/Computing have proven to be the ones satisfied latest by students. Some relevant numbers are presented in Tables 14.4 and 14.5. Changing admissions policies may alter this delay and the Faculty Senate is considering a proposal that would require certain distribution requirements to be satisfied before Moderation.

Table 14.4 Number of students taking a course in each distribution area by a given term.

Distribution Area	Entered in 2004				Entered in 2005	
	1 st Term	2 nd Term	3 rd Term	4 th Term	1 st Term	2 nd Term
Art Analysis	134	210	267	296	162	240
For Lang/Cult	109	158	224	259	140	200
History	95	184	247	292	116	223
Humanities	88	144	191	241	110	184
Lab Science	41	78	102	144	63	107
Lit in English	75	135	178	233	108	175
Math/Comp	61	102	139	196	80	171
Practicing Art	220	294	332	353	242	368
Social Science	183	248	293	325	212	325
Rethink Diff	83	155	233	267	145	192
Enrollment	398	381	349	324	515	490

Table 14.5 Selected comparisons from Table 14.4 by total percentages

Distribution Area	Satisfied by 2 nd Term	Satisfied by 4 th Term
Laboratory Science	21%	44%
Mathematics or Computing	31%	61%
Practicing Arts	76%	~100%
Social Science	66%	~100%

Some of the factors that contribute to delays in the satisfaction of distribution requirements are structural. The relatively small number of courses in the Division of Science, Mathematics and Computing makes these courses in high demand. With Upper College students getting priority at registration, even students interested in enrolling in one of these courses early in their careers may have been unable to. In fact, a study of transfer credit requests showed that a significant number of the summer courses taken elsewhere by Bard students are courses that are taken in order to satisfy one of these requirements. The ongoing expansion in faculty appointments in the sciences will presumably lead to more curricular options, and that should address some of the excess student demand seen now. These include tenure-track hires in biology, chemistry, computer science, and physics for 2006–2008. Two faculty lines were added in biology and in mathematics in 2004–2006.

But it would be naïve not to acknowledge an attitudinal component to this phenomenon. As shown in Table 14.6, the Division of Science, Mathematics, and Computing has considerably fewer majors than do the other two divisions, and so it might be expected that for a majority of students, these distribution areas are the farthest from their major discipline and satisfying those requirements is not perceived to be pressing for work in one's field. More so than for some other disciplines, students probably regard this as

merely a course that one is required to take, rather than an opportunity to “contribute to their specialized study by putting it in a wider perspective.” The College is making concerted efforts to change a prevalent mindset that sees fields such as the sciences as not connected to the concerns of the larger student body. One of the effects of a greater availability of all distribution courses in the curriculum will be an increased likelihood that a student will take an unusual course early enough to integrate what was learned into further work in or outside of one’s major field of study.

A final factor that has an effect in the area of distribution requirements is the growing number of pre-Moderation requirements of some programs. It is not uncommon for a program to require five courses in the program for a student to stand for Moderation, and a small number of programs require six or more. To put this in proper perspective, a student generally takes 16 courses before Moderation, and two of those are First-Year Seminar. To expect to student to take more than one course a semester in the major field inhibits the chances to broaden one’s horizons or explore other possible majors. A possible justification for this would be an expectation that a student would ‘de-specialize’ over her time at Bard, moving toward a wider range of courses the longer one studies. Such a “tree-shaped curriculum” is explicitly advocated in Bard mission statements from the mid-20th century, but it is not the current practice of all that many students. Programs at Bard must take our commitment to a truly broad liberal education seriously as they consider what requirements are reasonable to place on students before and after Moderation. One need only look at the curricular design of the Bard Conservatory of Music²⁹² to see that over-specialization at the expense of breadth is not part of this college’s self-perception.

Program Requirements for Courses Outside of the Major Field

At a liberal arts college, many opportunities exist for students to enrich their experience in their main fields of study by taking courses from across the college. In fact, many Bard students do just that, going well past the graduation requirement that at least 40 of their credits come from outside the division of their major program. That diverseness has been fostered primarily on an individual basis, with Moderation boards and advisors helping students find a course or a coordinated group of courses that would develop the student’s experience in a way that would be directly beneficial to the student’s plan of study. Presented in Appendix 14.3 is some of the language that programs use to encourage their students to explore supplemental areas of study.

Program requirements also reflect the judgment of the faculty as to what courses are necessary to put together a solid major, often with specifically suggested curricula for students with particular post-graduate plans. For instance, it is not uncommon for a program to mandate a minimum list of the courses required for the major, but add suggested courses should a student plan on graduate study in a particular field. Both requirements and recommendations focus on courses within the major program, with course work regarded as supportive of the major given as well. For instance, a science program will routinely specify the mathematics course a student must or should take for the major.

What is not done as often as it might be given Bard’s extensive course catalog is to identify courses “far afield” that could significantly enhance the student’s study within the major field. In fact, the only specific requirement that fits this category is in the Photography Program, which requires that all of its students take Physics 118, Light and Color. After a number of photography majors had found that this course benefited them, the Photography Program consulted with the professor offering Light and Color, and designated it as a program requirement. Photography faculty can now routinely expect students to know the basic science of optics when they enroll in Upper College courses. This gives just one insight into how requiring or strongly recommending courses of study for students can allow courses within a program to be taught at a different level.

²⁹² <http://www.bard.edu/conservatory/>

ACTION POINT: In its periodic reviews of each of the academic programs in the College, the Curriculum Committee could suggest requirements or recommendations of areas that it thinks would be fruitful for enhancing the quality of a major. One natural area might be a foreign language recommendation for students in areas of Social Studies with an international focus.

Students Doing Work in Multiple Disciplines

As one measure of the degree to which the Bard curriculum is able to serve the diverse interests of the student body, we can consider students whose academic path deviates from the “major in one field and do other course as well” norm. Three structures exist at Bard to facilitate the academic aims of such students:

The Multidisciplinary Studies²⁹³ Program allows a student to select an area of study or develop an individual approach to an area, and then design a program that integrates material from different programs and divisions in order to pursue that study. The student’s Moderation board, drawn from fields related to the areas of interest, approves both the plan of study and the student’s intended senior project topic.

The Integrated Arts Program²⁹⁴ (IAP) offers students an opportunity to work creatively in two or more related arts fields or in a particular art form that eludes traditional categorization. Most prospective Integrated Arts majors prepare to moderate in a traditional arts program prior to the declaration of an Integrated Arts major. Integrated Arts majors are promoted to the Upper College as combined majors; for example, in Film and Integrated Arts, or in Music and Integrated Arts.

Students can “double major” by completing separate senior projects in two distinct fields. Many students accomplish this by starting one of the senior projects during the junior year.

As can be seen in Tables 14.6 and 14.7, a sizable fraction of Bard students graduate have selected one of these “combined” options.

Table 14.6 Senior Projects by Division and in Interdisciplinary Areas 2000-2006.

	2000	2001	2002	2003	2004	2005	2006
Total Graduates	265	246	287	289	306	330	324
ARTS	103	106	111	105	105	123	109
L&L	68	37	69	64	56	61	53
SM&C	20	15	14	22	16	17	27
SST	59	70	78	87	113	107	100
MDS	5	3	6	2	4	12	5
Integrated Arts	4	4	5	2	6	7	4

Table 14.7 Students Completing Senior Projects in Two Divisions

	2000	2001	2002	2003	2004	2005	2006
Double Majors	10	14	9	6	9	8	35
ARTS/L&L	2	5	4	1	2		6
ARTS/SM&C	1	1		2	2		1
ARTS/SST	4	3	5	2	4	4	14
L&L/SM&C						1	1

²⁹³ <http://www.bard.edu/academics/programs/programs.php?id=424535&pid=778>

²⁹⁴ <http://inside.bard.edu/academic/programs/integratedarts/>

L&L/SST	2	3		1		2	6
SM&C/SST	1	2			1		2
SST/MDS						1	0

ARTS; SM&C: Sciences, Mathematics, and Computing; L&L: Languages and Literature;
MDS: Multidisciplinary Studies; SST: Social Studies

A table of numbers provides an inadequate picture of the possibilities that these structures allow for students. A more complete picture can be found from lists of senior projects recently completed by students in Multidisciplinary Studies, Integrated Arts, or completing a double major (see Appendix 14.4).

The structure of Moderation already puts the onus on the student herself to define what she is studying and why, and it is to be expected that some students will not find it possible to fit neatly into the existing programs, as varied as they are. Whether a student feels a need to pursue multiple separate interests or to integrate them into one course of study, we take the senior projects shown here as evidence that the student attracted to Bard with the hope of being able to pursue a degree in her own way is being well served by our curriculum.

LIST OF ACTION POINTS

Standard 1: Mission, Goals, and Objectives

Action Point 1.1

That a definitive mission statement is made available to the community on the College website and in the College catalogue. In crafting this statement, we should pay special attention to the strengths of Bard's campus culture, its civic-mindedness, its support for professional as well as artistic and scientific ambition, an increasingly vigorous interplay between athletic and academic achievement, as well as the commitment to excellence and high standards the College sets for its faculty, students, staff and curriculum that is the hallmark of a Bard education.

Standards 2 and 3: Planning, Resource Allocation, Institutional Renewal and Resources

Action Point 2/3.1

Create a board to review the total amount to be allocated to program budgets and/or for complicated requests or changes.

Action Point 2/3.2

There should be a standing campus-wide committee that has as its mission the dissemination of energy conservation policies, and to recommend action to improve the environmental practices of the institution.

Standard 4: Leadership and Governance

Action Point 4.1

Continue to implement innovative structures for dialogue and engage faculty in the vision.

Standard 5: Administration

Action Point 5.1

In particular, there may be more need for formalized communication within the administration, especially with respect to long-term planning.

Standard 6: Integrity

Action Point 6.1

Communication about the grievance procedures overseen by the SJB is crucial; perceptions—often inaccurate—of the process need to become better informed. We recommend, for instance, that materials designed to supplement the Student Handbook—such as informal handouts distributed to students outlining the SJB's function and processes—be dated and placed on stationery from the dean of student's office.

Action Point 6.2

Create separate waiting rooms and exits for health and counseling clients.

Action Point 6.3

Assess the need for additional counselors, including the addition of a counselor with a Ph.D. in counseling, to accommodate both undergraduate and graduate needs for additional counseling services.

Action Point 6.4

Actions at the top of the list include: an annual performance evaluation process; revised salary administration and compensation structure; development of clear "progressive discipline" procedure; supervisor training that emphasizes coaching and clarity of position descriptions and expectations; interview techniques and orientation workshops for search committee members.

Action Point 6.5

Consider appointing a College ombudsman trained in conflict resolution.

Action Point 6.6

This link could be much more prominently displayed on the Academic Resources Center site and linked to several other areas of the Bard site so that it is easy to find and use.

Standard 7: AssessmentAction Point 7.1

Though the College does not plan to have a committee assigned to design and recommend assessment activities, a check of the breadth and depth of institutional assessment should be taken annually by the Office of Institutional Assessment.

Standard 8: AdmissionsAction Point 8.1

Develop targeted recruitment efforts in all areas where we have regional admission representatives (i.e., Chicago, Boston, Austin).

Action Point 8.2

Consider raising the College's minimum TOEFL score and conduct interview by telephone to assess fluency.

Action Point 8.3

Increase targeted recruitment and Bard's presence in new international markets, specifically China and other East Asian nations as part of BCCM's search and recruitment of music students.

Action Point 8.4

Raise the level of guidance counselor and science/math teacher awareness with regard to our science offerings (Bard-Rockefeller Program, DSS, new science facility) and culture of students who love science AND the arts (we are the premier place, in other words, for an aspiring chemist to continue studying the violin).

Action Point 8.5

Institute a system that will enable applicants to check the status of their applications online.

Action Point 8.6

Develop and initiate a "virtual campus tour" for the Admission section of the Bard website that allows prospective students to get 360-degree panoramas at key locations throughout the campus.

Action Point 8.

Move toward a paperless admission system (eventually to include reading applications, essays, and recommendations online), where application files can easily be forwarded to and shared among admission counselors regardless of their geographical location.

Standard 9: Student Support ServicesAction Point 9.1

Through print materials and web-sites, make clearer for all members of the community the mission and structure of Student Services and the relationship and points of contact between Student Services and Academic Affairs.

Action Point 9.2

Create a regular orientation and training mechanism for new student services staff, to take place before the start of each academic year, and regular in-service/training opportunities for staff members throughout the year.

Action Point 9.3

Create mechanisms for student services staff to meet with faculty, especially new faculty, at the beginning of each academic year or semester, and regular opportunities for students services staff and faculty to interact throughout the year.

Action Point 9.4

Update and maintain Student Services web pages, ensuring correct contact information and schedules of programs. Include hyper-links to underscore connections among programs and services, and include links, as appropriate, to and from academic program web pages.

Action Point 9.5

Increase staffing and financial support for student support services, including increased salaries for staff members, to enhance recruitment and retention, and increased funding for student support service budgets and physical resources.

Standard 10: FacultyAction Point 10.1

Ref. I.D.1-5 of the Faculty Handbook detailing the different kinds of faculty appointment is inferior to analogous sections of handbooks of peer institutions.

Action Point 10.2

The process by which programs initiate proposals for new faculty positions should require consultation with related programs with overlapping interests and needs. Currently this is not uniformly the case.

Action Point 10.3

The faculty should reconsider extending the term of service on the Faculty Evaluation Review Committee beyond two years, perhaps asking the AAUP to negotiate for some release-time for this service, as is common at peer institutions.

Action Point 10.4

Bard may wish to think about increasing the input of outside review, since two or even three reports can fail to establish a full portrait of the scholarly work and specialties.

Action Point 10.5

The Office of Program Development should schedule regular meetings with individual departments to assess both the collective and individual goals that might lead to more impressive funding results.

Action Point 10.6

Junior faculty mentoring should be a continuing subject of planning and discussion at the College

Standard 11: Educational OfferingsAction Point 11.1

The Curriculum Committee should strive to publish clear guidelines for the course approval process that are consonant with the mission of the College. Focus groups and faculty discussion are called for in arriving at such guidelines. Assessment of the work of the new faculty committees will be a primary concern for the newly expanded Faculty Senate.

Action Point 11.2

The Curriculum Committee, in concert with the dean, should establish a rotation for regular program review, reserving the possibility of external evaluation (cost permitting) at the request either of the program or of the CC.

Action Point 11.3

Move toward standardizing program requirements. An acceptable number of program requirements would be between 8 and 11 (including Senior Project).

Action Point 11.4

Increased student input via evaluation forms, outside reviews, on-line tracking systems of users and programs (all under discussion in the CFLC with a tool called “Sans-Space”), and more discussion between faculty and academic support staff are all ways to evaluate academic support systems more efficiently in the future.

Action Point 11.5

Craft a budget that funds faculty projects/release time for learning to use and efficiently integrate technology into the curriculum, more curricular support staff to develop faculty projects, introduction of credit-bearing training courses, more space for communication, interaction and training of all involved (faculty, staff, and students), technical support for a variety of smaller entities across campus, and additional administrative staff. Faculty should also be encouraged to use existing resources, such as NITLE, more effectively than they do at present.

Action Point 11.6

Due to the explosion of information output and the proliferation of sources in the information age, it will become increasingly important to consider guidelines of IL across the curriculum, requiring students to master basic concepts and skills.

Action Point 11.7

Consider implementing first- and second-year advising deans from among faculty to help with student advising.

Action Point 11.8

Implement a more thorough and ongoing way of imparting best advising practices to the faculty. This method would entail a more involved orientation session for new faculty and regular working dinners where new faculty can discuss advising issues with select senior colleagues. Essays could also be solicited from two excellent advisers among our faculty, one dealing with first-year advising, and the other dealing with second-year advising. These essays could be placed online on the CFCD website and serve as discussion prompts for follow-up meetings.

Action Point 11.9

Create a more specific framework for implementing the advising guidelines already laid out in the Faculty Handbook (detailing how many meetings advisers should have with advisees per year, when discussion about Moderation should begin, and so on.)

Action Point 11.10

Clear communication and transparency are important goals in the advising process, both one-on-one and in the Moderation/Senior Project board setting. Criteria based assessment of student work is a goal towards which the College should continue working (see Standard 14).

Action Point 11.11

Gather feedback from students who have participated in approved study abroad programs. Make process more transparent, eliminate bureaucratic issues at the program level, and provide more conclusive data on what kind of programs Bard students tend to take advantage of, for how long, for how many credits from what kind of institutions, and in what form this work has been integrated into their studies here at Bard.

Action Point 11.12

Examine staffing of the Study Abroad office and see how it might be supplemented or improved.

Action Point 11.13

CSP is distinct from the Inter-generational Seminars and the Lifetime Learning Institute, two other Bard initiatives that serve adult populations. It is distinct also from the Red Hook-Bard Bridge program and similar initiatives that also serve non-traditionally aged populations (pre-college aged students). The college should investigate points of overlap among these programs and consider the ways in which these programs can be integrated and the resources that support them can be shared.

Action Point 11.14

Graduate programs should continue to think about outreach initiatives to Bard's undergraduates, opening spaces in their courses where appropriate and planning joint events with programs at the college with whom they have a natural affinity. Faculty in the college, likewise, should make efforts to work closely with colleagues on the graduate faculties to develop innovative programming (as in the case of BCEP and the Environmental Studies program) designed to bring undergraduate and graduate students together around topics, lectures, and special events of interest to both. As suggested in Standard 13, a liaison committee should be formed to foster such exchanges.

Standard 12: General Education

Action Point 12.1

Underway is an initiative to develop a student evaluation form that is specifically tailored to First-Year Seminar.

Action Point 12.2

Given the enormous investment the College puts into the First-Year Seminar, the College may want systematically to review the issue of how many of the program's faculty come from the full-time tenure-track or tenured lines. A healthy participation has always been viewed as beneficial; a considerable recruitment effort within the regular faculty ranks has kept a steady participation (roughly 7 to 15 per semester).

Action Point 12.3

The College may want to consider, through more explicit language, formalizing participation in general education programs and development as part of the faculty hiring and evaluation guidelines.

Action Point 12.4

The College should actively discuss the question of a writing requirement beyond FYS and L&T: what might be gained by designing such an additional distribution requirement? Could the course offerings through the Bard Academic Resources Center (BARC) be expanded to meet such a need? Or should each academic program design its own writing intensive seminar to help train students in writing both within — as well as across — the disciplines?

Standard 13: Related Educational Activities

Action Point 13.1

A liaison committee of Bard faculty and administrators should be formed and meet regularly to address the interface, as well as strengthen relations between the undergraduate college and its external programs. This committee would look for practical ways to capitalize on Bard's creative initiative, maximizing undergraduate access to these rich and energetic programs.

Action Point 13.2

We recommend creation of a full-time position for a study abroad coordinator within the Office of the Dean of International Studies.

Action Point 13.3

We recommend that the dean of the college and the dean of graduate studies explore how faculty members holding coordinated or joint appointments in the undergraduate college and in a graduate program should be reviewed and promoted, particularly where the programs employ different faculty contracts—for example, where the graduate program does not make tenure-track appointments. We also recommend that they review present policies regarding the benefits eligibility of faculty members who teach in both the undergraduate college and in a graduate program.

Standard 14: Assessment of Student Learning

Action Point 14.1

To continue the current initiative in the dean of the college's office to enhance sophomore advising, establish clear criteria of assessment on the Moderation report, and consider formalizing student submissions in a Moderation portfolio.

Action Point 14.2

In its periodic reviews of each of the academic programs in the College, the Curriculum Committee could suggest requirements or recommendations of areas that it thinks would be fruitful for enhancing the quality of a major. One natural area might be a foreign language recommendation for students in areas of Social Studies with an international focus.

List of Support Documents

All Standards

BARD: A Place to Think (View book)
 Mission Statement to Alumni/ae and Parents, *The Bardian*, Fall 2002
 The Distinctive Mission of Bard College (excerpted from a confidential document to the Board of Trustees), September 2004
Education for the Common Good, Reamer Kline
 Community Standards of Behavior
 Unrestricted
 College catalog, 2002-2006
 Student Handbook, 2002-2006
 Common Data Set, 2004/05 (Bard data only)
 HEDS "Strategic Indicators" Peer Study, 2004
 1997 Self-Study and 2002 Periodic Review
 Community Forum Discussion Minutes
 Electronic Responses on Self-Study Draft Report to MSA@bard.edu

Executive Summary

Ten-year financial Projection of Costs (2004-2014)
 Unrestricted Operating Funds and Restricted Operating Funds for Fiscal Years 2000-2006

Standard 1

The *Bardian*, 2002-2006
 Notes on the Mission of Bard College: A Comparison with Twenty-four Liberal Arts Colleges, by Marina van Zuylen, May 2, 2006
 Survey Memo to Bard Faculty/Staff/Students, March 2006
 Survey Replies of Bard Student Community re Mission, Format 1, Working Group 1, Spring 2006
 Survey Replies of Bard Faculty/Staff Community re Mission, Format 2, Working Group 1, Spring 2006
 Trustee Leader Scholars print materials, 2002-2006
 Bard Global and International Affairs program (BGIA) print materials, 2002-2006
 Department/program web pages

Standards 2/3

Audited financial statements 2001-2006
 Endowment Market Value Peer Study, 2005
 IPEDS '03-'04 Endowment/FTE Peer Study
 HEDS Tuition/Room/Board Charges Peer Study, 6/04
 IPEDS Tuition/Room/Board Charges Peer Study, 2004
 IPEDS Price Trends Peer Study - 1998/2004
 IPEDS - College Affordability Peer Rankings, 2004

Standard 4

Faculty Handbook Ref. III Faculty Organization and Committees
 Faculty Handbook Ref. I.C Faculty Evaluation Document
 Faculty Handbook Ref. III.C Voting in Faculty Meetings
 Faculty Handbook Ref. III Committee Structure: Faculty Governance
 Faculty Handbook Ref. III.E. Regular Committees
 Student Opinion of Teaching and Course (SOTC) Sample Form
 Board of Trustees 2006-2007
 CDS I Faculty Data and Class Size Data 2005

Student Handbook 2005-2006 Educational Policies Committee, 14-15
 Student Handbook 2005-2006 Student Judiciary Board, 17-21
 Student Handbook 2005-2006 Student Representatives to Faculty and Administrative Committees
 Minutes of Faculty meetings, 2002-2006
 Minutes of Faculty Senate meetings, 2002-2006
 Minutes of Faculty Executive Committee meetings, 2002-2006

Standard 5

End of Year Program Reports 2002-2005 to Dean of the College and Dean of Students
 Report on Bard Administration by Fred Bowen
 Organizational charts

Standard 6

Student Handbook 2005-2006 Student Judiciary Board, 17-21
 2004-2005 End-of-Year Diversity Report
 The Bard Diversity Report, 2003
 Trustee Leader Scholars print materials
 Health and Counseling Services Brochure for families
 Health and Counseling Services Booklet (updated biyearly)
 Health and Counseling Services Confidentiality Statement
 The Employee Handbook
 The Faculty Handbook
 Union documents, cited by the Office of Human Resources
 Employee Assistance Program information
 Summary of CFCD Events 2002-2006
 Proposal to the Mellon Foundation for Faculty Career Enhancement in Teaching and Curricular
 Development, October 2004
 The Faculty Contract 2006-2007 in the Faculty Handbook, Fall 2006
 Minutes of Faculty meetings, 2002-2006
 Student Judiciary Board protocols

Standard 7

Minutes of Faculty meetings, 2002-2006
 Minutes of Faculty Senate meetings, 2002-2006
 Minutes of Faculty Executive Committee meetings, 2002-2006
 Student life survey
 2001 Andrew W. Mellon proposal and final report, 2004-2006
 CIRP/YFCY data 2002-2006
 Annual Federal and State Reports
 Audit Reports 2000-2005
 Senior Survey

Standard 8

Five-year chart of applicants, admits, enrolled (admit rate; yield rate; top 10%; Avg SAT)
 Chart for rating schedule
 Global Studies at Bard print materials
 Smolny Catalogue and print materials
 Summary Report on the First Meeting of the Globalization Task Force
 Five-year enrollment by state, domestic minority, international status
 ISROP print materials
 Bard Rockefeller BRSS print materials
 List of all publications used/distributed by Admissions
 Copy of Common Application

Five-year chart of financial aid (discount rate; % students receiving aid)
 Five-year retention rates (2001-2006) over four/five/six years plus First year CIRP data
 HEDS Admissions Peer Study- Class Ranks, 2004
 HEDS Admissions Peer Study- Ethnicity, 2004
 HEDS Admissions Peer Study - Gender, 2004
 HEDS Applications Peer Study, 2004
 IPEDS Applications/Admissions/Yield Peer Study, 2004
 IPEDS "College Affordability Index" Peer Study, 2004
 IPEDS Percentages, by grant type, of total scholarship and fellowship expenses - Peer Study, 2003
 IPEDS Average Grant Amounts by Type to First time/FT Students - Peer Study, 2003-2004
 IPEDS - Percentages of 1st Time, Degree Seeking UGs Receiving Financial Aid - Peer Study, 2003-2004
 IPEDS Enrollment by Ethnicity Report: Bard College and Selected Rural, Co-ed Peers, 2002-2006
 HEDS Fall 2004 FTE Faculty and Enrollment Peer Study

Standard 9

End of Year Reports 2001-2005 to Dean of the College
 Career Development
 HEOP
 BARC
 Assistant Dean of the College
 End of Year Reports 2001-2005 to Dean of Students
 Director of Multicultural Affairs
 Director of Campus Center and Student Activities
 Athletics and Recreation
 Counseling and Health Services
 Inside World Newsletter, 2004-2005
 Andrew W. Mellon proposal and final report, 2004-2006
 Results of Survey of Mellon Grant
 Assessment of Mellon funding effects
 TLS print materials 2001-2006
 Quality of Student Life Survey, Spring 2001
 Senior Survey

Standard 10

Faculty Handbook
 Tenure and promotion statistics
 Faculty hiring statistics
 Faculty curriculum vitae
 HEDS/HERI Faculty Survey Peer Report, 2004/2005
 IPEDS Status of Instructional Staff Peer Study, Fall, 2003
 IPEDS Salaries of FT Faculty Peer Study, 2004/2005
 HEDS/AAUP Peer Study of Faculty Compensation/Salary/Fringe Benefits, Fall, 2004
 HEDS/AAUP Faculty Compensation Study, 2001-2005
 IPEDS FT Average Faculty Salary by Rank - Peer Analysis, 2004
 HEDS Starting/Adjunct Salaries - Peer Study, 2004-05
 F/T Faculty Demographic Database, 2004 (Bard only)
 HEDS Fall 2004 FTE Faculty and Enrollment Peer Study

Standard 11

Faculty Handbook Fall 2006, Summary Duties of Faculty Committees
 Bard Academic Resources Center annual reports, 2001-2006
 Interview with Professor Ethan Bloch, March 20, 2006
 Interview with Dean Dominy, March 2 and 7, 2006

Interview with Registrar Gadsby, March 6, 2006
 Spreadsheet for Academic Program Requirements
 New Biology Curriculum, Spring 2006
 Interview with Dean of Studies Celia Bland, March 2, 2006
 Interview with Planning and Appointments Committee, February 23, 2006
 Interview with Curriculum Committee, February 14, 2006
 Guidelines Dean of the College website:
 Condensed Academic Advising Guide
 Moderation Guide
 Senior Project Guide
 “Nitty Gritty” Questionnaire for Bard College Program Directors
 External Review Report for Biology, fall 2006
 Faculty Executive Committee Proposal: Departments, Interdisciplinary Studies, Divisions and Programs,
 Revised July 12, 2006
 Grants to support curriculum:
 Andrew W. Mellon Grant: Faculty Career Enhancement in Teaching and Curricular
 Development, 2005 and 2006
 Andrew W. Mellon Grants: VCP; IHRE; Co-curricular life
 Possen
 Freeman
 Freeman Theater project
 Littauer
 Ford Foundation Achebe Fellow, 2005-2006
 Proposal to establish the Information Resources Council
 Interview and e-mail exchange with Sharon Kopyc, March 6, 2006
 Meeting with Library, Bookstore and Computer Committee, March 16, 2006
 Information Literacy Questionnaires: Dave Maswick, Celia Bland, and Jeff Katz
 Michael Reder and Eugene V. Gallagher, “Transforming a Teaching Culture through Peer Mentoring,”
 To Improve the Academy 25 (2006).
 Kufner interviews with Jeff Katz, Jonathan Becker in March 2006
 Mullen Chart of Satellite and Graduate Programs
 E-mail exchanges with Mara Ranville and Mark Lindeman, BCEP, September 2006
 Proposal to restructure CSP, 2006
 Academic program five-year plans

Standard 12

Language and Thinking Anthologies, Summers 2001-2005
 Language and Thinking Anthology, What does it mean to be human in the year 2006, Summer 2006
 First-Year Seminar Symposium Schedules, 2003-2006
 First-Year Seminar fall and spring sample retreat agenda, 2003-2006
 First-Year Seminar sample syllabi, 2003-2006
 Rationale for Rethinking Difference Requirement, Professor Geoffrey Sanborn
 Distribution Requirement proposal to the faculty from the Curriculum Committee, Spring 2004
 Percentage of tenure-track and tenured faculty teaching in L&T since 2001 and FYSEM since 2003
 Comparative chart of distribution requirements from Professor Geoffrey Sanborn
 Comparative analysis of SOTC documents from Professor Susan Merriam
 Suggested Writing Assignment Guidelines

Standard 13

Catalogues/print materials for:
 BGC, BGIA, BHSEC, BPI, BRSS, CEP, CEU, Clemente, CCS, IHRE, LLI, MFA, Migrant Labor
 Project, Simon’s Rock, Smolny, TLS
 Global Study print materials

Description of intensive overseas component from each foreign language (to be gathered)
 Consortium brochures: Semester in India and American School of Classical Studies in Athens

Standard 14

Spreadsheet for Academic Program Requirements

The Faculty Handbook, Sections II.1

The Student Handbook 2005-2006, pp. 168-169, 237-240

Moderation Statement for Students

Faculty Guide to Moderation

Course syllabi

Academic program descriptions

Moderation reports

Criteria sheets

Wabash National Study of Liberal Arts Education, print materials

SOTCs

HERI Your First College Year, 2005

HEDS Senior Survey, 2005 (Due Fall 2005)

IPEDS Completions by Ethnicity 2004 Peer Study

HEDS Graduation by Ethnicity Peer Study (1997-2000 cohorts)

HEDS Graduation Rate Peer Study (1997-2000 cohorts)

HEDS Retention Rate Peer Study (2000-2003 cohorts)

IPEDS Retention Rate Peer Study (2003 & 2004)

1st Year and 2nd Retention Study - Reasons for Leaving, Various cohorts

Bard College

Appendices

**Middle States Commission on Higher Education
Reaccreditation**

Appendix A. Working Group Focus Questions

These are the questions with which we began the self-study process: they were guiding rather than limiting or defining principles.

Working Group 1

1. What is the mission of the college, and do the several printed declarations of our mission all agree about it?
2. Does the college mission meet the standards of the Middle States Association?
3. How do members of the Bard community understand and interpret the mission of the college or its constituent parts?
4. Do students and faculty agree that the mission statement is appropriate for Bard today?
5. Do the stated goals of individual programs, departments and offices align with the overall mission of the college?
6. Who designs and revises the mission of the college, program, or office, and by what authority, rule, or convention?
7. Are established procedures for designing and revising the mission and goals satisfactory?
8. How closely does actual practice conform to the stated mission and goals?
9. How have the changes that have occurred at Bard in recent years affected the answers to these questions?
10. Are established procedures for measuring and improving Bard's success in implementing stated goals sufficient?

Working Group 2/3

1. Does the college have a facility master plan?
2. Is there a clear process informing this plan?
3. Are appropriate constituencies involved in planning and improvement processes?
4. Demonstrate that the institution has objectives for improvement that are clearly stated and are linked to mission and goal achievement both institution-wide and for individual units.
5. To what extent is financial self-sustainability important in the decision to add or subtract a program at the College?
6. In what ways are the college's planning and allocation of financial, technological,
7. physical, and human resources sufficient to serve the several units of the college: do they have sufficient funds, technology, space, and staff to function effectively?
8. Have appropriate campus constituencies been consulted in developing these resource allocation plans, and what mechanisms are in place to update them?
9. How does planning and resource allocation at Bard compare with similarly situated institutions?
10. What plans (financial, technological, physical, human) are in place to support programs that are currently funded by sources outside the college's operating budget, and should those sources of funding be curtailed? Have all relevant constituencies been involved in developing these plans, and what impact will they have on the other units of the college? (Overlap with WG 13.)
11. What percent of faculty positions are funded through grants, and what plans are in place for the positions when the funding for them expires? (Overlap with WG 10.)
12. In what ways are current resource allocations (financial, technological, physical, human) sufficient to meet the needs created by existing enrollments (overall and in each division), and what mechanisms are in place to adjust resource allocation to meet shifting enrollment figures?
13. How do current and planned construction projects, including deferred maintenance costs, fit with the college's master plans, physical and fiscal, and to what extent do they coincide with the college's enrollment goals?

Working Group 4

1. What roles do the Board of Trustees, the administration, and the faculty play in the governance of the college? Under what formal guidelines does each operate?
2. In what areas is institutional governance shared by trustees, administration, and faculty? What mechanisms are there for staff and student participation in the governance system?
3. Are there established conduits for communication among the various constituencies of the college on matters of governance? How are the leaders or spokespersons for each group designated?
4. Describe the faculty governance system. How and where is the structure and function of this system codified, articulated and communicated to the relevant campus constituencies, and how does this system compare with those at similarly situated institutions?
5. Since the last Middle States review, the process of evaluating faculty for rehiring, tenure, and promotion has changed significantly. What were the rationale and goals for this change? How does the new process differ from the old one, and what mechanisms are in place to gauge the effectiveness of the new process?
6. There are faculty governance structures at the college-wide, divisional, and programmatic levels. Are the educational goals and policies at each level being shared effectively throughout the college?
7. As the college has grown in size, are there necessary changes that should be made in governance structures to respond to this different faculty environment?
8. What governance structure is in place for the various graduate programs? How should those programs be interacting with the undergraduate college?

Working Group 5

1. To what extent are the lines of organization and authority sufficiently clear to ensure institutional efficiency and effectiveness? How are these lines of organization and authority communicated to the several campus constituencies, and what mechanisms are in place to periodically assess their effectiveness?
2. Does the institution have an organizational chart that differentiates staff and line responsibilities? What mechanisms exist to update this chart in response to staffing and organizational changes and to changing institutional needs? If the institution does not have an organizational chart, how are responsibilities articulated and communicated to all relevant constituencies?
3. To what extent are the job descriptions of all senior administrators clearly understood by those individuals and the institution as a whole? How are their roles in the institution communicated to the several campus constituencies?
4. Are there regular opportunities for senior administrators to meet to consider matters which cross the boundaries of individual responsibility? To what extent do these opportunities lead to collaborative work that further institutional goals?
5. Do senior administrators have the appropriate credentials, remain current and remain effective? What processes exist to periodically review credentials, development, and effectiveness?

Working Group 6

1. Are there fair, consistent, and impartial policies and procedures in place for faculty, student, and staff governance? How do these policies and procedures compare to those at similarly situated institutions?
2. To what extent are these policies clearly articulated and broadly communicated to all constituencies?
3. What mechanisms are in place to allow for the contribution of new ideas and the expression of grievances for all constituencies, and are these mechanisms effectively used for this purpose?
4. To what extent are the college's claims in student recruitment and general communications to prospective students and their families and other external constituencies open and honest? (Overlap with WG 8.)

5. To what extent do the policies and procedures of the college respect and represent the individual rights of all campus constituencies with respect to academic freedom, freedom from bias and intellectual property ownership, for example? How do these policies and procedures compare to those at similarly situated institutions? (Overlap with WG 10.)
6. What policies and procedures are in place to adjudicate alleged violations of the policies and procedures for faculty, student, and staff governance, and what mechanisms are in place to address grievances about the outcomes of these adjudications? (Overlap with WG 10.)
7. To what extent are these adjudication mechanisms understood, and to what extent are they effective?

Working Group 7

1. What mechanisms does the institution employ to periodically review and update its physical, human, fiscal, and technological resource allocation plans? Are all relevant constituencies consulted in the review process?
2. Does the college use benchmarks to help evaluate its outcomes in the areas of capital planning and resource allocation, use of financial resources in support of academic services, and administrative support staffing ratios? If so, how are these benchmarks derived?
3. To what extent does the institution's overall assessment plan relate to the institution's strategic plan? Provide evidence of this relationship.

Working Group 8

1. What measures exist to determine the characteristics of successful and unsuccessful students? In what ways are admissions decisions informed by learning and other relevant outcomes of previously admitted students?
2. What mechanisms exist to change admissions policies in response to institutional changes, and to what extent are these mechanisms effective?
3. To what extent do college publications accurately reflect the college's mission, and to what extent do the college's admissions policies reflect that mission?
4. To what extent do the college's publications and admissions procedures accurately reflect the college's programs, policies, and expectations for students? Are all relevant constituencies involved in the development of these publications and procedures?
5. How are allocations of financial aid resources reviewed? Are all relevant constituencies involved in the review process?
6. Are there mechanisms in place to adjust financial aid policies in response to institutional changes?
7. To what extent are admission and financial aid policies and procedures understood by prospective students and applicants, and to what extent are they adequately understood within the college community?

Working Group 9

1. What support services exist at Bard? What mechanisms are in place to determine whether these services are appropriate, given institutional needs and student profiles?
2. To what extent is information about these services clearly articulated and broadly communicated to students and faculty?
3. Are the level and the types of support available comparable to those at similarly situated institutions?
4. What mechanisms are in place to determine the efficacy of these services? To what extent do they help students achieve the college's learning and other outcomes?
5. Do staff members have the appropriate credentials, remain current and remain effective? What processes exist to periodically review staff credentials, development, and effectiveness?

6. Are support services and related policies updated to respond to changing enrollments and institutional needs? What are the procedures for vetting new policies or alterations to policies and then implementing them? Are all relevant constituencies consulted in this process?

Working Group 10

1. What is the process for requesting faculty appointments (tenure-track and non tenure-track), from program to division to Planning and Appointments Committee to President? How effective is this process in producing the desired hiring outcomes, and how does this process compare to those at similarly situated institutions?
2. Are the processes for requesting faculty appointments at the undergraduate level coordinated with those for requesting graduate appointments? To what extent is such coordination necessary or appropriate for the graduate and undergraduate programs to operate effectively?
3. What mechanisms exist in the faculty appointment process to address issues of diversity, including age, race, ethnicity and gender? To what extent do these mechanisms succeed in achieving the college's goals with respect to diversity in faculty appointments, and how do they compare to those employed at similarly situated institutions?
4. What is the college's student: faculty ratio, and what mechanisms are in place to determine the number of faculty members needed at the college (overall and in each division/program)? To what extent are these mechanisms effective in maintaining adequate staffing?
5. To what extent do faculty hiring practices take into account data concerning growth of faculty, programs, and student enrollment?
6. What is the process for review of tenure-track and non-tenure-track faculty (pre-tenure, tenure, promotion)? Are the criteria for review clearly articulated and understood? How effective is this process in producing the desired outcomes, and how does this process compare to those at similarly situated institutions?
7. Are the processes for reviewing faculty at the undergraduate level coordinated with those for reviewing graduate faculty? To what extent is such coordination necessary or appropriate for the graduate and undergraduate programs to operate effectively?
8. What are the processes for evaluating teaching, scholarship, and community service? How effective are these processes in producing the desired outcomes, and how do they compare to those at similarly situated institutions?
9. Are the processes for evaluating teaching, scholarship, and community service at the undergraduate level coordinated with those at the graduate level? To what extent is such coordination necessary or appropriate for the graduate and undergraduate programs to operate effectively?
10. What mechanisms are in place to address faculty grievances about tenure and promotion, and to what extent are these mechanisms understood and effective? (Overlap with WG 6.)
11. What mechanisms are in place to assure adherence to principles of academic freedom, and to what extent are these mechanisms understood and effective?: (Overlap with WG 6.)
12. What are the structures for faculty support and development (i.e., start-up funds, Research and Travel funds, CFCD, junior and non-tenure track faculty mentoring)? To what extent do these structures promote faculty development, and how do they compare with those at similarly situated institutions?
13. What is the process for course and program development? How effective is this process, and how does it compare to those at similarly situated institutions? (Overlap with WG 11.)

Working Group 11

1. Concretely, what curricular change or innovation has taken place since the 1997 Self Study and the 2002 Periodic Review Report? How was this discussed, who approved it, and how has it been implemented?

2. What is the mission of the newly created Curriculum Committee? How is it being implemented and how do we evaluate its work? Is this the primary body that assesses the effectiveness of curriculum design? How does it interact with the newly formed Committee on Planning and Appointments?
3. What degrees do we grant at Bard? How often and in what ways do we review the curriculum for these degree-granting programs?
4. Are there specific outcomes (goals, skills) articulated by or for students within the curriculum? How are these goals communicated to students (within course materials, requirement rationale for majors, college-wide expectations)? (Overlap with WG 14.)
5. How do we know if students have attained these goals or skills? Is the curriculum periodically reviewed to reflect our findings? (Overlap with WG 14.)
6. Are there tensions between a "liberal arts" model of curricular planning and a more practical career-oriented or "vocational" model at Bard? How is that tension addressed? What is the role of service learning in the curriculum (Trustee Leadership Scholars)? Who oversees this component of course design and/or the requirement structure within majors?
7. In what ways does the institution support curricular innovation (CFCD)?
8. How does the college support the work of academic programs (ARC, library, computer center)? Does the college provide an atmosphere of exchange and collaboration between faculty and staff? How do we evaluate the effectiveness of those services?
9. Where do we address the question of informational literacy? Beyond freshman orientation, do we connect curricular planning to this goal?
10. Advising seems to be our primary means of orienting students to the curriculum: how do we prepare faculty to advise students? What other advising exists at the college? Is this unusual (i.e. at colleges of similar size and stature, is all academic advising done by the faculty?) How well does this serve students? Are we meeting our own expectations for advising? Also, how well are multiple advising sources linked to one another?
11. Are students able to supplement the advising system on their own? How much information do they have to help them navigate the curriculum? How effective is it? In short, do students feel as though they understand the curriculum at Bard?
12. How well is Language and Thinking integrated into the undergraduate curriculum?
13. Is there a uniform understanding across programs and divisions within the college of institutional standards? For instance, how do moderation and senior project practices vary across programs? Are there college-wide practices (such as reading and exam weeks) that support evaluation/assessment of work in courses, conferences, tutorials, and projects?
14. Transfer students, study abroad, transfer credits: how assessed? Do these experiences complement or distract from the organization of course work in the major? Do we have clear practices for integrating transfer and study abroad credits into the curriculum of programs/divisions? What checks are in place to ensure the adequacy of these practices?
15. Requirements within majors or concentrations: do we see real disparity between programs? Are some programs too demanding with regard to requirements? Does the structure of the major work in tandem with general education at the college or not? Is the division system consonant with systemic, college-wide educational standards or should the college consider changing to a departmental structure? Would the latter option be feasible?
16. Double-majors / interdisciplinary concentrations / multidisciplinary studies: how approved and by whom?
17. Are there core assumptions within programs and across programs about minimal standards with regard to examinations, papers, presentations, reading load?
18. How is the workload of a 200 level course distinguished from that of a 100 or a 300/400 level course at the college?
19. How are graduate programs and their curricula assessed (MAT / Curatorial Studies / BGA / CEP)? To what degree does this occur within the framework of the undergraduate college and its processes and to what degree is this independent? How are these program accredited? What about

"parallel" programs for undergraduates--BGIA, BHSEC, Simon's Rock, Smolny? (Overlap with WG 13.)

20. From the student point of view, how flexible and interconnected are these various programs? How do the graduate programs intersect with or enrich the undergraduate curriculum? (Overlap with WG 13.)
21. Does the curriculum address the needs of adult learners?

Working Group 12

1. What is the structure of the general education curriculum, and how does it compare to those at similarly situated institutions?
2. To what extent does the general education curriculum lead students to enroll in courses outside of their majors, and to take courses in diverse fields beyond the elementary ones needed to satisfy the general education requirements?
3. To what extent have the new distribution requirements affected course offerings and enrollments?
4. To what extent has the Rethinking Difference requirement resulted in an increased percentage of enrollments in Non-Western and/or Minority Culture course offerings? In what year do most students fulfill the requirement, and what is the percentage of non-major enrollments in rethinking difference courses over the past 5 years?
5. To what extent have the distribution requirements in math and science resulted in an increased percentage of enrollments in math and science courses beyond the introductory level? Is there a difference on the new distribution system? In what year do most students fulfill the requirement, and what is the percentage of non-major enrollments in math and science courses over the past 5 years?
6. To what extent does moderation serve its intended purposes and, if it does not, what mechanisms are in place to strengthen its effectiveness? (Overlap with WG 14.)
7. To what extent do existing course evaluation procedures (SOTCs) enable effective assessment of the content of general education courses (as opposed to evaluation of teacher performance)?
8. To what extent does the faculty evaluation process include as a criterion effective teaching in courses related to the General Education component in the curriculum (e.g. L&T, First-Year Seminar, courses for non-majors, etc.)?
9. What percentage of regular full-time, tenure-track faculty teach FYS? What percentage of these are senior, tenured faculty?
10. How does student writing compare at the end of L&T with the end of the First-Year? (Overlap with WG 14.)

Working Group 13

1. Bard College is affiliated with a number of educational institutions and has educational programs that employ non-Bard faculty. These include the Bard Globalization and International Affairs Program, Bard Prison Initiative, Bard-Rockefeller Program, Smolny College at Saint Petersburg State University, and Bard's summer language intensives. What procedures exist in these institutions and programs to assess their curricula and course offerings, and to what extent do the institutions and programs carry out the assessments?
2. Bard College offers graduate degrees in seven graduate programs. What procedures do those programs have to assess their curricula and course offerings, and to what extent do they carry out the assessments?
3. What are the constituencies of each of these satellite and graduate programs? How is this determined, and who is involved in making the determination? Are all relevant constituencies, both on the main campus and in the graduate, satellite and affiliate programs, involved in developing assessment plans and disseminating the results?
4. How does Bard College assess the contributions that the graduate and satellite programs make to the College, including contributions to Bard's undergraduate students and faculty? To what extent

do these assessments lead to changes in the relationship between the undergraduate college and the graduate and satellite programs?

5. To what extent do the graduate, satellite, and affiliate programs meet Bard's academic standards, and are there mechanisms in place to correct failures to do so?
6. What mechanisms does the institution have in its administration and faculty to assess the contributions that these institutions and programs make to the intellectual life of their students?
7. How does the college formulate and explain its educational mission and its broader social commitments to its various constituencies, including the constituencies of its affiliated institutions, graduate programs, and other educational programs employing non-Bard faculty? (Overlap with WG 1.)
8. What mechanisms are in place to assess the instructional materials and other resources used in the graduate, satellite, and affiliate programs, and how effective are these mechanisms?
9. Are assessment mechanisms at the graduate, satellite, and affiliate programs coordinated with those employed on the main campus? To what extent is such coordination necessary or appropriate for the programs to operate effectively and efficiently?

Working Group 14

1. What are the learning goals and outcomes for the Language and Thinking Workshop and the First Year Seminar, and how does the college demonstrate that these goals are being met? (Overlap with WG 12.)
2. Moderation is a process by which the college ensures that students are prepared to engage in their major field of concentration. How does the college measure the success of this process?
3. Increased breadth of experience and depth in field of concentration should be realized by the end of a student's third year. How does the college demonstrate that the general education distribution requirements and individual program requirements are fulfilling these goals? (Overlap with WGs 11 and 12.)
4. What are the learning objectives for the Senior Project and how are these objectives coordinated with program curricula and the institutional curriculum? How does the college assess that the goals for the Senior Project are being met?
5. What are the college's learning goals for scientific and quantitative literacy? How are these goals coordinated, and to what extent do the Quantitative exam and the distribution requirements for science and mathematics achieve these goals?
6. Is there evidence of intentional connections between learning goals for students at all levels (institutional, program, and course) and all years (first year through senior year)?
7. How is student assessment information used by the college to determine the root causes of the college's graduation rate?

Appendix 4.1 Board of Trustees June 2006

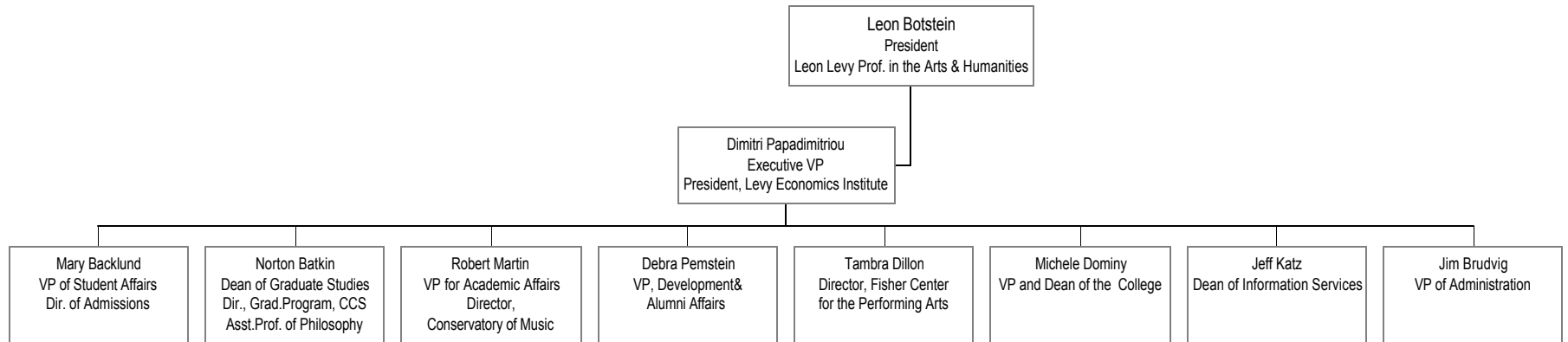
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 Charles P. Stevenson Jr., Chair
 Emily H. Fisher, Second Vice Chair
 Elizabeth Ely '65, Secretary
 Mark Schwartz, Treasurer

Roland J. Augustine
 David C. Clapp
 * Marcelle Clements '69
 The Rt. Rev. Herbert A. Donovan Jr., Honorary Trustee
 Asher B. Edelman '61
 Robert S. Epstein '63
 * Philip H. Gordon '43
 * Barbara S. Grossman '73
 Sally Hambrecht
 Ernest F. Henderson III
 Marieluise Hessel
 John C. Honey '39, Life Trustee
 Mark N. Kaplan
 George A. Kellner
 Cynthia Hirsch Levy '65
 Murray Liebowitz
 Peter H. Maguire '88
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 Martin Peretz
 Stanley A. Reichel '65
 Stewart Resnick
 Susan Weber Soros
 Martin T. Sosnoff
 Patricia Ross Weis '52
 William Julius Wilson

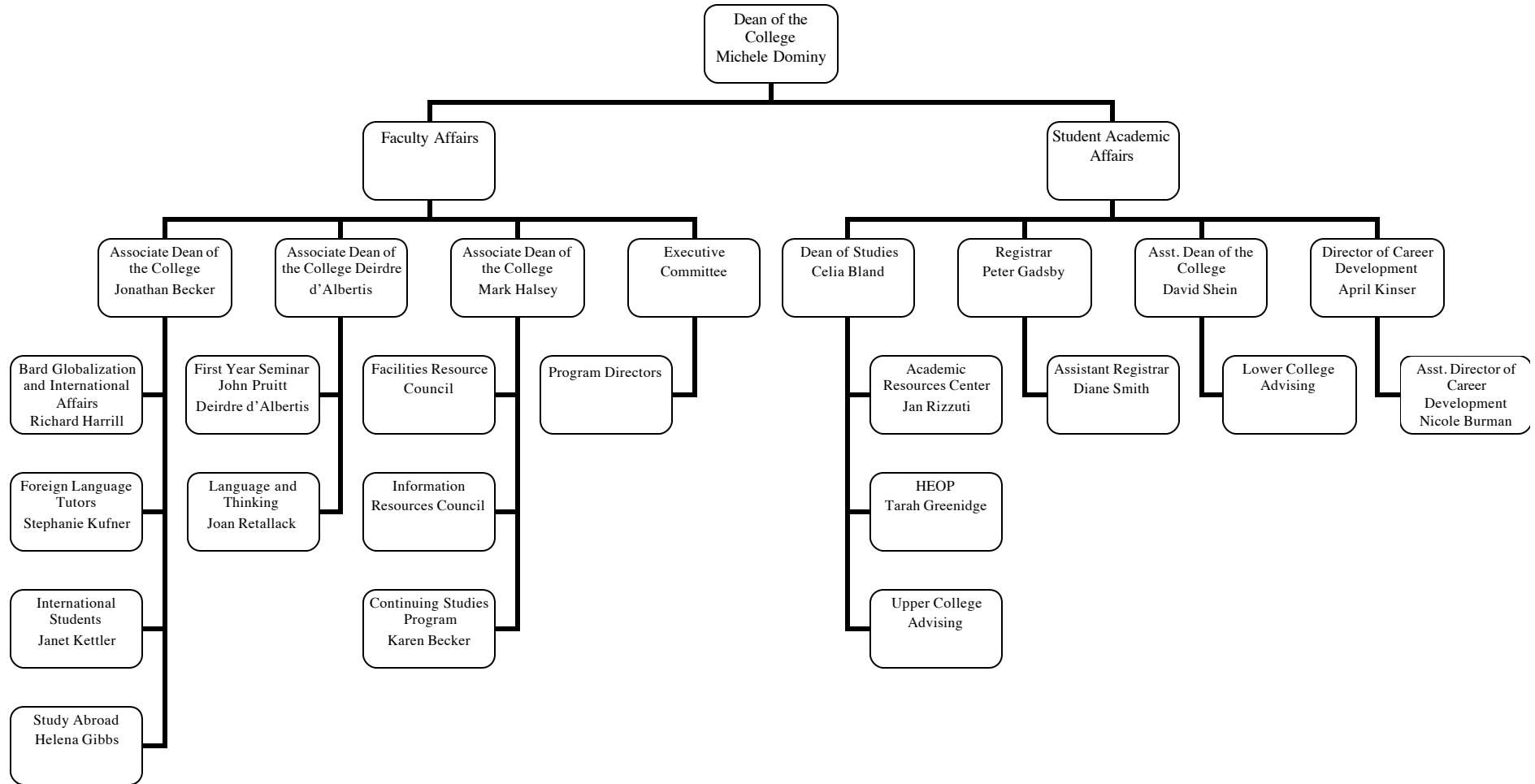
Leon Botstein, President of the College, *ex officio* member

*Alumni/ae Trustee

Appendix 5.1 Organizational Chart–Senior Administration



Appendix 5.2 Organizational Chart–Vice President and Dean of the College



Appendix 6.1 Student Judicial Board

The Integrity Working Group met with Dean of Students Erin Cannan and 2005-2006 SJB Chair Sam Kraft to discuss:

- Availability of documents to students regarding the Student Judiciary (SJ) and the Student Judiciary Board SJB
- The mandate of the SJ and the SJB and its transparency to students
- The difference between the SJB and the Grievance Committee
- How students are informed about the process of filing a grievance with the SJB
- The student perspective on the SJB and its relationship with the administration
- The dean of student's perspective on the SJB and its policies

Formal documents about the SJB appear in the Bard College Student Handbook and Calendar. Pages mentioned in this report are from the 2005-2006 Bard Student Handbook and Calendar. In addition to the hard copy availability, the handbook it is also available online at the www.inside.bard.edu site and can be accessed at <http://inside.bard.edu/academic/forms/handbook.pdf>.

The SJB also has an informal printed handout that is a combination of three documents: "Initiation of a Student Judiciary Board Case" which is a synopsis of information culled from the Bard Student Handbook from four years ago.

A second document "If an SJB case is brought against you" is also collected from the Bard Student Handbook and it, as the above, takes copy from the Student Constitution in the Handbook and puts the information into a paragraph format thus attempting to make the information more reader friendly.

The last document "Format and Guidelines for Statements Submitted to the SJB" appears only in the informal handout and it is given to students as part of the above packet once a student has initiated contact with and is contemplating submitting a statement to the SJB or dean of students. This is essentially a tip sheet on how to prepare and write a submission to the SJB.

The informal handout is written on unidentified stationery without noting the office of origination and gives no indication of the names of the writers or dates of being written. The Integrity Working Committee understands from Dean Cannan that it was written four years ago by the SJB as an attempt to clarify information on the SJB in the Student Handbook.

The Student Handbook pages covers the following about the SJ and SJB:

SJ, p. 8, "General Organization of the SJ"

SJ, p. 11, "Definition, Purpose, and Jurisdiction"

SJ, p. 17, "The Student Judiciary Board"

P. 17 "Membership"

P. 18 "Duties and Function"

P. 19 "Initiation of Proceeding"

P. 20 "Meetings"

P. 21 "Rendering of Decisions"

SJB, p. 163, General Committee Definition

SJB, p. 226, SJB Definition

All of the above is clearly outlined and defined on the noted pages. The index of the Student Handbook only lists the following pages under Student Judiciary Board, 8, 163, 226.

Appendix 8.1 Comparison Group

COMPARISON GROUP

Using some of your institution's characteristics, NPEC selected a group of comparison institutions. The characteristics include private, not-for-profit, 4 year, degree-granting, Carnegie Classification of Baccalaureate Colleges - Liberal Arts, in the northeast division of the country. This comparison group includes the following 65 institutions:

- ▶ ALBRIGHT COLLEGE (READING, PA)
- ▶ ALLEGHENY COLLEGE (MEADVILLE, PA)
- ▶ AMHERST COLLEGE (AMHERST, MA)
- ▶ BARNARD COLLEGE (NEW YORK, NY)
- ▶ BATES COLLEGE (LEWISTON, ME)
- ▶ BENNINGTON COLLEGE (BENNINGTON, VT)
- ▶ BOWDOIN COLLEGE (BRUNSWICK, ME)
- ▶ BRYN MAWR COLLEGE (BRYN MAWR, PA)
- ▶ BUCKNELL UNIVERSITY (LEWISBURG, PA)
- ▶ BURLINGTON COLLEGE (BURLINGTON, VT)
- ▶ CHATHAM COLLEGE (PITTSBURGH, PA)
- ▶ COLBY COLLEGE (WATERVILLE, ME)
- ▶ COLGATE UNIVERSITY (HAMILTON, NY)
- ▶ COLLEGE OF THE ATLANTIC (BAR HARBOR, ME)
- ▶ COLLEGE OF THE HOLY CROSS (WORCESTER, MA)
- ▶ CONNECTICUT COLLEGE (NEW LONDON, CT)
- ▶ DICKINSON COLLEGE (CARLISLE, PA)
- ▶ DREW UNIVERSITY (MADISON, NJ)
- ▶ FRANKLIN AND MARSHALL COLLEGE (LANCASTER, PA)
- ▶ FRANKLIN PIERCE COLLEGE (RINDGE, NH)
- ▶ GETTYSBURG COLLEGE (GETTYSBURG, PA)
- ▶ GORDON COLLEGE (WENHAM, MA)
- ▶ GOUCHER COLLEGE (BALTIMORE, MD)
- ▶ HAMILTON COLLEGE (CLINTON, NY)
- ▶ HAMPSHIRE COLLEGE (AMHERST, MA)
- ▶ HARTWICK COLLEGE (ONEONTA, NY)
- ▶ HAVERFORD COLLEGE (HAVERFORD, PA)
- ▶ HOBART WILLIAM SMITH COLLEGES (GENEVA, NY)
- ▶ HOUGHTON COLLEGE (HOUGHTON, NY)
- ▶ JUNIATA COLLEGE (HUNTINGDON, PA)
- ▶ LAFAYETTE COLLEGE (EASTON, PA)
- ▶ LYCOMING COLLEGE (WILLIAMSPORT, PA)
- ▶ MARLBORO COLLEGE (MARLBORO, VT)
- ▶ MARYMOUNT MANHATTAN COLLEGE (NEW YORK, NY)
- ▶ MCDANIEL COLLEGE (WESTMINSTER, MD)
- ▶ MIDDLEBURY COLLEGE (MIDDLEBURY, VT)
- ▶ MORAVIAN COLLEGE AND THEOLOGICAL SEMINARY (BETHLEHEM, PA)
- ▶ MOUNT HOLYOKE COLLEGE (SOUTH HADLEY, MA)
- ▶ MUHLENBERG COLLEGE (ALLENTOWN, PA)
- ▶ PINE MANOR COLLEGE (CHESTNUT HILL, MA)
- ▶ ROSEMONT COLLEGE (ROSEMONT, PA)
- ▶ SAINT ANSELM COLLEGE (MANCHESTER, NH)
- ▶ SAINT VINCENT COLLEGE (LATROBE, PA)
- ▶ SARAH LAWRENCE COLLEGE (BRONXVILLE, NY)
- ▶ SETON HILL UNIVERSITY (GREENSBURG, PA)
- ▶ SIENA COLLEGE (LOUDONVILLE, NY)
- ▶ SKIDMORE COLLEGE (SARATOGA SPRINGS, NY)
- ▶ SMITH COLLEGE (NORTHAMPTON, MA)
- ▶ SOUTHAMPTON COLLEGE OF LONG ISLAND UNIVERSITY (SOUTHAMPTON, NY)
- ▶ ST JOHN'S COLLEGE (ANNAPOLIS, MD)
- ▶ ST LAWRENCE UNIVERSITY (CANTON, NY)
- ▶ SUSQUEHANNA UNIVERSITY (SELINGROVE, PA)
- ▶ SWARTHMORE COLLEGE (SWARTHMORE, PA)
- ▶ TRINITY COLLEGE (HARTFORD, CT)
- ▶ UNION COLLEGE (SCHENECTADY, NY)
- ▶ URSINUS COLLEGE (COLLEGEVILLE, PA)
- ▶ VASSAR COLLEGE (POUGHKEEPSIE, NY)
- ▶ WASHINGTON & JEFFERSON COLLEGE (WASHINGTON, PA)
- ▶ WASHINGTON COLLEGE (CHESTERTOWN, MD)
- ▶ WELLESLEY COLLEGE (WELLESLEY, MA)
- ▶ WELLS COLLEGE (AURORA, NY)
- ▶ WESLEYAN UNIVERSITY (MIDDLETOWN, CT)
- ▶ WESTMINSTER COLLEGE (NEW WILMINGTON, PA)
- ▶ WHEATON COLLEGE (NORTON, MA)
- ▶ WILLIAMS COLLEGE (WILLIAMSTOWN, MA)

Appendix 8.2 Statistics for Entering Class Fall 2006 and prior Years

	2006	2005	2004	2003	
Applications	4828	4142	3603	3497	
Enrolled	523	532	441	437	
Freshman	504	517	389	392	
Transfer**	19	15	36	45	
Male	46%	39%	44%	38%	
Female	54%	61%	56%	62%	
Waitlist	768	412	276	272	
<u>Public Schools</u>	64%	63%	67%	67%	
SAT Verbal	680	680	670	670	
SAT Math	650	650	640	630	

Geographic Distribution	2006	2005	2004	2003	2002
New England—103	19%	17%	19%	16%	23%
MA-44 VT-8 CT-31 NH-5 ME-14 RI-1					
New York—132	25%	17%	26%	29%	24%
Mid Atlantic—74	14%	15%	13%	15%	14%
NJ-36 MD-7 PA-28 DC-2 DE-1					
Southeast/South—29	5%	7%	5%	7%	7%
VA-9 GA-3 TN-5 AL-2					
KY-1 LA-2 FL-5 WV-2					
Southwest—22	4%	2%	3%	3%	2%
TX-10 NM-8 AZ-4					
Midwest—54	11%	9%	7%	7%	8%
OH-6 MN-5 IL-17 MO-4 MI-4					
IN-1 KS-1 WI-4 CO-9 UT-1					
AR-1 IA-1					
West—53	11%	15%	16%	16%	12%
CA-37 WA-10 OR-6					
International—56 from 27 countries	11%	15%	11%	9%	10%
Australia 2, Bangladesh 4, Brazil, Bulgaria 4, Canada, China 16, Ecuador, Ethiopia, Greece Hungary, India 2, Italy, Jamaica, Kosovo Macadonia, Mexico, Morocco, Myanmar, Nepal Pakistan, Paraguay, Poland, Romania 6, Singapore, Switzerland 2, Thailand 2, UK 2					
PIE—14 from 12 countries	Bosnia/Herzegovina, Czech Republic, Germany, Hungary 3, Macedonia, Romania, Russia Rwanda, Slovak Republic, South Africa, Uganda				

<u>Divisional Distribution</u>	2006	2005	2004	2003	2002
Languages & Literature	25%	24%	21%	28%	31%
Social Studies	22%	19%	18%	19%	19%
Natural Sciences/ Math	13%	13%	12%	13%	13%
Arts	21%	25%	17%	24%	22%
Undecided	19%	19%	22%	16%	15%
<u>EEC Profile</u>					
Enrolled	16	25	13	25	20
<u>DSS Profile</u>					
Male	5	8	3	8	5
Female	11	17	10	17	15
Verbal	700	700	690	710	720
Math	680	690	680	700	700
<u>DSS Profile</u>					
Enrolled	20	19	12	12	9
Male	12	7	5	6	4
Female	8	12	7	6	5
States	4	6	1	5	2
Countries	7	8	7	7	3

	2006	2005	2004	176 2003	2002
Ethnicity					
Black, Non Hispanic	14	5	9	10	12
Hispanic	24	18	11	19	15
Asian/Pacific Islander	25	14	22	24	22
American Indian/Alaskan native	3	2	1	2	2
White, Non Hispanic	288	373	283	273	178
Other/Unknown	97	61	57	27	98
Non Resident Alien	50	42	15	27	17

	<u>200609</u>	<u>200509</u>	<u>200409</u>	<u>200309</u>	<u>200209</u>
* Applications from Common App	3408	2753	2273	1760	1371
<i>IDP</i>					
Applications	165	172	142	97	42
Accept	114	135	106	51	38
Enrolled	51	15	47	38	12
<i>EA</i>					
Applications	497	345	350	272	207
Accept	299	143	140	207	129
Enrolled	107	53	53	80	50
	<u>200609</u>	<u>200509</u>	<u>200409</u>	<u>200309</u>	<u>200209</u>
** Simons Rock	2	4	6	3	2
** BHSEC	1	3	1	11	0

Appendix 8.3 Financial Aid 2002-2006

2006-2007	
% on Bard aid	57%
% on any aid	67%
Average Bard Aid	\$19,326
International	
Total Scholarship \$	\$3,996,569
Average Scholarship	\$29,172
Conservatory	
Total Scholarship \$	\$853,056
Average Scholarship	\$44,897
Tuition Discount	pending

2005-2006	
% on Bard aid	57%
% on any aid	68%
Average Bard Aid	\$18,044
International	
Total Scholarship \$	\$3,087,925
Average Scholarship	\$26,168
Conservatory	
Total Scholarship \$	\$505,160
Average Scholarship	\$45,923
Tuition Discount	32.00%

2004-2005	
% on Bard aid	59%
% on any aid	68%
Average Bard Aid	\$17,156
International	
Total Scholarship \$	\$2,070,418
Average Scholarship	\$24,075
Tuition Discount	32.60%

2003-2004	
% on Bard aid	56%
% on any aid	70%
Average Bard Aid	\$16,031
International	
Total Scholarship \$	\$1,709,616
Average Scholarship	\$22,494
Tuition Discount	34.40%

2002-2003	
% on Bard aid	58%
% on any aid	68%
Average Bard Aid	\$15,315
International	
Total Scholarship \$	\$1,363,622
Average Scholarship	\$22,355
Tuition Discount	35.20%

Appendix 9.1 Student Services at Bard

Athletics and Recreation: The Department of Athletics and Recreation offers a wide range of programs, from traditional intercollegiate competition and intramural sports to club sports, recreational pursuits and instructional classes.

BRAVE (Bard's Response to Rape and Associated Violence Education): BRAVE is a professionally directed student service organization whose members provide crisis intervention, supportive counseling, advocacy, and education to the Bard community.

Chaplaincy: The Chaplaincy is committed to helping students, staff, and faculty explore and develop their spiritual identities. Various academic programs offer study in the major religions, and the chaplaincy provides an opportunity to practice and experiment with different religious traditions. Faiths represented include Buddhism, Christianity, Hinduism, Islam, and Judaism.

Counseling Services: The Counseling Center provides individual, couples, and group counseling, assessment, consultation, referral, and campus outreach services to the Bard student community.

First-Year Experience: The Director of First Year Students has special responsibilities working with first year students on transitional issues, both by coordinating programming geared to first year students or meeting one-on-one with students to discuss transitional issues.

Health Services: Health Services promotes optimum physical, emotional, intellectual, and social well being through education, preventative and primary care.

Multicultural Affairs: The Office of Multicultural Affairs seeks to assist the College community in creating an environment characterized by a commitment to racial, ethnic, and cultural diversity, thereby enriching the academic, social, and personal lives of students, faculty, and staff. The office organizes lectures, workshops, discussion groups, residence hall programs, and outreach programs designed to help the community explore the complexities of and raise awareness of the issues involving race, ethnicity, and culture. The office is committed to raising awareness and addressing issues related to race, ethnicity and culture

Residence Life: The Office of Residence Life coordinates housing for all on-campus undergraduate and graduate students; monitors the residence halls and provides one-on-one assistance and counseling to resident students, and offers social, academic, and cultural programming to support the academic mission of the college by creating vibrant spaces to live and study outside of the classroom.

Safety and Security: The Safety and Security Office helps facilitate an environment of safety and intellectual exploration within the community and to promote respect between each community member, maintain public order, and enforce campus rules and regulations.

Student Activities: The Office of Student Activities organizes substance-free activities for the Bard Community. It is the goal of Student Activities to provide a variety of events that appeal to as many people as possible.

Transportation: The Transportation Office provides daily shuttle service to and from local towns, weekend service to local train stations and shopping malls, and holiday service to airports. It also maintains a fleet of automobiles and vans that can be borrowed for college-sponsored academic events.

Trustee Leader Scholars (TLS): The TLS Program helps students in developing skills that will enable them to participate effectively as leaders in local and global communities. TLS participants design and implement new community service projects or collaborate on established projects.

The following support services are located in Academic Affairs:

Academic Resources: The Academic Resources Center provides academic support for students and faculty, both in terms of its services and its library of materials related to pedagogy and writing. It offers credit-bearing courses in writing and ESL, seminars for faculty, student workshops in quantitative skills and analytic writing, review sessions, online classes, and individualized peer tutoring. Special programs are offered for faculty members who are teaching First-Year Seminar and for students who are enrolled in First-Year Seminar, preparing for Moderation, or working on their Senior Project.

Career Development: The Career Development Office has seven main functions in serving undergraduate students: career advising to support career exploration and preparation; fellowship and scholarship advising; graduate/professional school advising; providing resources for volunteer, internship and job opportunities; sponsoring relevant career events; subscribing to and offering password protect websites that offer career information and/or career opportunities, and maintaining a reference library and two career websites.

Center for Foreign Languages and Cultures: As part of the Department of Languages and Literature, the Center for Foreign Languages and Cultures shares a common mission: to provide opportunities for authentic experiences with other cultures which enable students to develop linguistic and cultural proficiencies. The Department contributes significantly to the College's mission to facilitate an understanding of human interaction across world cultures and time, enhance awareness of global perspectives, and foster in our students, the knowledge, skills and versatility needed to succeed personally, academically and professionally in an ever-changing society.

HEOP (Higher Education Opportunity Program): The Higher Education Opportunity Program (HEOP) provides financial aid and academic and personal support services (including an educationally disadvantaged New York State residents.

International Student Services: The International Student Services Office advises the students on all matters pertaining to their legal status in the United States and on cultural, social, educational, and personal concerns.

Senior-Year Experience: The goal of the Senior Year Experience is to provide help and comfort to Seniors who are about to make the transition from life at Bard into life in the “real world.” It offers documents, web links, resources and helpful advice on topics ranging from preparation of Senior Project to applying for a first job after graduation.

Appendix 9.2 BARD 101 Events 2004–2006

Academic Program and Moderation Information Sessions

This is an opportunity to meet faculty, find out about different programs of study and their moderation requirements, and get a sense of the options available to you.

Alcohol & Drug Jeopardy

Come compete in the third annual alcohol/drug jeopardy-style trivia night. Test your knowledge on a wide range of related topics and go home with new knowledge and fabulous prizes.

Considering a Leave of Absence?

Meet members the Office of the Dean of Students and Office of the Dean of the College to discuss the different types of leaves, the requirements for taking them, and what to do in order to return to Bard.

Conversations with the Deans

Meet Assistant Dean of Students Bethany Nohlgren and, Assistant Dean of the College David Shein in your residence hall for a conversation about your first year. Get your questions answered and your concerns addressed. Conversation is open to any and all topics.

First-Year Seminar Closing Banquet

Join other First-Year students and First-Year Seminar faculty in celebration of the completion of your first year.

Get Involved! TLS Fair

Interested in learning more about what you can do to help the local community? The global community? Come learn more about the TLS office, talk with the students currently involved, and about their projects at the TLS Fair. Afterwards, join Paul Marienthal, director, and Jenny Fowler, assistant director of the TLS program in a discussion about the implications of service work locally, globally and personally.

Identifying Summer Jobs & Internships and Landing an Offer

Looking for just the right job this summer? Meet April Kinser and Nicole Burman in the career development office to learn strategies for job searching as well as finding an internship. Food and drinks provided.

Improve Your Writing Skills

Not making the grades you expected on your papers? Come meet, Director of College Writing, Celia Bland to learn writing strategies and how to work with peer tutors.

Internships & Summer Job Searching

Looking for just the right job next summer? Meet April Kinser and Nicole Burman in the career development office to learn strategies for job searching as well as finding an internship.

Introspectives: Attaining Balance

The Offices of Multicultural Affairs, Counseling Services and the Chaplaincy invite students to engage in discussion/reflection about freedom and the range of choices available to you as you construct your life. It will also serve as an informational session about the spiritual/counseling resources available at Bard College.

Leadership & Careers in Public Service

What are public service careers and how do you get started as an undergraduate college student? April Kinser, director of career development, will talk about the different opportunities first-year and sophomore students can pursue in their work to benefit the lives of others and our public

institutions. The issue of applied ethics and leadership will be addressed as it relates to career skill building and making a contribution to our community.

MAT @ Bard

Interested in getting a Masters of Arts in Teaching? Meet Ric Campbell, MAT program director, and other faculty and students from the MAT program who will discuss Bard's new MAT program. Learn what it is about and what you can do now to prepare.

Moving In & Moving Out: The Pros & Cons of Living Off Campus

Talk with local landlords, residence life staff, and students who currently live off campus to discuss the pros and cons of living out of the residence halls and how to make the transition to off-campus life.

Options for Studying Abroad

Members of the international studies office will discuss opportunities for studying abroad. Meet others who are interested in studying abroad and students who have recently returned from abroad.

Religious & a Bardian? Could it be true?

Join Robert Kelly, Paul Murray, and others for a fishbowl/roundtable discussion of what it means to be religious at Bard, religious differences and how to create an ethos of respect on campus.

Research Papers: Topic to Citation

Meet Director of Libraries Jeff Katz and learn everything you need to know about researching in the library. He will discuss everything from topic selection to citations. Have an upcoming paper? Bring your topic and he'll help you get started.

Strategies for Studying

Join, Academic Resources Writing Consultant Dorothy Crane and, Dean of Lower College Studies David Shein, to learn various study strategies and how to use your syllabi to effectively plan for the semester. Bring your calendar and syllabi to get a jump-start on organization. Learn how to connect and work with peer tutors for personal consultation.

Undergraduate Awards Ceremony

Look for details for this event, which celebrates the achievements of Bard students. Dinner and music.

What Is Moderation?

Learn what Moderation is, how it works, and what you need to do in order to moderate successfully. Assistant Dean of the College David Shein, members of the faculty, and students who have moderated successfully will help you get started thinking about this process.

What is "room draw" and how do I navigate through this process?

The Residence Life staff will be on hand to help you figure out how to secure a room in the fall, tell you when forms are due, and teach strategies for making the ideal selection. Meet other students who may be looking for a new roommate.

Where Have All the Free Writes Gone?

In L&T, you were introduced to several strategies for generating and revising written work. This workshop will re-introduce those strategies within the context of FYSEM. The goal is to help you apply what you learned in August to the work you are doing this fall. While the focus will be on FYSEM texts, this session is open to students at all levels. Led by Susan Rogers, L&T Associate; Visiting Assistant Professor of Writing and First-Year Seminar, and Michael Ives, L&T Faculty; Visiting Lecturer in First-Year Seminar.

Appendix 9.4 Institutional Comparison–Athletics and Recreation

The Department of Athletics and Recreation supports activities for undergraduates in many areas including athletics, intramurals, club sports, instructional classes, student-athlete leadership and wellness programming.

Athletics

Bard sponsors 11 athletics programs in men's and women's basketball, cross country, soccer, tennis, volleyball and men's squash. The NCAA DIII sports sponsorship average is 16 sports. Due to recent NCAA legislation, Bard will need to add a minimum of two programs by 2010 to be in compliance with new sport sponsorship of 12 to coincide with the NCAA philosophy of offering students a broad based program that encourages participation. The college's affiliations are:

- NCAA Division III (since 1991).
- Eastern College Athletic Conference (since 1992).
- North Eastern Athletic Conference (since 2004).
- North East Collegiate Volleyball Association (since 2005).
- Skyline Athletic Conference (will enter in fall 2007).

As suggested in Standard 9, Bard does not place as much emphasis on athletics as do many of the schools in our peer group:

Institution	Full-time Under-graduates	# of Varsity Programs	# of Student Athletes	Operating Expenses	Average Head Coaches Salary	# of Full-Time Head Coaches
Bard	Total: 1295 Men: 544 Women: 751	11	145	\$134,648	Men: \$4317 Women: \$4139	3
Haverford	Total: 1172 Men: 551 Women: 621	19	532	\$352,846	N/A	13
Macalaster	Total: 1847 Men: 810 Women: 1037	17	526	\$423,996	Men: \$55,525 Women: \$59,565	13
Skidmore	Total: 2380 Men: 989 Women: 1391	19	343	\$543,613	Men: \$58,788 Women: \$37,545	18
Swarthmore	Total: 1459 Men: 705 Women: 754	18	448	\$342,154	Men: \$65,078 Women: \$51,296	10
Vassar	Total: 2395 Men: 969 Women: 1426	23	366	\$314,258	Men: \$53,315 Women: \$58,384	16

* Data Source: US Department of Education. Office of Post Secondary Education. Reporting: 2004-05.

This conclusion holds even when we examine expenses relative to total operating expenses:

These conclusions hold even when we adjust for differences in total operating budget Institution	Total operating expenses	Operating Expenses, Athletics	Percent of total operating expenses spent on Athletics
Bard	79,676,699	134,648	.001%
Haverford	49,789,306	353,846	.007%
Macalster	60,163,000	423,996	.007%
Skidmore	79,355,000	543,613	.006%
Swarthmore	82,112,000	342,154	.004%
Vassar	114,300,025	314,258	.002%

* Data Source: IPEDS FY04/05 Core Institutional Expenses.

Intramurals, Club Sports and Instructional Classes

There is no requirement for physical education, however, the department offers a wide range of classes that are generally popular and well attended, with approximately 100 students per semester participating in club sports and intramural sports, and 75-100 students per semester taking instructional classes.

- ~ Intramural programs range from basketball to table tennis to kickball.
- ~ Club Sports include men's and women's rugby, equestrian, baseball, martial arts, fencing, swim, ultimate frisbee and cycling.
- ~ Instructional classes range from yoga and martial arts to Scottish dancing and pilates.

Facilities

The Stevenson Gymnasium was built in 1988, and since that time, the demands of the facility have become significant when compared to its capabilities to house all of the college's needs. In recent years, the College has interviewed several architectural firms to address facility expansion. This is critical to the continued upgrading of our programs and to the attraction of prospective student athletes.

Staffing

The department employs six full-time staff members:

1. Director of Athletics
2. Associate Director of Athletics and Recreation/Sports Information Director/Head Men's Soccer Coach
3. Assistant Director of Athletics for Facilities and Intramurals/Head Men's Basketball Coach
4. RAPTORS Program Coordinator/Director of Club Sports/Head Women's Basketball Coach
5. Head Athletic Trainer/Fitness and Wellness Director
6. Administrative Assistant/Aquatics Coordinator/Community Membership Coordinator

All coaches are seasonal part-time. Instructors are contracted on a per semester basis.

Since the last Middle States Review, the department has changed athletics conference membership, added two full-time positions and has enhanced its posture in the college community with increased visibility and acknowledgement by the upper administrative staff.

Appendix 9.5 Institutional Comparison–Residence Life

The Office of Residence Life coordinates housing for all on-campus undergraduate and graduate students; monitors the residence halls and provides one-on-one assistance and counseling to resident students, and offers social, academic, and cultural programming to support the academic mission of the college by creating vibrant spaces to live and study outside of the classroom.

Residence Life

The College currently operates 50 residence halls to house on campus undergraduates and graduate students. The professional staff is comprised of one director, four residence directors, and an administrative assistant. In addition, there is a paraprofessional staff of 39 undergraduate peer counselors and 4 graduate head residents.

The table below demonstrates a comparison of residence life programs at similar institutions. The comparison suggests that the Bard College's Residence Life program operating with significantly fewer resources than those at similar institutions

Institution	# Buildings	# Student Staff	# Professional RD Staff	# Live-in Faculty
Amherst	37 Student Residence Halls	56 Resident Counselors	4 Area Coordinators	N/A
BARD	50	39*	4	0
Bowdoin	20	65	5	0
Grinnell		64 (1 student advisor/floor) 6 Social Coordinators	6 (each oversees 2-4 halls and 1-2 college-owned houses)	0
Hamilton	28	65	5	0
Oberlin	64	78	10	5
Skidmore	10	78	5	0
Reed	18	55	5	0
Vassar	9 First year halls 3 Apartment complexes	House Officers House Interns	5 (plus Residential Operations Center)	14 House Fellows

*does not include four graduate student Head Residents

Facilities

Bard's residence halls vary considerably in architectural style, social style, and size. For example, Ward Manor is a 19th-century mansion; Gahagan is a small house; and the new Village Dormitories offer suite-style living arrangements. Most of the residence halls are coed, and almost half of the rooms are for single occupancy. All residence halls are equipped with extension phones and internet access. Some have storage areas and the larger buildings have social rooms, kitchens, and laundries. There is a growing need for renovation in our older residence halls.

2006 AAUP Faculty Gender Equity Report
Comparison of Bard with Selected IIB Peers/Aspirant Group

Name	<u>Indicator One - Employment Status</u>				<u>Indicator Two - Tenure Status</u>						<u>Indicator 3 - Full Professor</u>		<u>Indicator 4 - Average Salary, Women as % of Men</u>			
	Full-Time		Part-Time		Non-Track		Tenure-Track		Tenured		Women	Men	Prof	Assoc	Asst	All
	W	M	W	M	W	M	W	M	W	M						
Amherst Coll	38.5	61.5	47.4	52.6	46.4	53.6	42.5	57.5	35.1	64.9	33.0	67.0	84.4	95.2	97.1	83.1
Bard Coll	44.6	55.4	47.7	52.3	35.3	64.7	55.6	44.4	39.7	60.3	30.9	69.1	99.6	98.1	94.7	88.8
Barnard Coll	58.0	42.0	71.4	28.6	71.9	28.1	63.8	36.2	40.8	59.2	42.3	57.7	96.3	94.9	103.3	86.3
Bates Coll	43.0	57.0	51.3	48.7	47.6	52.4	60.6	39.4	35.2	64.8	25.4	74.6	87.0	95.0	99.5	81.7
Bowdoin Coll	46.5	53.5	55.6	44.4	60.0	40.0	55.1	44.9	39.8	60.2	36.0	64.0	93.4	105.1	96.5	89.7
Carleton Coll	42.0	58.0	38.3	61.7	38.5	61.5	52.2	47.8	38.5	61.5	35.4	64.6	98.6	95.6	99.1	92.5
Grinnell Coll	44.3	55.7	70.8	29.2	38.5	61.5	57.8	42.2	38.5	61.5	25.6	74.4	93.0	101.5	95.6	87.6
Hamilton Coll	39.9	60.1	37.5	62.5	52.2	47.8	64.0	36.0	32.8	67.2	28.8	71.2	93.2	98.8	96.3	84.6
Haverford Coll	45.9	54.1	68.4	31.6	54.2	45.8	52.6	47.4	41.2	58.8	30.3	69.7	90.8	101.2	101.9	89.3
Lewis & Clark Coll	42.0	58.0	59.7	40.3	61.7	38.3	56.3	43.8	22.7	77.3	27.5	72.5	95.9	87.4	93.8	78.6
Macalester Coll	44.4	55.6	57.7	42.3	51.9	48.1	47.5	52.5	40.5	59.5	26.0	74.0	96.3	99.0	100.4	86.9
Middlebury Coll	39.0	61.0	42.9	57.1	55.7	44.3	41.9	58.1	30.8	69.2	23.7	76.3	83.4	97.2	97.4	78.9
Mount Holyoke Coll	49.5	50.5	68.2	31.8	58.3	41.7	65.6	34.4	44.6	55.4	40.6	59.4	95.9	95.0	101.0	89.6
Oberlin Coll	40.8	59.2	49.2	50.8	63.6	36.4	61.0	39.0	30.8	69.2	24.1	75.9	90.7	99.6	96.2	82.1
Pomona Coll	43.0	57.0	47.1	52.9	69.2	30.8	39.5	60.5	41.3	58.7	34.6	65.4	97.5	98.9	99.3	91.7
Reed Coll	34.9	65.1	42.9	57.1	31.6	68.4	47.6	52.4	32.6	67.4	27.6	72.4	95.4	104.4	101.9	94.8
Sarah Lawrence Coll	45.0	55.0	58.9	41.1	50.0	50.0	37.5	62.5	47.8	52.2	43.9	56.1	100.5	97.0	100.7	98.3
Skidmore Coll	46.3	53.7	52.9	47.1	28.6	71.4	57.9	42.1	43.9	56.1	39.4	60.6	97.7	96.8	103.1	94.3
Smith Coll	52.4	47.6	61.4	38.6	58.8	41.2	57.9	42.1	49.8	50.2	46.6	53.4	93.2	99.3	102.6	90.8
Swarthmore Coll	38.7	61.3	63.0	37.0	36.4	63.6	41.4	58.6	38.3	61.7	30.6	69.4	91.5	100.4	98.8	88.7
Vassar Coll	46.2	53.8	62.1	37.9	51.9	48.1	45.3	54.7	44.7	55.3	44.0	56.0	92.0	95.8	96.7	92.8
Wellesley Coll	51.8	48.2	72.2	27.8	70.0	30.0	45.8	54.2	51.3	48.7	46.2	53.8	97.5	98.7	95.7	94.3
Whitman Coll	37.4	62.6	58.0	42.0	33.3	66.7	52.9	47.1	30.4	69.6	21.2	78.8	103.4	102.1	101.4	91.2
Williams Coll	39.1	60.9	49.1	50.9	70.0	30.0	44.7	55.3	34.3	65.7	28.0	72.0	93.7	97.1	99.0	87.4

All numbers are percentages within the indicator category.

BAR D RANK

FEMALES:	10	18	21	10	12	12	3	13	23	13
BAR D RANK MALES:	15	7	4	15	13	13				
(among 24)										

SOURCE: AAUP, drawing on 2005-06 Faculty Compensation survey report for FT faculty, and on U.S. Department of Education data for PT faculty.

Appendix 10.2
Fall 2005 Enrollment Report



ENROLLMENT
TOTALS

<i>PhD students</i>	34
<i>MA students</i>	124
<i>MS students</i>	39
<i>MFA students</i>	85
<i>MAT students</i>	23
<i>BA students</i>	2134
<i>AA students</i>	607
<i>Not in a degree program</i>	276
Total	3322

**Bard College
Annandale Campus**

BA Degree Students -- in Residence

- First-Years 515
- Transfers 15
- Returning Sophomores/Juniors/Seniors 990

Traditional undergraduates in residence 1520

- Continuing Studies Program 30

Total BA degree students in residence 1550

BA Degree Students -- studying away from Annandale

- Globalization and International Affairs Program 14
- CEU/CSIP 4
- Other Academic Leaves of Absence 35

Total 53

Bard College BA degree seeking total 1603

Branch Campuses—

AA and BA Degree

Students

- Bard High School Early College (AA) 246
- Bard Prison Initiative (AA) 85
- Simon's Rock College of Bard (BA) 95
- Simon's Rock College of Bard (AA) 276
- Smolny College, St. Petersburg (BA) 436

Total 1138

Graduate Programs

- Bard Graduate Center (PhD) – *in coursework* 7
- Bard Graduate Center (PhD) – *qualifying exams* 10
- Bard Graduate Center (PhD) – *dissertation only* 17
- Bard Graduate Center (MA) – *in coursework* 54
- Bard Graduate Center (MA) – *thesis only* 47
- Center for Curatorial Studies (MA) 23
- Center for Environmental Policy (MS) 39
- Conductors' Institute (MFA) 4
- Master of Arts in Teaching (MAT) 23
- Milton Avery School of the Arts (MFA) 81

Graduate Student Total 305

Students not enrolled in a degree program

Annandale Campus

- PIE/Exchange Students/Visitors 18
- Continuing Studies Program 12
- High School Bridge Program 11

Branch Campuses

- Globalization & International Affairs Program – PIE 2
- Globalization & International Affairs Program-visiting 10
- CEU 9
- Bard College Clemente Program 200
- Smolny 14

Total Visiting 276

Appendix 10.3 Bard Research Fund Grants 1999-2006 (by division)

Year	ARTS	L&L	SM&C	SS	Year Total
1999-2000	\$ 4,370 Dahlberg	\$ 11,192 Morrow		\$ 7,048 Dominy \$ 4,000 Davis \$ 15,000 Hagberg \$ 6,919 Brockopp	
SUBTOTAL	\$ 4,370	\$ 11,192		\$ 32,967	\$ 48,529
2000-2001	\$ 5,000 Shore \$ 8,336 French \$ 4,000 Smith, Ed \$ 3,450 Wolf	\$ 2,189 Sullivan	\$ 6,520 Sattar	\$ 4,150 Culp	
SUBTOTAL	\$ 20,786	\$ 2,189	\$ 6,520	\$ 4,150	\$ 33,645
2001-2002	\$ 11,100 Ahwesh \$ 19,870 Le	\$ 4,050 Bernofsky		\$ 13,665 Scalzo \$ 1,530 Chilton	
SUBTOTAL	\$ 30,970	\$ 4,050		\$ 15,195	\$ 50,215
2002-2003		\$ 3,272 d'Albertis \$ 2,000 van Zuylen	\$ 6,900 Cutler	\$ 1,750 Chilton	
SUBTOTAL		\$ 5,272	\$ 6,900	\$ 1,750	\$ 13,922
2003-2004	\$ 15,000 Mekas			\$ 9,400 Clough \$ 12,950 Gordon \$ 7,650 Tavarez	
SUBTOTAL	\$ 15,000			\$ 30,000	\$ 45,000
2004-2005	\$ 6,758 Battle \$ 4,707 Dahlberg \$ 16,693 Goss	\$ 4,540 Sanborn \$ 3,864 Sullivan		\$ 3,049 Culp \$ 8,000 Encarnacion	
SUBTOTAL	\$ 28,158	\$ 8,404		\$ 11,049	\$ 47,611
2005-2006	\$ 20,300 Buhler			\$ 10,545 Ewing \$ 7,685 Gordon	
SUBTOTAL	\$ 20,300			\$ 18,230	\$ 38,530

TOTAL	\$ 119,584	\$ 31,107	\$ 13,420	\$ 113,341	\$ 277,452
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Appendix 10.4 Grants Received by Faculty 2001-2006

Name		Source	Purpose	Amount Awarded	Status Date
AKC Fund	1	AKC Fund	Faculty Research	\$3,000	6/20/03
American Chemical Society	2	American Chemical Society	Petroleum Research Fund Grant	\$30,000	12/ 3/99
American Forum	3	The American Forum for Global Education	Hosting Group of Turkish Students	\$1,000	12/21/05
ASIANetwork	4	ASIANetwork	Shanghai Theatre Project	\$32,820	3/25/03
Berkshire Taconic Community Foundation	5	Berkshire Taconic Community Foundation	Klezmer Concert	\$500	4/28/05
Community Foundation of Dutchess County	6	Community Foundation of Dutchess County	Jewish Studies	\$500	2/22/05
Dorot	7	Dorot Foundation	Travel Grants to Israel	\$5,000	2/25/05
Dorr Foundation	8	Dorr Foundation	Science equipment	\$25,290	12/ 3/04
Fidelity Charitable Gift Fund	9	Fidelity Charitable Gift Fund	God and Sexuality Conference	\$7,000	2/21/06
Fulbright	10	Fulbright	Rob Cutler in Thailand	\$32,000	1/ 1/03
Fulbright	11	Fulbright	Semester in Tuebingen, Germany	\$35,000	10/ 1/04
Glaser Progress Foundation	12	Glaser Progress Foundation	Human Rights / Milosevic Project	\$37,000	12/21/01
Glaser Progress Foundation	13	Glaser Progress Foundation	Milosevic Trial Taping	\$35,000	12/15/03
Kade	14	Max Kade Foundation	International Symposium	\$2,500	2/ 4/04
Kade	15	Max Kade Foundation	Study abroad inquiry	\$4,000	10/ 1/04
Kade	16	Max Kade Foundation	Student Stipends to Travel to Germany	\$1,700	11/21/05
Kade	17	Max Kade Foundation	"Contested Legacies"	\$10,000	12/10/01

Littauer Lucius	18	The Lucius N. Littauer Foundation	Judaica Book Endowment Augmentation	\$10,000	1/10/05
Luce Henry Foundation	19	The Henry Luce Foundation, Inc.	Professorship in Human Rights	\$900,000	6/29/01
Mellon Andrew	20	Andrew W. Mellon Foundation	Human Rights/Milosevic Project	\$37,000	12/27/01
National Institutes of Health / NIH	21	National Institutes of Health (NIH)	Research Project	\$55,304	9/18/03
National Oceanographic	22	National Oceanographic and Atmospheric Administration (NOAA)	Human Ecology	\$22,100	12/31/03
National Oceanographic	23	National Oceanographic and Atmospheric Administration (NOAA)	Human Ecology	\$172,650	12/ 8/04
National Science Foundation / NSF	24	National Science Foundation (NSF)	Science research	\$408,198	8/20/01
National Science Foundation / NSF	25	National Science Foundation (NSF)	Science Research	\$52,762	5/23/02
National Science Foundation / NSF	26	National Science Foundation (NSF)	Biological/Limnological Research (REU Site)	\$170,864	1/25/06
National Science Foundation / NSF	27	National Science Foundation (NSF)	Research	\$103,815	6/25/04
National Security Agency	28	National Security Agency	One-Day Discrete Math Conferences in the NE	\$3,600	10/ 1/04
National Security Agency	29	National Security Agency	Math Conferences	\$10,728	12/ 3/04
National Security Agency	30	National Security Agency	Discrete Math Meetings	\$12,000	7/ 1/05
New York Council for the Humanities	31	New York Council for the Humanities	Ugandan Theatrical Documentary	\$2,500	3/ 1/06
New York State Water Resources	32	New York State Water Resources Institute/NYS Dept of Environmental Conservation	Eel Ladder(Census project)	\$0	2/ 1/06
Open Society Institute	33	Open Society Institute	Milosevic Trial	\$13,770	2/ 6/04
Open Society Institute	34	Open Society Institute	Milosevic Trial	\$19,973	8/11/04
PMET	35	PMET (Preparing Mathematicians to Educate Teachers)	Mathematics student project	\$4,000	1/25/05

Posen P.F.	36	P.F. Posen Foundation	Jewish Studies Program Development	\$50,000	5/ 6/05
Princess Grace	37	Princess Grace Foundation-USA	Undergraduate Film Scholarship	\$14,300	12/ 7/05
Sage Russell	38	Russell Sage Foundation	Research Project	\$185,280	11/14/05
Tierney	39	Tierney Family Foundation	Photography Department Student Support	\$5,000	2/15/06
Trust for Mutual Understanding	40	Trust for Mutual Understanding	Alternativa Festival in Russia	\$30,000	7/16/02
US Institute of Peace	41	US Institute of Peace	Book on Peace Process in Sri Lanka	\$39,440	5/13/05

Appendix 10.5 Leaves of Absence 2001-2006

	Tenure/Tenure-track	Type of Leave of Absence
Spring 2001		
Robert Culp	Tenure-track	Research (2000-2001)
Peter Hutton	Tenured	Research
Mark Lytle	Tenured	Research
Richard Teitelbaum	Tenured	Research
Fall 2001		
Richard Davis	Tenured	Research (2001-2002)
Jean French	Tenured	Personal
Alan Klima	Tenure-track	Research
Spring 2002		
Peggy Ahwesh	Tenured	Research
Susan Bernofsky	Tenure-track	Research
Mario Bick	Tenured	Research
Richard Davis	Tenured	Research (2001-2002)
Tabetha Ewing	Tenure-track	Research
Richard Gordon	Tenured	Research
Lindsay Watton	Tenure-track	Personal
Michele Wilkinson	Tenure-track	Research
Fall 2002		
Amy Sillman	Tenure-track	Research (2002-2003)
Richard Teitelbaum	Tenured	Research (2002-2003)
William Wilson	Tenured	Research
Spring 2003		
Barbara Ess	Tenured	Research
William Mullen	Tenured	Research
Felicity Scott	Tenured	Research (2002-2003)
Amy Sillman	Tenure-track	Research (2002-2003)
Richard Teitelbaum	Tenured	Research (2002-2003)
Marina van Zuylen	Tenured	Research
Fall 2003		
Sanjib Baruah	Tenured	Research (2003-2005)
Robert Culp	Tenure-track	Research (2003-2004)
Michael Lobel	Tenure-track	Research
Joan Tower	Tenured	Research (2003-2004)

Spring 2004		
Peggy Ahwesh	Tenured	Research
Sanjib Baruah	Tenured	Research (2003-2005)
Laura Battle	Tenured	Research
Robert Culp	Tenure-track	Research (2003-2004)
Cecile Kuznitz	Tenure-track	Research
Joan Tower	Tenured	Research (2003-2004)
Tom Wolf	Tenured	Research

Fall 2004		
Sanjib Baruah	Tenured	Research (2003-2005)
Joseph Luzzi	Tenure-track	Research (2004-2005)
Mark Lytle	Tenure	Research (2004-2005)
Jeffrey Sichel	Tenure-track	Research (2004-2005)

Spring 2005		
Sanjib Baruah	Tenured	Research (2003-2005)
Gus Heldt	Tenure-track	Research .
Joseph Luzzi	Tenure-track	Research (2004-2005)
Mark Lytle	Tenured	Research (2004-2005)
Jeffrey Sichel	Tenure-track	Research (2004-2005)

Fall 2005		
Sanjib Baruah	Tenured	Research (2003-2005)
Thomas Keenan	Tenured	Research
Karen Sullivan	Tenured	Research

Spring 2006		
Mario Bick	Tenured	Research
Nina Cannizzaro	Tenure-track	Research

Fall 2006		
Peggy Ahwesh	Tenured	Research
Diana Brown	Tenured	Research
Mark Danner	Special	Research
Barbara Ess	Tenured	Research
Leah Gilliam	Tenured	Research (2006-2008)
Garry Hagberg	Tenured	Visiting appointment (2006-2008)
Ann Lauterbach	Special	Research
Gregory Moynahan	Tenure-track	Research
Simeen Sattar	Tenured	Visiting appointment

Appendix 10.6 CFCD Events, Fall 2002 to Spring 2006

Fall 2002

November Collaborative Teaching Techniques

Spring 2003

March Teaching Roundtable
April Responding to Student Writing

Fall 2003

September The Art of Revision: Working with Student Drafts
October Autumnal Cocktail Reception
November Scholarship, Skills, and Identity: Fostering Academic Integrity through the Educational Process
December A Report from the Trenches: Using Online Quizzes

Spring 2004

February Grading First-Year Seminar Essays
March Technology in the Classroom: Best Practices
April Teaching Roundtable

Fall 2004

September Tempus Fugit: Balancing Teaching and Research
September Assessing and Eliminating Stereotype Threat
September Grading First-Year Essays
November Online Discussions; The Electronic Agora

Spring 2005

January Teaching Languages
February The Sophomore Experience: Moderation and the Second-Year Student
February Faculty Roles & Rewards
February Teaching Texts through Writing
February Trippingly on the Tongue: The Art of Speaking
March The World of Academic Publishing
May End-of-the-Year Reception

Fall 2005

September CFCD Welcomes New Faculty
September Teaching with Writing: Augustine's Confessions
October Advising Senior Projects
October Confessions of a Student: Students in Jeopardy and Issues of Confidentiality
October Library Resources

Spring 2006

February The Senior Project: Advising in the Spring
February Learning Disabilities
February Fulbright Opportunities for Faculty
March Incorporating Discussion into the Classroom
April Old Bard/New Bard: A Short History of the Senior Project

Appendix 12.1 L&T August Lecture Series

LANGUAGE & THINKING 2006 SCIENCE & SOCIETY LECTURE SERIES

Intersexuality

Felicia Keesing

If you think that men are men and women are women, biologically speaking, think again. Many forms of intersexual development exist, including men with two X chromosomes (instead of the usual XY), and individuals with ambiguous genitalia. Beginning with an overview of the development of male and female characteristics in utero, biologist Felicia Keesing will describe how slight changes to the standard developmental sequence can result in unusual outcomes. We will also discuss the frequency of these conditions, the historical treatment of intersexual conditions, and modern alternatives.

August 15, 2006

Culture against Nature

Michèle Dominy

Sherry Ortner's "Is female to male as nature is to culture?" posits a universal analytic frame that claims to explain universal sexual asymmetry. A close reading of her article provides not only an introduction to feminist anthropology's imperative to focus on the ways in which biology is culturally interpreted, but also provides an introduction to structuralist thought, and to biological, sociological, and cultural determinism. In this presentation, I will explore how it is a critical work for helping us to think practically about the relationship between nature and culture, biology and science, and anthropology and social policy.

August 16, 2006

From Darwin to Social Darwinism?

Michael Donnelly

Social Darwinists claim that the laws of evolution, observed by Darwin in nature, also apply to society. Progress results, on their view, from the "survival of the fittest"—a struggle, even to death, in which the best adapted individuals and social groups prevail, as they should. Is it right to link Darwin's name, prestige, and authority to the claims of Social Darwinists? More broadly, can evolutionary thinking ground a higher, scientific ethics capable of transcending the moral dilemmas that confront human societies?

August 17, 2006

Alternative Energy

Mark Lytle and Matthew Deady

American patterns of energy consumption in the 20th century have shaped our society in many ways, and the current push toward alternative energy is in many ways a critique of mainstream American materialism and consumerism. The development of energy sources not based on fossil fuels has been driven by many motivations, both economic and environmental. Wind, solar, nuclear, and hydro-electric power generation are all being used and improved upon. In this forum, we will discuss both the science of various types of alternative energy and the social considerations of the implementation of any particular energy policy.

August 17, 2006

The 'Fact' of Evolution: Implications for Medicine

John Ferguson

The relationship of the theory of evolution by natural selection and medicine is perhaps not particularly obvious. This talk will introduce the theory of evolution as originally expounded in the 19th century, then discuss the 20th century proofs that such evolution happens and happens rapidly in the microbial world. The implications of this facility on the part of microorganisms to respond genetically to their environments has had an enormous impact on the practice of 21st century medicine.

August 20, 2006

The Human Animal: Darwin and the Creation of Modern Psychology

Matt Newman

Charles Darwin's theory of evolution created modern psychology by removing the line between "man" and "beast." Previously, it had been assumed that humans were rational whereas beasts lived by instinct. Darwin's theory and the science it inspired showed that "instinct" was a fancy word for the genetic code. If man and beast share a common ancestor and overlapping biology, it is difficult to insist that man is rational and superior. Practically speaking, it became feasible to ask *why* human and other animals behave the way they do. I will provide an historical overview of psychology, highlighting good (and bad) examples of applying evolutionary theory to the study of human behavior.

August 21, 2006

Cognitive Science

Barbara Luka

Studies in Cognitive Science encompass topics in artificial intelligence, philosophy of mind, linguistics, neuroscience, and the representation of knowledge in biological systems. Examining the physical function of the brain and how it stores information forces us to confront the nature of what makes us human: our memories, both personal and socially shared, our introspective sense of self, our emotions, empathy, moral decisions, and especially our ability as humans to use language. Language is often the mechanism credited with allowing us to mentally travel through time, to remember useful lessons from our past, to imagine possible futures, and to develop plans that help us turn a desired future situation into a fulfilled present event. Language is also most often credited as the tool that grants us a distinct type of conscious awareness. During the course of this talk I will provide a brief overview of Cognitive Science from the perspective of someone who studies the cognitive neuropsychology of language, and I'll introduce you to some of the recent hot debates in Cognitive Science.

August 22, 2006

Biodiversity

Felicia Keesing

The conservation of biological diversity is one of the most challenging environmental problems of the 21st century. Biologist Felicia Keesing will provide an overview of the major scientific aspects of biodiversity, including what it is, how much is being lost and for what reasons, and what some of the consequences of extinctions are likely to be.

August 22, 2006

Entropy and the Second Law

Matthew Deady

The 19th century saw the development of the idea of Energy and its conservation. Energy can take any forms – electrical, chemical, kinetic, heat, light, sound, ... It is never created or destroyed, it just changes from one form to another. This conservation principle became known as the First Law of Thermodynamics. But some things that were not prohibited by the First Law still did not occur naturally. For instance, heat always flows from hot to cold. The explanation of these real-life limitations of what does happen, not just what could happen is the heart of the Second Law of Thermodynamics. In this talk, I will describe the intellectual development of the Second Law, and the new concept of Entropy that came from it.

August 23, 2006

Genetics and Race

Michael Tibbetts

This lecture will explore the relationship between genetics, species evolution and the notion of human races. The application of the term "race" to human populations is controversial both outside and within the scientific community. There are both social and biological uses of the term and, although all of the biological definitions of the term see distinct races as a step in the process of speciation, none are easily quantifiable. Is the term race relevant or useful when applied to human populations? Are there genetically distinct human populations? What do we mean by genetically distinct? If races are a step in an evolutionary process, how does modern society affect the continuation of the process? This lecture will explore these and other questions.

August 24, 2006

Self-similarity, Scale and Fractal Dimension

Kelly Gaddis

In a lovely little paper entitled “On Being the Right Size” J.B.S. Haldane notes that “there are 100 yds² of lung in a human being...” But how is it that 100 yds² fits into the human rib cage? What are some possible ways one could fit 100 yds² into a cubic foot of volume (1 ft³ is an approximate size of your lungs)? Bring your ideas. Time permitting, we’ll see some of them as we examine how fractals offer a way of making sense of the world, real and imagined.

August 24, 2006

How Similar are Birdsong and Speech?

Sven Anderson

Although it sounds very different to the human ear, birdsong is similar to human speech in a surprisingly large number of ways. For example, both types of vocalization are learned early in life and require first hearing, then memorizing, and ultimately imitating the vocalizations of an adult animal, usually a parent. Despite this developmental similarity, we are still justified in asking whether an understanding of how young zebra finches learn to sing tells us anything about how infants learn to talk. Is there some special evolutionary relationship between speech and birdsong? This talk will explore the cognitive, developmental, and neural parallels between these two fascinating types of vocal communication. The research discussed relates to ongoing work in biology, ethology, cognitive psychology, linguistics, neuroscience, and even computer science.

August 24, 2006

Activism and Academics

Moderated by Daniel Karpowitz, with Tom Keenan (Bard Human Rights Program); Max Kenner (Bard Prison Initiative); Stephen Tremaine (Bard in New Orleans); Bridget Hanna (Bhopal Memory Project, Bard Human Rights Program)

What role can an educational institution have in human rights and social outreach initiatives—and by extension, what roles do members of academic communities have in projects that specifically reach off campus? This panel engages three members of the Bard community (a faculty member, a former student, and a current student) who have been directly involved in the development of Bard’s largest activist programs. They discuss their grappling with the relationship between academia and real-world action. Features in-depth description of Bard-specific social action.

August 24, 2006

The Paradox of the Liar

Robert Martin

The Liar paradox has been studied at least since the 4th century B.C. Since about 1900 it has been studied intensely by philosophers and mathematical logicians, and there is still no agreement as to its best treatment. In this talk I'll review some of the history of work on the Liar and conclude with a sketch of an approach that I find attractive. The Liar, incidentally, arises when one considers the sentence "This sentence is not true," referring to itself. We seem driven to the conclusion that the sentence is both true, and also not true.

August 24, 2006

Games and Strategy

Mark Halsey

The 20th century saw the rise of the field now referred to as game theory. Despite its possibly frivolous sounding name, game theory provides a mathematical framework for studying and modeling cooperation and conflict. In recent years, important and foundational works in the theory of games have been recognized with the Nobel Prize in economics. We all play games all the time, with our friends, our colleagues, our parents, and our siblings. Beyond the personal sphere, games are played all the time in business, in politics, in wars, and in diplomacy. This talk will introduce the basic concepts in the theory of strategic games and give examples of the wide applicability of the theory. And, yes, we will “play” some games.

Appendix 12.2 First-Year Seminar Lecture Series 2003-2006

Monday September 8, 2003

Lecture Series: "What is Enlightenment? From Kant to Kosovo: Does Enlightenment Still Work?"
Lecture by Tom Keenan, Bard College.

Monday September 15, 2003

Lecture Series: "What is Enlightenment? In Reason's Ear: Music and the Enlightenment"
Concert and Lecture by Leon Botstein and the American Symphony Orchestra.

Monday September 22, 2003

Lecture Series: "What is Enlightenment? Confucian Enlightenment"
Lecture by Stephen Angle, Wesleyan University.

Monday September 29, 2003

Lecture Series: "What is Enlightenment? Competing Views of the Cosmos in Galileo's Time"
Lecture by Matthew Deady, Bard College.

Monday October 6, 2003

Lecture Series: "What is Enlightenment? The Art of Eyesight: Painting and Optical Theory in the Dutch Golden Age"
Lecture by Susan Merriam, Bard College.

Monday October 20, 2003

Lecture Series: "What is Enlightenment?"
Film Screening of Eric Rohmer's "My Night at Maude's".

Monday October 27, 2003

Lecture Series: "What is Enlightenment?"
Panel Discussion on Pascal's Wager.

Monday November 3, 2003

Lecture Series: "What is Enlightenment? Judaism, Enlightenment, and the Paradoxes of Toleration"
Lecture by Adam Sutcliffe, University of Illinois, Champagne-Urbana.

Monday November 17, 2003

Lecture Series: "What is Enlightenment?"
Film Screening of Mozart's Opera, "Don Giovanni".

Monday November 24, 2003

Lecture Series: "What is Enlightenment? The Seductions of Don Giovanni"
Lecture by Christopher Gibbs, Bard College.

Monday December 1, 2003

Lecture Series: "What is Enlightenment?"
Panel Discussion of Equiano and the transAtlantic Slave Trade.

Monday December 8, 2003

Lecture Series: "What is Enlightenment? Columns or Crenelation? The Evolving Association of Classical And Anti-Classical Architecture"
Lecture by Diana Minsky, Bard College.

Monday February 2, 2004

Lecture Series: Revolution and the Limits of Reason

"Philosophy in a Time of Terror." Giovanna Borradori, Vassar College.

Monday February 9, 2004

Lecture Series: Revolution and the Limits of Reason

Panic and Heroism: On The French Revolution. Lecture by Tabetha Ewing, Bard College.

Monday February 16, 2004

Lecture Series: Revolution and the Limits of Reason

"Reading Between the Notes: Beethoven, Romanticism, and Politics." Concert and lecture by Leon Botstein and the American Symphony Orchestra.

Monday February 23, 2004

Lecture Series: Revolution and the Limits of Reason

"Bard Poets Read the Romantics." Poetry reading by Bard faculty: Robert Kelly, Ann Lauterbach, Joan Retallack, Celia Bland, Benjamin LaFarge, Michael Ives, Fiona Wilson, et al.

Monday March 1, 2004

Lecture Series: Revolution and the Limits of Reason

"Art and Its Motives In the Age of Revolution: 1750 - 1850." Laurie Dahlberg, Bard College.

Monday March 8, 2004

Lecture Series: Revolution and the Limits of Reason

Film screening of Robert Bresson's Pickpocket (1958).

Monday March 15, 2004

Lecture: The Difficult Resolution: Beethoven's Last String Quartet

Introductory talk by Christopher Gibbs, Bard College. Demonstration and concert by the Colorado String Quartet.

Monday March 22, 2004

Lecture: Crossing Thresholds: Global Warming, Genetic Engineering, and the Environment as Moral Question

Lecture by Bill McKibben.

Monday April 5, 2004

Lecture: Darwin, Kant, and Appreciating Nature

Lecture by Harry W. Greene, Cornell Univeristy.

Monday April 12, 2004

Lecture: Culture, Reason, and Revolution in Early Twentieth-Century China

Lecture by Robert Culp, Bard College. This event is part of the First-Year Seminar Lecture Series and is free and open to the public.

Monday April 19, 2004

Lecture: Toward a Rational Society? Weber Contra Marx

Lecture by Michael Donnelly, Bard College.

Monday April 26, 2004

Lecture: Scenes from the Dramas of Georg Beuchner

Staged and performed by Joanne Akalaitis' Directing Seminar and Acting Company.

Monday May 3, 2004

African Fiction, Colonial Encounters, and a Critique of the Enlightenment

Contemporary Readings of Chinua Achebe's novel Things Fall Apart.

Monday May 10, 2004

Video Screening of How to Fix the World (2004)
by Jaqueline Goss, Bard College.

Monday September 6, 2004

Lecture Series: "What Is Enlightenment? The Science, Culture, and Politics of Reason"
"Gimme One Reason." Daniel Berthold, Bard College.

Monday September 13, 2004

Lecture Series: "What Is Enlightenment? The Science, Culture, and Politics of Reason"
"Three Trends in the Study of Confucius," Bryan Van Norden, Vassar College.

Monday September 20, 2004

Lecture Series: "What Is Enlightenment? The Science, Culture, and Politics of Reason"
"Between Centuries: The Classic and the Romantic," concert and lecture by Leon Botstein and the American Symphony Orchestra. Performance of Beethoven's Symphony No. 7.

Monday September 27, 2004

Lecture Series: "What Is Enlightenment? The Science, Culture, and Politics of Reason"
"Islamic Society," Richard Bulliet, Columbia University.

Monday October 4, 2004

Lecture Series: "What Is Enlightenment? The Science, Culture, and Politics of Reason"
"Competing Views of the Cosmos in Galileo's Time," Matthew Deady, Bard College.

Monday October 18, 2004

Lecture Series: "What Is Enlightenment? The Science, Culture, and Politics of Reason"
"Artisanal Knowledge: Dutch Artists and Optics in 17th-Century Holland," Susan Merriam, Bard College.

Monday October 25, 2004

Lecture Series: "What Is Enlightenment? The Science, Culture, and Politics of Reason"
Panel discussion of "Machiavelli and Politics," with James Chace, Nina Cannizzaro, and Joel Kovel, all Bard College; moderated by Elaine Thomas, Bard College.

Monday November 1, 2004

Lecture Series: "What Is Enlightenment? The Science, Culture, and Politics of Reason"
"Adam Smith and 'The Two Greatest Events in Human History,'" Perry Mehrling, Barnard College.

Monday November 8, 2004

Lecture Series: "What Is Enlightenment? The Science, Culture, and Politics of Reason"
"The Persistence of Classicisms in Architecture from the 18th Century to the Present," Noah Chasin, Bard College.

Monday November 15, 2004

Lecture Series: "What Is Enlightenment? The Science, Culture, and Politics of Reason"
Film screening of Mozart's The Magic Flute.

Monday November 22, 2004

Lecture Series: "What Is Enlightenment? The Science, Culture, and Politics of Reason"
"Mozart's Final Reconciliation: The Magic Flute and the Enlightenment," Christopher Gibbs, Bard College.

Monday November 29, 2004

Lecture Series: "What Is Enlightenment? The Science, Culture, and Politics of Reason"
Panel discussion on "Equiano and the Transatlantic Slave Trade," led by Myra Young Armstead, Bard College.

Monday December 6, 2004

Lecture Series: "What Is Enlightenment? The Science, Culture, and Politics of Reason"

"Merrymaking at Mansfield Park: A Reading of Lovers' Vows" by Elizabeth Smith's Voice and Performance class.

Monday January 31, 2005

Lecture Series: Revolution and the Limits of Reason

"Monstrous Ambitions: What 21st Century Biotechnology Can Learn from Mary Shelley's Frankenstein." Ronald M. Green, Dartmouth College.

Monday February 7, 2005

Lecture Series: Revolution and the Limits of Reason

Film screening.

Monday February 14, 2005

Lecture Series: Revolution and the Limits of Reason

"Women, Gender, and Power in the French Revolution." Mita Choudhury, Vassar College.

Monday February 21, 2005

Lecture Series: Revolution and the Limits of Reason

"Bard Poets Read the Romantics." Presented by First-Year Seminar.

Monday February 28, 2005

Lecture Series: Revolution and the Limits of Reason

"Schubert's Subjective Lyricism: Death and the Maiden as Song and String Quartet." Lecture by Christopher H. Gibbs, Bard College. Performance of Schubert's Death and the Maiden by the Colorado Quartet, artists in residence at Bard.

Monday March 7, 2005

Lecture Series: Revolution and the Limits of Reason

"Art and Its Motives in the Age of Revolution: 1750-1850." Laurie Dahlberg, Bard College.

Monday March 14, 2005

Lecture Series: Revolution and the Limits of Reason

"The Two Faces of 19th-Century Romanticism." Lecture and performance by Leon Botstein and the American Symphony Orchestra. Performances of Mendelssohn's "Hebrides" Overture and Wagner's Siegfried Idyll.

Monday March 21, 2005

Lecture Series: Revolution and the Limits of Reason

"Nietzsche Contra Kant: A Student Debate on Morality."

Monday April 4, 2005

Lecture Series: Revolution and the Limits of Reason

Panel Discussion on Charles Darwin.

Monday April 11, 2005

Lecture Series: Revolution and the Limits of Reason

"Cosmic Revolution." Ian Buruma, Bard College.

Monday April 18, 2005

Lecture Series: Revolution and the Limits of Reason

"The Reformation and the Myth of Yourself." Bruce Chilton, Bard College.

Monday April 25, 2005

Lecture Series: Revolution and the Limits of Reason

"On the Subject in Psychoanalysis." Paola Mieli.

Monday May 2, 2005

Lecture Series: Revolution and the Limits of Reason
Film screening.

Monday May 9, 2005

Lecture Series: Revolution and the Limits of Reason
“Pacification of the Primitive: Colonialism, Violence, and Modernity.” Laura Kunreuther, Bard College.

Monday May 16, 2005

Lecture Series: Revolution and the Limits of Reason
“Students and Faculty: A Critical Roundtable Discussion.”

Friday August 12, 2005

Lecture Series: “What Is Enlightenment? The Science, Culture, and Politics of Reason”
“Reason and Revolution: Beethoven’s Fifth Symphony.” Lecture and concert by Leon Botstein and the American Symphony Orchestra.

Monday September 5, 2005

Lecture Series: “What Is Enlightenment? The Science, Culture, and Politics of Reason”
“Confucian Enlightenment.” Stephen C. Angle, Wesleyan University.

Monday September 19, 2005

Lecture Series: “What Is Enlightenment? The Science, Culture, and Politics of Reason”
Aristophanes’ The Clouds. A reading by Bard students and faculty, directed by Peter Criswell

Monday September 26, 2005

Lecture Series: “What Is Enlightenment? The Science, Culture, and Politics of Reason”
Film screening: Decalogue One: I Am the Lord Thy God; Thou Shalt Have No Other Gods Before Me (1988; 55 minutes), directed by Krzysztof Kieslowski.

Monday October 3, 2005

Lecture Series: “What Is Enlightenment? The Science, Culture, and Politics of Reason”
“From Island to Mainland: Varieties of Rationality.” Hossein Kamaly, Columbia University.

Monday October 17, 2005

Lecture Series: “What Is Enlightenment? The Science, Culture, and Politics of Reason”
“Science and Religion in the Age of Galileo and Descartes.” Alice Stroup, Bard College.

Monday October 24, 2005

Lecture Series: “What Is Enlightenment? The Science, Culture, and Politics of Reason”
“Producing Knowledge in the Early Modern Curiosity Collection.” Susan Merriam, Bard College.

Monday October 31, 2005

Lecture Series: “What Is Enlightenment? The Science, Culture, and Politics of Reason”
Film screening: The Magic Flute

Monday November 7, 2005

Lecture Series: “What Is Enlightenment? The Science, Culture, and Politics of Reason”
“Mozart’s Final Reconciliation: The Magic Flute and the Enlightenment.” Christopher Gibbs, Bard College.

Monday November 14, 2005

Lecture Series: “What Is Enlightenment? The Science, Culture, and Politics of Reason”
“Captain Cook’s Endeavor: Science & Exploration in the Pacific.” Michèle Dominy, Bard College.

Monday November 21, 2005

Lecture Series: "What Is Enlightenment? The Science, Culture, and Politics of Reason"

Student debate on science and religion.

Monday November 28, 2005

Lecture Series: "What Is Enlightenment? The Science, Culture, and Politics of Reason"

"Philosophy, Science, and Cultural Principles of Reason." Emmanuel Chukwudi Eze, DePaul University.

Monday December 5, 2005

Lecture Series: "What Is Enlightenment? The Science, Culture, and Politics of Reason"

"Gender Trouble in the Age of Reason: Mansfield Park and the Enlightenment Project." Eileen Gillooly, Columbia University.

Monday January 30, 2006

Lecture Series: Revolution and the Limits of Reason

Film screening: The Weather Underground (2002; color; 92 minutes), directed by Sam Green and Bill Siegel.

Monday February 6, 2006

Lecture Series: Revolution and the Limits of Reason

Panel discussion: "Violence and Social Change: Are Revolutions Necessary?"

Monday February 13, 2006

Lecture Series: Revolution and the Limits of Reason

"Blake's War on Terror." Paul Stephens and Robert Weston, Bard College

Monday February 20, 2006

Lecture Series: Revolution and the Limits of Reason

"Bad Reproduction: Mary Shelley's Frankenstein and the Gothic Logic of Enlightenment." Cole Heinowitz, Bard College.

Monday February 27, 2006

Lecture Series: Revolution and the Limits of Reason

"Human reason has this peculiar fate . . . The Philosophy of Immanuel 'The All-Destroyer' Kant." Daniel Berthold, Bard College.

Monday March 6, 2006

Lecture Series: Revolution and the Limits of Reason

"The Difficult Resolution: Beethoven's Last String Quartet." Introductory lecture: Christopher Gibbs, Bard College; performance of Beethoven's String Quartet in F Major, Opus 135, by The Colorado Quartet, Bard College.

Monday March 13, 2006

Lecture Series: Revolution and the Limits of Reason

"The Strange Enlightenment of Dostoevsky's St. Petersburg." Jennifer Day, Bard College.

Monday March 20, 2006

Lecture Series: Revolution and the Limits of Reason

"Pathos of Distance: Nietzsche, the Crisis of Christianity, and the Politics of Imperial Germany." Gregory Moynahan, Bard College.

Monday April 3, 2006

Lecture Series: Revolution and the Limits of Reason

Film Screening: "Pickpocket (1959; B&W; 75 minutes), written and directed by Robert Bresson."

Monday April 10, 2006

Lecture Series: Revolution and the Limits of Reason
"Debating Darwin's God." Kenneth Miller, Brown University.

Monday April 17, 2006

Lecture Series: Revolution and the Limits of Reason

Panel discussion: "The Future of Atheism." Bard

Monday April 24, 2006

Lecture Series: Revolution and the Limits of Reason
"Romanticism and History in Music and Architecture." Lecture/demonstration and performance of Robert Schumann's Symphony No. 3 in E-flat Major, Op. 97, "Rhenish," by Leon Botstein and the American Symphony Orchestra.

Monday May 1, 2006

Lecture Series: Revolution and the Limits of Reason
"Cultural Revolution and Mass Politics in Modern China." Robert Culp, Bard College.

Monday May 8, 2006

Lecture Series: Revolution and the Limits of Reason
Debate with faculty, student, and administration participants.

Monday September 11, 2006

Lecture Series: "What Is Enlightenment? The Science, Culture, and Politics of Reason"
"The World of Confucius." Daniel Gardner, Smith College.

Monday September 18, 2006

Lecture Series: "What Is Enlightenment? The Science, Culture, and Politics of Reason"
"Classical Architecture: A Visualization of Western Ideals." Diana Minsky, Bard College.

Monday September 25, 2006

Lecture Series: "What Is Enlightenment? The Science, Culture, and Politics of Reason",
"Plato's The Republic: A Layman's View." Leon Botstein, President and Leon Levy Professor in the Arts and Humanities, Bard College.

Monday October 2, 2006

Lecture Series: "What Is Enlightenment? The Science, Culture, and Politics of Reason"
Student Debate: "Plato's The Republic."

Monday October 16, 2006

Lecture Series: "What Is Enlightenment? The Science, Culture, and Politics of Reason"
"Mozart and the Enlightenment." Lecture/Demonstration, followed by performance of Mozart's Symphony No. 38 "Prague" in D major. American Symphony Orchestra, Leon Botstein, music director.

Monday October 23, 2006

Lecture Series: "What Is Enlightenment? The Science, Culture, and Politics of Reason"
Film Screening.

Monday October 30, 2006

Lecture Series: "What Is Enlightenment? The Science, Culture, and Politics of Reason"
"Philosophy for Beginners: Ibn Tufayl's Hayy ibn Yaqzan." Richard Bulliet, Columbia University.

Monday November 6, 2006

Lecture Series: "What Is Enlightenment? The Science, Culture, and Politics of Reason"
"Galileo and Descartes as Natural Philosophers." Matthew Deady, Bard College.

Monday November 13, 2006

Lecture Series: "What Is Enlightenment? The Science, Culture, and Politics of Reason"
Film Screening.

Monday November 20, 2006

Lecture Series: "What Is Enlightenment? The Science, Culture, and Politics of Reason"
Faculty panel discussion: "John Locke, Property, and Human Rights."

Monday November 27, 2006

Lecture Series: "What Is Enlightenment? The Science, Culture, and Politics of Reason"
"Selves: Imagining the Individual in 18th-Century Literary Culture." Deirdre d'Albertis, Bard College.

Monday December 4, 2006

Lecture Series: "What Is Enlightenment? The Science, Culture, and Politics of Reason"
"Be My Fantasy: Cannibalism and Prostitution in the 18th-Century Pacific." Geoffrey Sanborn, Bard College.

Monday December 11, 2006

Lecture Series: "What Is Enlightenment? The Science, Culture, and Politics of Reason"
"William Wilberforce and the First Phase of British Abolitionism." David Brion Davis, Yale University.

Appendix 13.1 Related Educational Activities

Basic Skills

HEOP Summer Program

Certificate Programs

Bard Center for Environmental Policy

Experiential Learning

Bard Prison Initiative

Migrant Labor Project

Trustee Leader Scholar Program (TLS)

Non-credit Offerings

Intergenerational Seminars

Lifetime Learning Institute

Branch Campuses, Additional Locations, and Other Instructional Sites

Bard Globalization and International Affairs Program (BGIA)

Bard Prison Initiative (BPI)

Bard-Rockefeller Semester in Science (BRSS)

Graduate programs:

 Bard Center for Environmental Policy (BCEP)

 The Bard Graduate Center for Studies in the Decorative Arts, Design, and Culture (BGC)

 The Center for Curatorial Studies and Art in Contemporary Culture (CCS)

 The Conductors Institute at Bard

 International Center of Photography-Bard Program in Advanced Photographic Studies

 The Master of Arts in Teaching Program (MAT)

 Milton Avery Graduate School of the Arts

Smolny College at Saint Petersburg State University

Foreign language intensives

Study abroad programs

Contractual Relationships and Affiliated Providers

Bard College Clemente Course in the Humanities

Bard High School Early College

Central European University in Budapest

Bard College at Simon's Rock: The Early College

Presenting and Performing Institutions, Publications and Other Educational Offerings

Hessel Museum of Art

Richard B. Fisher Center for the Performing Arts

Bard Center

Institute for Writing and Thinking

Appendix 13.2 Graduate Programs Student Admissions Data

Bard College Graduate Programs
Student Admissions Data 2002-2006

Bard Center for Environmental Policy

	2006	2005	2004	2003	2002
Applications	55	60	60	62	66
Enrolled	20	26	17	18	19
Male	35%	35%	53%	44%	26%
Female	65%	65%	47%	56%	74%
Waitlist	1	1			

Geographic Distribution	2006	2005	2004	2003	2002
New England (MA, VT, CT, ME, RI)	20%	8%	0	11%	11%
New York	20%	27%	47%	28%	32%
Mid Atlantic (NJ, MD, PA, DC)	5%	15%	12%	6%	26%
Southeast/South (NC, FL)	0	4%	0	5%	0
Southwest (TX)	0	0	6%	11%	0
Midwest (OH, MN, IL, MO, CO, UT, IA)	20%	12%	18%	11%	0
Far West (CA, WA, HI, OR)	10%	15%	0	22%	16%
International	25%	19%	17%	6%	11%
(Bangladesh, Brazil, Burma, Canada, China, Ghana, India, Japan, Namibia, Pakistan, Russia, South Africa)					

Ethnicity	2006	2005	2004	2003	2002
Black, non Hispanic	5%	4%			
Hispanic				6%	
Asian/Pacific Islander	5%				
American Indian/Alaskan Native					
White, Non Hispanic	65%	73%	82%	89%	89%
Other/Unknown					
Non Resident Alien	25%	23%	18%	5%	11%

Program in Advanced Photographic Studies

	2006	2005	2004	2003
Applications	74	107	61	73
Enrolled	14	9	9	10
Male	36%	56%	44%	60%
Female	64%	44%	56%	40%
Waitlist	9	5	4	4

Geographic Distribution	2006	2005	2004	2003
New England (MA, CT, ME)	14%	0	11%	10%
New York	50%	23%	11%	20%
Mid Atlantic (NJ, MD, PA, DC)	7%	11%	11%	20%
Southeast/South (NA, GA)	0	22%	11%	10%
Southwest (TX)	0	0	0	10%
Midwest (OH, MN, IL)	15%	11%	0	0
Far West (CA)	7%	22%	0	0
International	7%	11%	56%	30%
(Canada, Columbia, Germany, India, Israel,				

Ethnicity	2006	2005	2004	2003
Black, non Hispanic 2	7%			10%
Hispanic 5	7%	11%	22%	10%
Asian/Pacific Islander 4	7%	11%	11%	10%
American Indian/Alaskan Native	0	0	0	0
White, Non Hispanic 30	79%	78%	67%	60%
Other/Unknown 1	0	0	0	10%
Non Resident Alien 6	7%	11%	33%	10%

Conservatory Vocal Arts

	2006
Applications	28
Enrolled	8
Male	25%
Female	75%
Waitlist	0
Geographic Distribution	2006
New England (MA)	25%
New York	25%
Far West (CA)	13%
International	37%
(China, South Korea, Canada)	
Ethnicity	
Black, non Hispanic	
Hispanic	
Asian/Pacific Islander 2	25%
American Indian/Alaskan Native	
White, Non Hispanic 6	75%
Other/Unknown	
Non Resident Alien	

Master of Arts in Teaching Program

	2006	2005	2004
Applications	80	45	40
Enrolled	46	20	24
Male	39%	30%	25%
Female	61%	70%	75%
Waitlist	N/A	N/A	N/A

Geographic Distribution	2006	2005	2004
New England (MA, VT, CT, ME, RI)	9%	10%	21%
New York	67%	60%	46%
Mid Atlantic (NJ, MD)	4%	5%	8%
Southeast/South (TN, LA)	2%	10%	0
Southwest (TX, AZ)	0	5%	4%
Midwest (OH, IL, MO, MT, WI)	11%	5%	4%
Far West (CA, OR, NV, HI)	7%	5%	8%
International (Brazil, Austria)	0		8%

Ethnicity	2006	2005	2004
Black, non Hispanic	7%	5%	13%
Hispanic	2%	10%	4%
Asian/Pacific Islander	2%	5%	0
American Indian/Alaskan Native	0	5%	0
White, Non Hispanic	89%	75%	83%
Other/Unknown	0	0	0
Non Resident Alien	0	0	0

**Milton Avery Graduate School
of the Arts**

	2006	2005	2004	2003	2002
Applications	397	308	339	340	270
Enrolled	27	24	30	29	31
Male	70%	54%	60%	38%	48%
Female	30%	46%	40%	62%	52%
Waitlist	15	20	16	unknown	unknown
				est. 15	est. 15

Geographic Distribution	2006	2005	2004	2003	2002
New England (MA, CT, RI)	4%	13%	3%	14%	16%
New York	55%	50%	53%	38%	52%
Mid Atlantic (NJ, MD, PA)	4%	5%	3%		6%
Southeast/South (TN, FL, NC)		8%	0	0	3%
Southwest (TX)				3%	6%
TX 3					
Midwest (OH, IL, MI, WI)	11%	8%	13%	17%	4%
Far West (CA, WA, OR)	19%	8%	20%	10%	10%
International	7%	8%	20%	10%	3%
(Austria, Canada, Germany, India, Israel, Japan, United Kingdom)					

Ethnicity	2006	2005	2004	2003	2002
Black, non Hispanic 5	7%	4%	3%		3%
Hispanic 2	4%				3%
Asian/Pacific Islander 5	11%		3%	3%	
American Indian/Alaskan Native					
White, Non Hispanic 125	78%	92%	91%	94%	91%
Other/Unknown 4		4%	3%	3%	3%
Non Resident Alien					

Appendix 13.3 Graduate Programs Student Financial Aid

**Bard College Graduate Programs
Student Financial Aid Data Fall 2004–Spring 2007**

Program	<u>2006-2007</u>	<u>2005-2006</u>	<u>2004-2005</u>
Curatorial Studies			
% on Bard Scholarship	95%	80%	93%
Average Scholarship	\$15,226	\$15,276	\$13,596
BCEP			
% on Bard Scholarship	92%	68%	56%
Average Scholarship	\$5,942	\$7,268	\$5,334
MFA			
% on Bard Scholarship	100%	94%	88%
Average Scholarship	\$3,808	\$3,956	\$2,090
Decorative Arts			
% on Bard Scholarship	77%	80%	80%
Average Scholarship	\$14,514	\$10,964	\$10,442
MAT			
% on Bard Scholarship	96%	86%	96%
Average Scholarship	\$13,230	\$14,815	\$10,239
Conductor's Institute			
% on Bard Scholarship	100%	0	0
Average Scholarship	1,666	0	0
Vocal Arts			
% on Bard Scholarship	100%	N/A	N/A
Average Scholarship	\$23,125		
ICP			
% on Bard Scholarship	unavailable	65%	33%
Average Scholarship	unavailable	\$3,334	\$2,500

Appendix 13.4 Graduate Program Student Graduation Data

Bard College Graduate Programs
Student Graduation Data

Bard Center for Environmental Policy

Enrollment year	2001	2002	2003	2004	2005	2006	Graduates per year
Entering cohort	8	19	18	17	26	20	
Graduation year							
2001							
2002							
2003	8						8
2004		16	(3)				16
2005		1	13	(3)			14
2006		1	1	11	(1)	(1)	13
2007							
2008							
Total graduates	8	18	14	11			
Total remaining		1	1	3	26	19	

Center for Curatorial Studies

Enrollment year	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	Graduates per year
Entering cohort	13	9	11	10	14	15	14	14	16	19	11	13	10	
Graduation year														
1994	(1)													
1995		(1)												
1996	6													6
1997	3	4		(1)										7
1998		1	7		(3)									8
1999			1	8		(2)								9
2000		1			7		(2)							8
2001	1			1	1	4		(1)						7
2002		1					8		(2)					9
2003		1				1	1	11		(2)				14
2004								1	14					15
2005										13				13
2006						1				2	8			11
2007														
2008														
Total graduates	10	8	8	9	8	6	9	12	14	15	8			
Total remaining	2		3		3	7	3	1		2	3	13	10	

* numbers in parentheses are student withdrawals

Program in Advanced Photographic Studies

Enrollment year	2003	2004	2005	2006	Graduates per year
Entering cohort	10	9	9	14	
Graduation year					
2003					
2004	(2)				
2005	8	(2)			8
2006		7			7
2007					9
2008					
Total graduates	8	7			
Total remaining			9	14	

Master of Arts in Teaching Program

Enrollment year	2004	2005	2006	Graduates per year
Entering cohort	24	20	46	
Graduation year				
2004	(2)			
2005	21	(1)		21
2006	1	19		20
2007				
Total graduates	22	19		
Total remaining			46	

Milton Avery Graduate School of the Arts

Enrollment year	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	Graduates per year
Entering cohort	23	24	25	28	27	27	25	31	29	29	24	27	
Graduation year													
1995													
1996	(6)												
1997													
1998	16	(1)											16
1999	1	23	(1)	(1)									24
2000			24		(2)								24
2001				24	(1)								24
2002				1	24		(1)						25
2003				1		25		(3)					26
2004							23						23
2005						1	1	26	(1)				28
2006						1			26				27
2007								2	2				4
2008													
2009													
Total graduates	17	23	24	26	24	27	24	28	28	29	24	27	
Total remaining				1									

* numbers in parentheses are student withdrawals

Appendix 13.5 Graduate Programs Faculty Data

Bard College Graduate Programs
2005-2006

Program	Number of faculty/ Gender and ethnicity/ Highest degrees held	FTE faculty/ Student/faculty ratios
Milton Avery Graduate School of the Arts	10 (program chairs), 58 (all faculty) 25 female, 33 male 48 white, 4 African-American, 5 Asian-American, 1 Latino-American 2 Ph.D., 22 M.F.A., 5 M.A., 2 M.M., 4 B.F.A., 8 B.A., 15 unknown	FTE (summer): 7.5 (chairs), 27.4 (all faculty) 3:1 student/faculty ratio (all faculty)
Bard Graduate Center	14 8 female, 6 male, 14 white 12 Ph.D., 2 M.A.	FTE: 13 4:1 student/faculty ratio (M.A. program) 1:1 student/faculty ratio (Ph.D. program)
Center for Curatorial Studies	3 (core), 8 (core and adjunct) 3 female, 5 male 7 white, 1 Hispanic 5 Ph.D., 1 M.Phil., 2 M.A.	FTE: 2.25 (core), 3.75 (core and adjunct) 10:1 student/faculty ratio (core) 6:1 student/faculty ratio (core and adjunct)
Bard Center for Environmental Policy	5 4 female, 1 male 4 white, 1 other 4 Ph.D., 1 J.D.	FTE: 4.2 6:1 student/faculty ratio
Conductors Institute	1 1 male, white 1 M.A.	FTE (summer): 1 2:1 student/faculty ratio
International Center of Photography	5 2 female, 3 male 4 white, 1 other 4 M.F.A., 1 Ph.D.	FTE: 2.5 7:1 student/faculty ratio
Master of Arts in Teaching	8 5 female, 3 male 7 white; 1 black, non-Hispanic 5 Ph.D., 1 Ed.D., 1 M.A.T., 1 M.S.	FTE: 6 7:1 student/faculty ratio

Appendix 13.6: The Levy Economics Institute

Public activities of the Levy Economics Institute include conferences, workshops, seminars, and an extensive series of publications. The following is an overview of these activities, with lists of conferences and books published in the past five years.

Conferences

The Levy Institute has sponsored fifty-four conferences since 1987 on topics related to its research interests: the state of the U.S. and world economies; distribution of income and wealth; gender equality and the economy; economic policy for the 21st century; and immigration, ethnicity, and social structure. Recent conferences include

“Employment Guarantee Policies: Theory and Practice” (October 13-14, 2006)

“*Gender Equality, Tax Policies, and Tax Reform in Comparative Perspective*” (May 17-18, 2006)

“Government Spending on the Elderly” (April 28-29, 2006)

“Time Use and Economic Well-Being” (October 28-29, 2005)

“Unpaid Work and the Economy: Gender, Poverty, and the Millennium Development Goals” (October 1-3, 2005)

“Economic Imbalance: Fiscal and Monetary Policy for Sustainable Growth” (April 21-22, 2005)

“The Distributional Effects of Government Spending and Taxation” (October 15-16, 2004)

“Can the Recovery Be Sustained? U.S. and International Perspectives” (April 23-24, 2004)

“International Perspectives on Household Wealth” (October 17-18, 2003)

“Economic Policy for Sustainable Growth” (April 15, 2003)

“Economic Mobility in America and Other Advanced Countries” (October 18-19, 2002)

“New Directions in Research on Gender-Aware Macroeconomics and International Economics” (May 9-10, 2002)

“Recession and Recovery: Economic Policy in Uncertain Times” (April 25, 2002)

Book Series

The Levy Institute book series currently includes fifteen titles and is published by Palgrave (Macmillan) and Edward Elgar. The most recent titles are

Dimitri B. Papadimitriou, *The Distributional Effects of Government Spending and Taxation* (2006)

Joel Perlmann, *Italians Then, Mexicans Now: Immigrant Origins and Second-Generation Progress, 1890-2000* (2005)

Hyman P. Minsky and Dimitri B. Papadimitriou, *Induced Investment and Business Cycles* (2004)

Edward N. Wolff. *What Has Happened to the Quality of Life in the Advanced Industrialized Nations?* (2004)

Dalton Conley and Karen Albright, *After the Bell: Family Background, Public Policy, and Educational Success* (2004)

Leon Levy and Eugene Linden, *The Mind of Wall Street* (2002)

Working Papers and Other Publications

The Levy Institute publishes five working series of papers and quarterly newsletters. They are briefly described below. A complete list of titles is available on the Institute website:

<http://www.levy.org/>

Working Papers. Nearly five hundred working papers have been published since 1987, reporting research in progress by Levy Institute scholars and conference participants.

Strategic Analyses. A series, initiated in 1999, that includes reports based on the Levy Institute models.

LIMEW Papers. The Levy Institute Measure of Economic Well-Being (LIMEW) provides a broad measure of household income for the United States. Papers in the series, which began in 2003, examine LIMEW's data on economic well-being against comparable official measures.

Policy Notes. Short articles by Institute scholars and other contributors for policymaking, business, and general audiences, presenting up-to-date research conclusions and policy statements on a wide range of topics.

Policy Briefs. Briefs examining policy aspects of contemporary economic issues. The Institute has published nearly one hundred policy briefs since 1992.

Report. A quarterly newsletter for the general public, published since 1991. Report includes interviews with prominent scholars and public officials, editorials by Levy research staff, summaries of new publications, synopses of conferences and other events, and news of the Institute and its scholars.

Summary. Quarterly updates of current Levy Institute research and events, including synopses of new publications and special features on continuing research projects. Summary is aimed primarily at an academic audience.

Appendix 13.7 Institute for Writing and Thinking

Workshops 2000-2006

Writing and Thinking

Writing to Learn

Inquiry into Essay

Teaching the Academic Peer

Thinking Historically through Writing

Poetry for Today's Classrooms

Writing to Read Difficult Scientific Texts (in conjunction with Bard's Distinguished Scientist Lecture Series and in collaboration with Bard science faculty)

Writing to Read (one-day workshops, offered by institute faculty each November, and focused on teaching challenging texts through writing)

Offerings in November 2006

Ethics of Argument in Michael Pollan's *The Omnivore's Dilemma*

Bringing Voice to Text in Hawthorne's *The Scarlet Letter*

Ideas about Self and Race in

Langston Hughes's *Limitations of Life* (one-act plays) and

Brent Staples's "Just Walk on By: A Black Man Ponders His Power to Alter Public Space"(essay)

Ancient and Contemporary:

The Odyssey and Louis Glück's *Meadowlands*

Loyalty and Honor:

Sophocles' *Antigone* and Tim O'Brien's *The Things They Carried*"

Reading Documentary Film: Facts and Fictions in Nathaniel Kahn's *My Architect* and Spike Lee's *Four Little Girls*

Memoirs of Immigration:

Eva Hoffman's *Lost in Translation* and Luis Urrea's *Nobody's Son*

April Conferences:

April 20, 2007 "Creating and Imagining through Revision: Lessons from Artists and Writers"

April 21, 2006 "Great Expectations: Re-Visioning the Academic Paper"

April 15, 2005 "Report? Paper? Essay? Making Connections"

April 23, 2004 "Forms of Freedom: Reflections on Freewriting as Discovery"

April 11-12, 2003 "The Educated Mind Where Science Comes In"

April 12, 2002 "Building Teaching Communities through Writing"

March 30-31, 2001 "Inventing Social Selves: Language, Power, and Play in the American Classroom"

April 7, 2000 "Cultivating Wonder"(workshops)

Appendix 14.1 Teagle Working Group

Joseph Ahern, Director of Institutional Research

Sven Anderson, Assistant Professor of Computer Science

Amy Ansell, Associate Professor of Sociology

Celia Bland, Dean of Studies

Deirdre d'Albertis, Associate Professor of Literature and Associate Dean of the College

Matthew Deady, Professor of Physics

Yuval Elmelech, Assistant Professor of Sociology

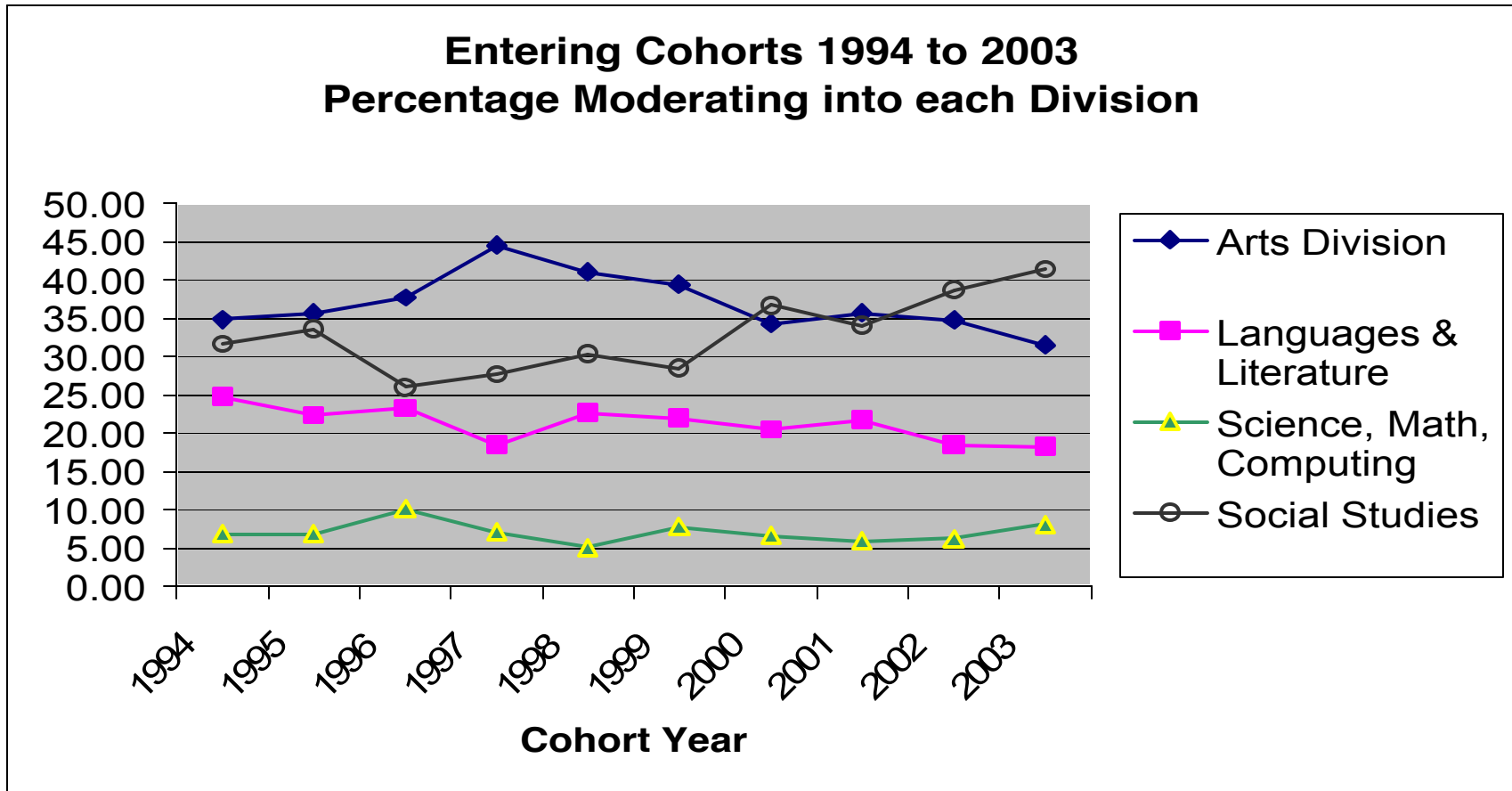
Mark Halsey (chair), Associate Professor of Mathematics and Associate Dean of the College

Sigrid Sandstrom, Assistant Professor of Studio Art

Maria Simpson, Associate Professor of Dance

Eric Trudel, Assistant Professor of Literature

Appendix 14.2 Entering Cohorts 1994-2003 Percentage Moderating into Each Division



Appendix 14.3 Suggested Studies Outside Major

Anthropology

Anthropology encourages and maintains crucial ties to other disciplines across campus. Many anthropology students complement their interests with courses that explore similar theoretical and topical themes in historical studies, religion, literature, political sciences, sociology, environmental studies, and history and philosophy of science, and the Human Rights Program. Anthropology students also enhance their study of identity formations with courses in gender and sexuality studies, Jewish studies, and the comparative and critical studies of race. Courses in Africana studies, Asian studies, and Latin American and Iberian studies provide students with increased historical and cultural depth in a particular area of the world.

Art History

Students are also strongly encouraged to take additional courses in studio arts, film, media, and electronic arts, integrated arts, literature, history, religion, philosophy, and other areas (with particular emphasis on courses that develop writing skills). Students seriously interested in Art History are advised to acquire a reading knowledge of a second language.

Biology

In addition, students are encouraged to explore, in depth, another scientific discipline. Gaining additional expertise in chemistry, physics, mathematics, or computer science is essential to prepare students for the interdisciplinary nature of modern biological research.

Chemistry

In addition to the core courses, a student typically takes at least two advanced electives in chemistry, biology, mathematics, or physics, according to personal goals.

Film and Electronic Arts

the program requires students to take advantage of Bard's broad liberal arts curriculum by taking courses that relate to their specialties; for example, a documentarian would take courses in anthropology, an animator in painting or sculpture, a screenwriter in literature, and a film critic in art history.

Literature

The Literature Program at Bard is free from the barriers that are often set up between different national literatures, or between the study of language and the study of the range of intellectual, historical, and imaginative dimensions to which literature's changing forms persistently refer. Literary studies are vitally engaged with interdisciplinary academic programs such as Asian, classical, gender and sexuality, medieval and Victorian studies. An active connection with Bard's arts programs is maintained through literature courses concerned with painting, film, aesthetics, and representational practices across a range of fields.

Philosophy

Several courses of a philosophical nature are taught in other programs of the College; for example, in history, religion, political science, literature, and the history and philosophy of science. A combined concentration in philosophy and religion may be arranged. Historically, the discipline of philosophy has tended to be very expansive in the scope of its interests, exploring issues across the fields of natural science, social science, literature, and the arts. In this spirit, students concentrating in philosophy are encouraged to investigate possibilities for enriching their study of philosophy by making connections with other disciplines.

Political Studies

These clusters necessarily overlap one another and other fields. Students are encouraged to combine courses in political studies with relevant courses in other disciplines, for example, history, economics, sociology, and literature.

Psychology

Psychology has natural linkages with many other fields; psychology majors often take courses in such fields as gender studies, cognitive science, sociology, biology, and linguistics, and students from other fields find courses in the different areas of psychology relevant to their area of study.

Religion

Majors are encouraged as well to take courses relevant to the study of religion offered by other programs, such as anthropology, sociology, psychology, theology, literature, historical studies, philosophy, gender and sexuality studies, and others. Courses outside the program that centrally involve religious issues or texts may, in consultation with the adviser, be counted as religion courses.

Appendix 14.4 Recent Representative Senior Projects

Multi-Disciplinary Studies Senior Projects

- “Cavity” — an interpretive look at the phobia of textures and touch
- “German Identity and German Guilt: The Receding Perspectives of Time”
- “Heaventime: An Interdisciplinary Approach to Life and Death”
- “The Master or the Muse” — performances about Camille Claudel and Artemisia Gentileschi
- “Stem Cells and the Issue of Personhood” — a study of moral principles and stem cell research
- “Time-Tock” — a musical spoken word dance

Integrated Arts Senior Projects

- “Brilliant Young Minds — a Soap Opera”
- “I Am the Mayor of Bacontown” — a documentary chronicling one month of eating only bacon
- “Finger Funk: An Exploration of Multi-Sensory Music” — interactive sounds and moving images
- “Ramble” — sculpture, drawing, installation, and performance about sound and land
- “Space and Forest” — an attempt to put the audience into an unfamiliar but peaceful space
- “Whorl and Magnet: Holy Octaves of the Firmament”

Double Majors Senior Projects

- French Studies: “De la musique avant toute chose: Erik Satie and the Horizon of Expectations”
- Music: Vocal Recital and Operatic Performance

Studio Arts: “Head Alignment” — a computer-controlled art instrument

Computer Science: “Self-Organizing Desktop: Document Browsing by Content Classification”

Environmental Studies: “Garbage in Gotham: History, Politics, and Geography of NYC Trash”

Photography: “Covering New Ground” — photographic study of trash changing the landscape

Historical Studies: “Bucks County and the False Sub-Urban Frontier”

Literature and Writing: “namebook” — poems about birds and water

Theater: “Meyerhold and Constructivism: Toward a Dialectical Synthesis”

Russian Studies: “Art Delivers Enjoyment: Who Stands to Argue?” — on writer Valery Bryusov

Economics: “Design of a Pension System for Transition Economies”

Mathematics: “Closure Operators on Lattices and Boolean Algebras”