Periodic Review Report

Bard College

Appendices

Bard College Programs

UNDERGRADUATE PROGRAMS

Division of Arts

Art History
Dance
Film and Electronic Arts
Music
Photography
Studio Arts
Theater

Division of Languages & Literature

Literature
Written Arts
Foreign Languages, Cultures, and Literatures

Division of Science, Mathematics, & Computing

Biology
Chemistry
Computer Science
Mathematics
Physics

Division of Social Studies

Anthropology
Economics
Economics and Finance
Historical Studies
Philosophy
Political Studies
Psychology
Religion
Sociology

Interdivisional Programs

Americana Studies
Asian Studies
Classical Studies
Environmental and Urban Studies
French Studies
German Studies
Human Rights Program
Italian Studies
Russian and Eurasian Studies
Spanish

Interdivisional Concentrations

Africana Studies
Gender and Sexuality Studies
Global and International Studies (GISP)
Irish and Celtic Studies
Jewish Studies
Latin American and Iberian Studies
Middle Eastern Studies
Mind, Brain and Behavior
Science, Technology, and Society (STS)
Social Policy
Theology
Victorian Studies

Bard College Conservatory of Music

Undergraduate B.A. & B.M.

First-Year Programs

First-Year Seminar
Language and Thinking Programs
Citizen Science

GRADUATE PROGRAMS

Bard Center for Environmental Policy

    M.S. in Environmental Policy
    M.S. in Climate Science and Policy
    M.S./J.D. dual-degree with Pace Law School in Environmental Policy/Environmental Law
    Peace Corps Master's International (M.I.) Program in Environmental Policy
    M.S./M.A.T. dual-degree with the Bard College Master of Arts in Teaching Program
    Professional Certificate in Environmental Policy

Bard College Conservatory of Music

    M.M. in Orchestral and Choral Conducting
    M.M. in Vocal Performance

Bard Graduate Center: Decorative Arts, Design History, Material Culture

    M.A. in the History of the Decorative Arts, Design, and Culture
    M.Phil. in the History of the Decorative Arts, Design, and Culture
    Ph.D. in the History of the Decorative Arts, Design, and Culture

Bard MBA in Sustainability

    M.B.A. in Sustainability

Center for Curatorial Studies and Art in Contemporary Culture

    M.A. in Curatorial Studies

International Center of Photography–Bard Program in Advanced Photographic Studies

    M.F.A. in Photography

Longy School of Music

    M.F.A. in Music

Master of Arts in Teaching Program

    M.A.T. (one-year program)
    M.A.T. (two-year part-time program)
    M.S./M.A.T. dual-degree with the Bard Center for Environmental Policy

Milton Avery Graduate School of the Arts

    M.F.A. in:
        Film/Video
        Music/Sound
        Painting
        Photography
        Sculpture
        Writing

OTHER EDUCATIONAL OPPORTUNITIES & INITIATIVES

Clemente Course
Science Initiative
Bard Fiction Prize
Bard Globalization and International Affairs
    Program (BGIA)
Bard Paramount Academy

Bard Prison Initiative
Bard-Rockefeller Semester in Science
Bard Urban Studies in New Orleans
Bard-YIVO Institute
Human Rights Project

EARLY COLLEGE/HIGH SCHOOL PROGRAMS

Bard College at Simon's Rock: The Early
    College
Bard High School Early College Manhattan
Bard High School Early College Queens

Bard High School Early College Newark
Early College in New Orleans Program

ADDITIONAL STUDY OPPORTUNITES

Specialized Opportunities

Bard Globalization and International Affairs
    Program
Bard-Rockefeller Semester in Science
Chinua Achebe Center for African Writers and
    Artists
Hannah Arendt Center for Politics and
    Humanities
Human Rights Project
Institute for Writing and Thinking
Rift Valley Institute
West Point–Bard Exchange

Other Opportunities to Learn

Lifetime Learning Institute
Nonmatriculated Students and Auditors
Returning to College Program
The Landscape and Arboretum Program at
    Bard College

Independent Study

Archaeology Field School
Bard Summer Research Institute (BSRI)
Trustee Leader Scholar Program

INTERNATIONAL PROGRAMS AND STUDY ABROAD

Institute for International Liberal Education (IILE)

Al-Quds University
American University of Central Asia (AUCA), Kyrgyzstan
Central European University in Budapest (CEU)
ECLA Bard, Berlin
International Human Rights Exchange (IHRE)
Program in International Education (PIE)
Smolny College (Saint Petersburg State University)

IILE Direct Exchanges

American University in Cairo (AUC)
American School of Classical Studies at Athens
State Academy of Design (Karlsruhe, Germany)
Humboldt University (Berlin, Germany)
Kyoto-Seika University (Japan)
Kyung Hee University (Seoul, Korea)
Lingnan University (Hong Kong**)**

Intensive and Immersion Foreign Language Study

Arabic (Amman, Jordan)
Chinese (Quindao, China)
French (Tours, France)
German (Heidelberg, Germany)
Hebrew (Haifa, Israel)
Italian (Taormina, Italy)
Japanese (Kyoto, Japan)
Spanish (Oaxaca, Mexico)
Russian (St. Petersburg, Russia)

Bard in China /Asia

Lingnan University (Hong Kong)
Kyoto-Seika University (Japan)
Kyung Hee University (Seoul, Korea)

Appendix 1.B-2

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Appendix 1.C-1

New Affiliated Programs

1. Al-Quds Bard Partnership

In fall 2008, Bard's Board of Trustees approved a new partnership with Al-Quds University, the only Arab university with a campus in Jerusalem. This partnership is the first in Palestine to offer its graduates a U.S. and a Palestinian degree.

The Al-Quds Bard Partnership has two components:

1) The Al-Quds Bard Honors College for Liberal Arts and Sciences

The Al Quds Bard Honors College offers a four-year program leading to a dual degree: a B.A. Hons. from Al-Quds University and a B.A from Bard College. The curriculum combines traditional disciplines and innovative interdisciplinary programs. Major programs of study include the health sciences track, biology, chemistry, environmental studies, computer science, economics & finance, political science, urban studies, human rights, history, literature & society, and media studies. Minors programs include philosophy, American studies, and fine arts. Students select their majors and minors during their second year of study. All students must also fulfill distribution requirements, which cover disciplines across the curriculum, to assure they have mastered diverse modes of inquiry. The Honors College emphasizes student-centered learning, the development of independent inquiry, and the free exchange of ideas. Classes are small and emphasize writing and critical thinking. The principal language of instruction is English. Enrollment is planned to reach 400 students.

2) The Al-Quds Bard Master of Arts in Teaching (MAT) Program

The MAT program offers a new model of teacher training in Palestine, integrating graduate-level study in an academic discipline and key areas in education with ongoing work as a teacher or apprentice in a classroom setting. The Al-Quds Bard MAT offers courses in five disciplinary areas: Arabic studies, biology, English language and literature, general science, and mathematics. The first cohort of students in the Al-Quds Bard MAT Program are all practicing teachers who will complete the graduate program in a two-year cycle of study and research aimed at advancing their own practice and raising student achievement. Offering this graduate program at first to practicing teachers allows the program to foster change in area schools, while building capacity for appropriate models of practice and mentoring.

The Al-Quds Bard Partnership emerged from conversations with the Al-Quds University administration and faculty as an effort to promote changes in curriculum and instruction in the Palestinian educational system, to increase high school completion and college entrance rates and to foster a pedagogical model that moves beyond what is currently a highly test-based curriculum that emphasizes a large amount of rote learning. The Palestinian Ministry of Education and Higher Education has demonstrated strong support for the MAT program. The Ministry has helped in the recruitment of students, and has recently expressed an interest in extending the MAT model to other Palestinian universities, so that the core design principles of the program might become a standard for teacher preparation in the region.

Al-Quds and Bard share responsibility for curricular development, faculty training, recruitment, and governance for both components of the partnership. Collaboration includes frequent exchange visits as well as the use of advanced technology. The partnership seeks to help realize the two institutions' shared educational goals in ways that are effective and sustainable and contribute to systemic improvement of the Palestinian education system. Moreover, the partnership is a source of invaluable knowledge and experience for the international faculty, students, and institutions involved in the exchanges.

In fall 2009, the Al-Quds Bard Honors College opened with 34 students, and the MAT Program opened with 52 students. As of fall 2011, the Honors College has a total of 150 students, and the MAT Program has a total of 170. The MAT program is now the largest graduate program at Al-Quds University.

The Al-Quds Bard Partnership awards dual Al-Quds and Bard B.A. degrees and a Bard M.A.T. degree. Because the Bard degrees are offered outside of New York State, they do not require New York State Education Department (NYSED) approval. The Middle States Commission on Higher Education (MSCHE) acted to include Al-Quds as a branch campus under Bard's institutional accreditation in January 2010; a required progress report was submitted and accepted in November 2011.

[www.alqudsbard.org/].

2. American University of Central Asia Partnership

In 2009, Bard established a partnership with the American University of Central Asia (AUCA) to raise its level of academic achievement. This partnership is the result of a request by AUCA to develop a joint degree program, parallel to the Bard's arrangement with Smolny College in St. Petersburg. The academic programs that Bard accredited include American studies; anthropology; economics; European studies; international and comparative politics; psychology; sociology; software engineering; and, potentially, journalism and mass communications. The AUCA Bard dual-degree curriculum includes Bard's core curricular elements—the Language and Thinking Program, First-Year Seminar, moderation, and the senior project. The first students to receive the dual AUCA Bard degree graduated in June 2011.

AUCA, an English-language university, was founded in 1998 as the American University of Kyrgyzstan, and took its current name in 2002. The university, located in the center of Bishkek, enrolls 1,300 students from 19 countries, mostly former Soviet Socialist Republics, and has a student-faculty ratio of ten to one. AUCA stands beside Smolny College among the preeminent liberal institutions in the former Soviet space. As a result of discussion of a dual-degree program, AUCA will divide into a School of Liberal Arts and a Professional School.

AUCA awards dual Ministry of Education (Kyrgyz Republic) and Bard B.A. degrees. Because the Bard degrees are offered outside of New York State, they do not require NYSED approval. MSCHE included AUCA as a branch campus under Bard's institutional accreditation in November 2010.

[www.auca.kg].

3. The Longy School of Music of Bard College

In summer 2009, the Longy School of Music in Cambridge, Massachusetts, a renowned conservatory and preparatory school founded in 1915, approached Bard about the possibility of becoming a part of the college. From the outset, both institutions, given their missions and educational philosophy, saw enormous mutual benefit in the partnership, including possibilities for expanding their educational offerings and new philanthropic opportunities. In March 2012, the Massachusetts Board of Higher Education (MA-BHE) approved Bard's application to award the M.M. degree at Longy; and in April 2012, under the supervision of the Massachusetts Attorney General and Supreme Court, Longy transferred its assets and operations to Bard and became the Longy School of Music of Bard College.

The Longy School will continue to offer programs leading to an Undergraduate Diploma, Graduate Performance Diploma, Artist Diploma, Dalcroze Certificate and License, and Master of Music (M.M.) degrees in Collaborative Piano, Composition, Early Music Performance, Modern American Music Performance, Opera, Organ, Piano, Strings, Vocal Performance, and Woodwinds and Brass. MA-BHE has given Bard provisional

approval to award the Undergraduate Diploma at Longy pending a new application for the degree six months after March 2012; all Longy's other diploma programs carry too few credits to require MA-BHE approval.

Presently, Bard and Longy envision adding to the Cambridge campus an intensive one-year MAT Program in primary and secondary music education, modeled on Bard's MAT Programs, and a new Master's degree program in music performance, the history of music, and music programming.

A new project that highlights the beneficial links between Bard and Longy is Take a Stand, a collaboration of Bard, Longy, and the Los Angeles Philharmonic to create an MAT Program in music education on the Youth Orchestra Los Angeles (YOLA) campus in Lafayette Park, Los Angeles. Take a Stand will train music teachers in a setting inspired by Venezuela's El Sistema network of youth orchestras and will sponsor annual conferences and workshops to train leaders of a national network of music education programs in the U.S. Pending approval by the California Committee on Accreditation, the MAT Program at YOLA will open as early as fall 2012.

Because Longy degrees and diplomas are offered outside of New York State, they do not require NYSED approval. MSCHE acted in August 2011 to include Longy provisionally as a branch campus under Bard's institutional accreditation, pending MA-BHE approval of the M.M. degree and a site visit to the Longy campus.

[www.longy.edu/].

4. Bard High School Early College II in Queens, NY

The success of the first Bard High School Early College in Manhattan (BHSEC I) led to the school rejecting many qualified applicants for the limited number of spaces available for incoming 9th grade students. In response this demand for BHSEC, the city of New York approached Bard in 2007 to invite the college to create a second school based upon the same model.

In assessing Bard's ability to respond effectively to this invitation, the college undertook an extensive effort to plan for an additional Bard High School Early College as part of the New York City Department of Education (NYC DOE) new school process. Throughout the 2007-2008 academic years, Bard successfully recruited an experienced Bard faculty member and administrator as school principal, and a team of Bard and BHSEC I administrators worked closely with NYC DOE on planning for space, admissions and school budgeting. In addition, Bard, Simon's Rock and BHSEC I faculty constructed an early college curriculum based on experience at Simon's Rock and BHSEC I. In addition, the BHSEC Dean of Administration met with New York State lawmakers and foundations to ensure that there would be additional financial support for a second BHSEC. Throughout the planning process, Simon's Rock, Bard and BHSEC administrators met with members of the New England Association of Schools and Colleges to ensure that any concerns of the accrediting agency about opening a new A.A. degree program in New York City would be addressed. Upon deciding to establish a second BHSEC, the location of Long Island City, Queens was selected by drawing a map to see where students at BHSEC I came from, and considering public transportation options.

At BHSEC II (Queens), as at BHSEC I (Manhattan), students receive two years of high school education in the 9th and 10th grades, and then, rather than taking further high school classes in the 11th and 12th grades, students are enrolled in an early college program. Graduates of BHSEC I and II leave after four years with a New York State high school Regents diploma, 60 college credits and an A.A. degree from Bard College.

BHSEC II opened in Queens, NY, in fall 2008 with 260 students in the 9th grade and Year I college (junior) classes. The school moved to its permanent facility in fall 2009. The first graduating class, in 2010, had a 100% (51/51) graduation rate with all students gaining acceptance to college upon leaving BHSEC II. In 2011, the graduation rate was 96% (54/56), with 94% (51/54) of the graduates being accepted at another college. The current total enrollment is 640 students. BHSEC II has become one of the most sought after public schools in Queens as well as citywide, with 2000 students applying for 150 9th grade seats.

BHSEC II (as well as BHSEC I) are accredited by the New England Association of Schools and Colleges, not MSCHE, due to their affiliation with Simon's Rock of Bard College (located in Massachusetts), Bard's first program offering early college studies leading to the associate degree. BHSEC II is mentioned in this report because it represents a significant investment of effort and funds for the college, not to mention a significant accomplishment.

The BHSEC II campus, similarly to BHSEC I, is included under Bard College at Simon's Rock's institutional accreditation by the New England Association of Schools and Colleges (NEASC). Bard's A.A. degree was registered by NYSED in September 2002.

[bhsec.bard.edu/queens/].

5. Bard High School Early College III in Newark, NJ

Following the success of BHSEC I (Manhattan) and BHSEC II (Queens), Bard was invited by the mayor of Newark, New Jersey, to replicate the model. In assessing our ability to respond effectively to this invitation, the college undertook an extensive planning effort, including meeting throughout the 2010-2011 academic year with members of the Newark Public Schools (NPS), community members and foundation executives to ensure that Bard's support in opening the school would be effective. Bard recruited an experienced Bard and BHSEC educator as school principal, and a leadership team of Bard, Simon's Rock and BHSEC administrators and faculty to develop the curriculum, recruit students and faculty, and work closely with NPS on planning for space, admissions and school budgeting. In addition, the BHSEC Dean of Administration, with the support of Bard College, developed a fund-raising initiative to ensure that there would be additional financial support for BHSEC Newark. Throughout the planning process, Simon's Rock and BHSEC administrators were in an ongoing dialogue with members of the New England Association of Schools and Colleges to ensure that any concerns the accrediting agency may have about opening a new Associate in Arts degree program in New Jersey would be met.

BHSEC III is a collaboration between Bard College and the Newark Public Schools. Part of the initial funding for BHSEC III (Newark) will be from the first installment of the $100 million grant from Facebook co-founder and CEO Mark Zuckerberg in support of education in Newark. The curriculum at the newest BHSEC follows the same model as the previous two BHSECs, as described above. Graduates of BHSEC III leave after four years with a State of New Jersey high school diploma, 60 college credits and an A.A. degree from Bard College. BHSEC III opened in Newark in fall 2010 with 125 students in the 9th grade and Year I college (junior) classes.

The BHSEC III campus, like BHSEC I and BHSEC II, is included under Bard College at Simon's Rock's institutional accreditation by NEASC. Bard is currently in the process of seeking approval for the A.A. degree with the New Jersey State Department of Education.

[bhsec.bard.edu/newark/].

6. The Paramount Bard Academy and the MAT Program in the Central Valley of California

In fall 2009, Bard and the Paramount Agricultural Companies opened the Paramount Bard Academy (PBA), a free public charter school, in newly constructed facilities in Delano, California; on the same campus a year later, Bard opened a new branch of its Master of Arts in Teaching (MAT) Program. PBA, which began with 200 students in grades 6 and 9, will have 700 students in grades 6–12 by fall 2012. The school will begin enrolling at the kindergarten level in 2014 and adding 100 students each year will reach its capacity of 1,300 students in grades K–12 by 2019.

Inaugurated in partnership with the Paramount Bard Academy, the MAT Program in Delano integrates the work of teacher preparation with the daily operations of a public school. MAT students participate as apprentices in classrooms on a daily basis while continuing their graduate studies, and collaborations between graduate program and school faculty contribute to the continued advancement of adolescent learning in school classrooms. The graduate students' residency experience, based on the model of the teaching hospital, builds competence over time, and engages with critical questions of teaching and learning in high-needs schools.

The core of the MAT Program is an integrated curriculum leading to a Master of Arts in Teaching degree and a California State Single Subject Credential in English literature or social studies (the program is presently seeking approval of accreditation in mathematics, music, and science). The MAT Program focuses on teaching as a clinical profession, and on the teacher as a professional. Students take four graduate-level courses in their elected discipline and complete a final research project within their elected fields. In addition, they take four graduate-level courses in education, covering a wide range of issues, ideas, and practices. The courses concentrate on adolescent education and are framed by practice-based research. Students are required to make relevant connections between their educational studies and their work in public schools.

The Bard M.A.T. degree awarded in California does not require NYSED approval. MSCHE included the Paramount Bard Academy as an additional location under Bard's institutional accreditation in August 2011. The California Commission on Teacher Credentialing (CTC) approved Bard's application for initial institutional approval on March 8, 2012; the Committee on Accreditation of CTC approved Bard's application for initial accreditation for social science and English language arts, the two subject areas presently offered at the MAT Program in Delano, on April 18, 2012. A full accreditation site visit of the Delano campus will take place in October 2012. A program to award Bard credit for college courses taught at the Paramount Bard Academy is currently under review.

[www.paramountbard.com/].

Appendix 1.C-2

New or Changed Bard Programs

1. European College of the Liberal Arts

In fall 2011, The Christian A. Johnson Endeavor Foundation transferred to Bard the entire ownership of the European College of Liberal Arts (ECLA), since renamed ECLA of Bard, a Liberal Arts University in Berlin. The gift consisted of ECLA itself (a German non-profit entity); a real estate company holding 15 properties belonging to the college, plus one additional residence; and a pledge in the amount of $12.8 million, payable over three years. The Foundation also committed to take care of all expenses incurred by ECLA of Bard through December 31, 2011.

In assessing Bard's ability to sustain this new program, the college conducted a careful review of the financial, organizational, and academic condition of ECLA. Bard's top administrators, including the President, the Executive Vice President, the Dean of the College and the Vice President for Special Global Initiatives visited Berlin and met with faculty, students, and staff, as well as with attorneys, accountants, and a representative of the Berlin Senate committee responsible for ECLA's German accreditation. Bard's decade-long familiarity with ECLA, involving exchange of students and faculty and the provision of credit to American students attending ECLA's programs, also played a role in the decision.

German intellectuals and entrepreneurs committed to liberal education as an important innovation within Europe founded ECLA in 1999 as a non-profit association. Initially, it offered a summer program. Starting in 2003, the Christian A. Johnson Endeavor Foundation provided major funding for ECLA, including the purchase of the campus in a formerly East German district of Berlin. The support of the Foundation allowed ECLA to establish a four-year B.A. curriculum focused on Value Studies, and to achieve recognition (the first stage of accreditation) by the Berlin Senate as a university. State recognition allowed ECLA the right to award a German B.A. degree and the right to state-funded scholarships for matriculated students who meet the requirements for admission to a German university and are approved by the relevant German authorities.

ECLA of Bard has a two-year core curriculum focusing on philosophy, aesthetics, and literature. It has no disciplinary programs, but instead offers three "concentrations": Art and Aesthetics; Ethics and Political Theory; and Literature and Rhetoric. In 2011-2012, ECLA enrolled 63 students, of whom 34 are in the B.A. program. The remainder attend programs lasting for a year, or are enrolled as exchange students for one or two trimesters. The students come from 36 different countries, and the faculty from 13.

Under Bard's management, ECLA has already significantly strengthened its efforts in recruitment. The academic leadership is in the process of transforming ECLA's trimesters into a semester structure that will better meet the expectations and schedules of potential U.S. and other international exchange students. The academic calendar will correspond to that of Bard and our partner institutions, allowing for ease of transfer within the network. Two faculty members have been hired to represent Bard in Berlin, where they will assure that curriculum and faculty development, student life, and other matters are handled in ways that meets Bard's academic and other standards.

In addition to functioning as a liberal arts college in its own right, it is hoped that ECLA of Bard will become a lively sending and receiving institution for students and faculty within Bard's network. Starting in fall 2012, Bard will encourage up to 25 First-Year Students to spend a semester overseas in Berlin. Bard will also offer a semester- or year-long "Bard in Berlin" program for U.S. Juniors, focused around a Berlin-based multi-disciplinary core course. Also under consideration is an internship program (internship plus academic course—Bard does not give credit for internships without an academic component).

Bard, which had been assisting ECLA since the latter's founding in 1999, accepted ECLA as a gift because of the importance the college attaches to the development of liberal education in Europe, as an alternative model to the narrowly programmatic three-year B.A. programs that emerged in most EU countries following the implementation of the Bologna Process. Bard's success in assuming ownership of ECLA will be judged by our ability to achieve the following:

a) Increase in enrollment to approximately 400 B.A. students (over five years);
b) Increase of tuition revenues without sacrifice of diversity or the international dimension of the student body;
c) Expansion of academic offerings to strengthen the Social and Natural Sciences, and Practicing Arts;
d) Introduction of one or more Master's programs by 2014 (required by German accreditation);
e) Increasing engagement with the city of Berlin and its other cultural and educational institutions.

The intention is to have students at ECLA who meet the criteria for eligibility earn a German B.A. degree from ECLA of Bard and an American B.A. degree from Bard College. The Bard B.A. degree will not require NYSED approval. A substantive change request will be submitted shortly to MSCHE for inclusion of ECLA under Bard's institutional accreditation; the Vice President and Dean for International Affairs and Civic Engagement is working with ECLA's administrators to prepare this request. Bard hopes that it will be possible to complete the approval process in time for Bard to award its degree at ECLA in spring 2012, at a commencement marking three historic events in the history of ECLA of Bard—the first Commencement following recognition by the Berlin Senate, the first B.A. graduates, and the first Commencement under Bard's leadership and control. Should approval by MSCHE not be granted in time for graduation in spring 2012, Bennington College is prepared to award its degree to ECLA of Bard's B.A. graduates that semester.

[www.ecla.de/].

2. Bard Graduate Center: New name and New M.Phil. Degree

In fall 2009, the Bard Graduate Center (BGC) changed its name from the Bard Graduate Center for Studies in the Decorative Arts, Design, and Culture to the Bard Graduate Center: Decorative Arts, Design History, Material Culture, reflecting an expansion of the Center's academic and institutional mission to include the cultural history of the material world broadly conceived. NYSED changed the Center's name in its Inventory of Registered Programs; the legal name of the Bard Graduate Center, as recorded in Bard's Charter, remains the Bard Graduate Center for Studies in the Decorative Arts.

With the BGC name change, Bard requested that the designation of BGC degrees become as follows:

1. M.A. in Decorative Arts, Design History, Material Culture
2. M.Phil. in Decorative Arts, Design History, Material Culture
3. Ph.D. in Decorative Arts, Design History, Material Culture

NYSED registered the M.Phil. degree in March 2009, and the name change of the other degrees in January 2010.

3. Clemente: Additional Locations

The Bard College Clemente Course in the Humanities (BCCCH) provides college level instruction in the humanities to economically and educationally disadvantaged individuals. Students enroll at no cost; tuition and books are provided free, and childcare and transportation is provided when necessary. The yearlong course consists of four disciplines—literature, art history, moral philosophy, and American history—in addition to

writing and critical thinking. All students who finish the course are awarded a certificate of completion; students who complete it at sufficiently high levels are eligible to earn six college credits.

BCCCH is a national program headquartered at Bard; affiliated courses are funded and operated locally throughout the United States. Bard helps interested organizations and individuals develop and implement new courses by providing a curricular template, certificates of achievement to all students who complete the course, six transferable college credits to those who have participated at a high academic level, and an annual review meeting with all the course directors to discuss curriculum, pedagogy, and administrative issues. The local organizations/individuals are responsible for securing the necessary funding, selecting an appropriate host organization (if the affiliate is not also the community host), engaging a course director and faculty, and successfully recruiting students. When appropriate, Bard provides assistance with fundraising, targeting foundations and other sources, writing proposals and reports; review of host organization, course director, faculty, and course plans; recruitment and training of course director and faculty; assistance in ordering books and supplies through the Bard College bookstore; assistance with public relations; and the establishment of information sessions for students on applying to and financing college. Consultation with the national director of BCCCH is expected throughout the process of creating and running a Clemente course; this typically includes collaboration on fundraising plans, submission for approval of the credentials of the course director and faculty as well as course plans and syllabi, and submission of interim and year end reports on the course for review.

Clemente courses are currently located in Illinois (five locations in Chicago), Massachusetts (Dorchester and Holyoke), Washington, DC (one location), Washington State (one location) and New York State (Queens and Kingston). All but the two New York State locations existed at the time of the decennial accreditation.

MSCHE has included the Clemente Course at the Southern Queens Park Association in Queens, NY, as another instructional site under Bard's institutional accreditation. A request to include the Clemente Course in Kingston, NY, as another instructional site under Bard's institutional accreditation will be submitted shortly.

[clemente.bard.edu/].

4. Partnership with the Cary Institute of Ecosystem Studies

In fall 2009, Bard entered into a collaborative partnership with the Cary Institute of Ecosystem Studies (CIES). This institute, located in Millbrook, New York (about a 45 minute drive from campus), is one of the world's premier research institutions focused on applying ecosystem analysis to policy challenges. The collaboration includes participation by CIES scientists in Bard's undergraduate and graduate programs; educational and research opportunities for Bard undergraduates and graduate students in CIES laboratories; co-advising of undergraduate and graduate students by Bard faculty members and CIES scientists; access for Bard faculty to the CIES library and its databases; and the possibility of Bard faculty using CIES facilities as a venue for sabbaticals and leaves of absence.

5. Bard Center for Environmental Policy: New M.S. Degree in Climate Science

In fall 2010, the Bard Center for Environmental Policy offered a new degree program leading to an M.S. degree in Climate Science and Policy, in addition to its existing M.S. degree in Environmental Policy.

The international community has set a consensus goal of holding global warming to the low end of 2 degrees C above 1990 levels. Meeting this target will require transformations of energy, forest, agricultural, transportation and urban systems, transformations of unprecedented scale and speed. These initiatives will require a large workforce with comprehensive training in both climate science and policy. Relative to this need, the number of students with an interest in climate solutions who also receive rigorous, in-depth graduate level education in climate science is very small. Hence, Bard's new degree program, which focuses on providing the trained

workforce critical for businesses, non-profits, and governments to confront the increasing challenges posed by climate change, meets a genuine need.

NYSED registered the M.S. in Climate Science and Policy at BCEP in January 2010.

[www.bard.edu/cep/academic_programs/climate.php].

6. Bard Center for Environmental Policy: New M.B.A. degree

In fall 2012, the Bard Center for Environmental Policy will launch a new degree program leading to an M.B.A. degree with a focus on sustainability. The program, which is jointly sponsored by Bard's Levy Economics Institute, will provide a rigorous education in core business principles and sustainable business practices, with a focus on economics, environment, and social equity. Students will be trained to build companies that align profit with an environmental and social mission, and influence the direction of business education globally.

A sustainability revolution in business, and growing student demand, has led most major business schools to offer a course or two with a sustainability focus. Based upon the model of two recently formed West Coast stand-alone, low-residency graduate business programs focused on sustainability, the proposed new program at Bard is expected to meet a strong East Coast demand. The program, to be based in New York City, will have classes meeting Friday through Monday monthly during the academic year, supplemented by weekly on-line interaction. Low-residency has several advantages, such as enabling attendance by students from the entire eastern U.S.; allowing students to work at least part time; and supporting the incorporation of skilled adjunct professors. An initial class of 20 to 25 students is anticipated, growing to a total enrollment of more than 150 students within the first five years.

NYSED registered the Bard M.B.A. in Sustainability in December 2011. MSCHE is presently reviewing a substantive change request to include the New York City campus of the Bard M.B.A. as an additional location under Bard's institutional accreditation.

[www.bard.edu/mba/].

7. Bard College Conservatory of Music: New M.M. degree in conducting

In fall 2010, the college started a two-year Master of Music program in conducting under the auspices of the Bard College Conservatory of Music (BCCM), to take the place of the one-year conducting program that had been in place since 2001. The new program has two tracks, namely, orchestral conducting and choral conducting, which is somewhat unusual among conducting programs. The program's curriculum, more extensive than that of the previous MFA conducting program, includes instruction in conducting as well as an innovative, four-semester music history sequence (shared by the two tracks), voice and diction lessons for choral conductors, instrument lessons for orchestral conductors, and foreign language study, ear training, and composition for all students. In fall 2011 the new conducting program had approximately 14 students and plans to grow to about 24 students.

The program is designed and co-directed by: the founder and director of the Conductors Institute at Bard; the director of the Bard undergraduate Music Program, who is music director of the Collegiate Chorale; and the president of Bard College, who is music director of the American Symphony Orchestra and conductor laureate of the Jerusalem Symphony Orchestra.

NYSED registered the M.M. in Conducting at BCCM in March 2009.

[www.bard.edu/conservatory/gcp/].

8. Hannah Arendt Center for Politics and Humanities

The Hannah Arendt Center for Politics and Humanities (HACPH) has a double mission. First, it aims to sponsor and support the highest quality scholarship on Hannah Arendt and her work. Second, it serves as an intellectual incubator for engaged humanities thinking at Bard College and beyond. These two goals combine to nurture the foundational thinking that prepares students for active citizenship that can humanize an often-inhuman world. Specifically, HACPH will serve as an intellectual cornerstone of Bard's Center for Civic Engagement (described in Appendix 1.C-3, Part 2).

HACPH has its roots in the merger of two institutions: The Hannah Arendt Center at The New School for Social Research and the Hannah Arendt Collection at Bard College. This merger is the outgrowth of a 2006 conference on Hannah Arendt organized by a Bard faculty member, now the Academic Director of HACPH. The two Arendt Centers will continue to cooperate and make use of the reputation and institutional support that the New School Arendt Center offers, but the locus of activity has shifted to the Arendt Center at Bard.

The center has received significant grant support. In 2008, HACPH received an $18,600 Mellon Foundation grant to catalogue and to begin digitization of The Hannah Arendt Collection. In 2011, the center was awarded a National Endowment for the Humanities Challenge Grant of $425,000; this grant, which requires recipients to match funds on a three-to-one basis, will help raise a $1.7 million endowment for the center. This endowment also will support the contribution of HACPH to the undergraduate college by establishing an annual First-Year Seminar Hannah Arendt Center Distinguished Lectureship in the Humanities, bringing extraordinary scholars to Bard, and invigorating the humanities at the college.

[www.bard.edu/hannaharendtcenter/].

9. The Bard New Orleans Initiative

This initiative is the outgrowth of a project to help with the recovery of New Orleans in the wake of Hurricane Katrina, which was begun by a then Bard undergraduate under the aegis of Bard's Trustee Leader Scholar Program who now directs the initiative. Among liberal arts colleges, Bard continues to be the most meaningfully and intensively involved in the rebuilding of New Orleans. More than four hundred Bard students have been directly involved in rebuilding and revitalization projects across New Orleans, and Bard has formed numerous active research and service partnerships with community recovery organizations across the city. Of particular significance, two full-scale academic programs have resulted from this activity: Bard Early College in New Orleans (BECNO) and Bard Urban Studies in New Orleans.

BECNO was established, at the invitation of Louisiana's Recovery School District, in the interest of informing post-Katrina school reform efforts with Bard's proven approach to rigorous, liberal arts programming embedded within public high school systems. In assessing Bard's ability to respond effectively to this invitation, the college undertook an extensive effort to understand the public school landscape in New Orleans. Specifically, from 2008-2010, BECNO's Executive Director and Academic Director met with all high school guidance counselors city-wide, conducted student information sessions and interviews at all public high schools, articulated multi-year commitments on the part of the local school board and relevant education agencies, and convened education funders state-wide to clarify the scale and longevity of potential local philanthropic investment.

Since opening in spring 2008, BECNO, which extends the academic resources of the college directly into a public high school, has taken two forms. From spring 2008 through spring 2011, the program brought individual, tuition-free, Bard-accredited courses to ambitious high school juniors and seniors with limited access to higher education. Courses were held during the school day on the campus of the partner high school, and were taught by highly qualified university faculty who are active and accomplished scholars in their

fields. Students earned Bard College credit in writing-intensive courses in the liberal arts, strengthening the critical and analytical skills needed to succeed in higher education. Students enroll as part-time Bard students for the 11th and 12th grades, earning as much as a year's worth of college credit. BECNO has enrolled over 600 11th and 12th graders. Ninety-eight percent of high school seniors who have earned credit through the Early College Program report having been accepted by a college or university, and have cited their participation as a major source of motivation toward further study. The advantage of this model was its outreach to a large number of students, but it had substantial academic limitations, due to the status of the program as guests of the high schools; the fact that students could often enroll in only one course at a time; the limited pool of students from which the program could recruit; and the limited use of classroom and office space.

A new model was introduced in fall 2011, with the opening of two Bard Early College Centers in New Orleans. In this model, the participating students complete required high school courses at traditional public schools in the mornings, and then, after lunch, ride a school bus to one of the two Bard Early College Centers, where they are enrolled as half-time Bard students and take college courses. In the initial semester, the Bard Early College Centers enrolled students from every zip code in New Orleans and from nearly all of the city's public high schools. Though it is still too early to assess its success, a serious plan for assessment has been included from the start. This will include the tracking of student academic achievement, engagement and post-secondary aspirations; and the use of metrics such as course retention, student writing rubrics, course passing rates, attendance, student survey responses, number of college applications submitted and number of acceptances received.

The Bard Urban Studies in New Orleans Program is an 8-week summer-term program (for traditional undergraduates from both Bard and outside institutions), which pairs course work in urban geography with internships in neighborhood-based civic organizations. It first ran in summer 2008. During summers 2008-2010, all students enrolled in two courses (for three credits per course). In summer 2011, only one course was offered. The program has enrolled between 11 and 20 students each term. Due to declining enrollments, the program will operate in summer 2012, and the future of the program is under review.

MSCHE included the Bard programs in New Orleans as other instructional sites under Bard's institutional accreditation in early 2012.

[www.bard.edu/neworleans/].

10. Smolny College Change of Status

Smolny College, located in Saint Petersburg, Russia, is Russia's first liberal arts college and is perhaps the most significant educational partnership between the U.S. and Russia. Smolny was founded in 1995 as a joint venture of Bard and St. Petersburg State University (SPbU). In spring 2011 the University transformed Smolny from a subsidiary of the philological faculty at SPbU into a new, and autonomous, faculty (division) of the University. This new faculty, called the Faculty of Liberal Arts and Sciences, is the first faculty of liberal arts and science in Russia, and it is equal to other faculties in the University, for example, to law and medicine. The new Faculty of Liberal Arts and Sciences will be headed by former Deputy Premier and Minister of Finance Alexey Kudrin, who has been a member of Smolny's Board of Overseers since 2003 and has helped to create its endowment— the largest of any division of SPbU.

11. Bard-YIVO Institute for East European Jewish History and Culture

In spring 2011, the YIVO Institute for East European Jewish History and Culture approached Bard to jointly sponsor the Uriel Weinreich Program in Yiddish Language, Literature, and Culture, a well-known Yiddish language program founded in 1968, which YIVO had previously operated in collaboration with Columbia University and more recently New York University. YIVO and Bard agreed to offer the program in summer

2011 on the campus of the Jewish Theological Seminary (JTS) in New York City. In summer 2012, after creating the Bard-YIVO Institute for East European Jewish History and Culture, Bard and YIVO will offer the Uriel Weinreich Program with additional courses in Yiddish literature and culture, again on the JTS campus. The Bard-YIVO Institute is currently planning an M.A. degree program in East European Jewish Studies, which will draw upon YIVO's archival resources and staff as well as faculty from institutions in New York City and at other U.S. colleges and universities, and abroad.

The Bard-YIVO summer Yiddish program does not offer a degree, and so does not require NYSED or Middle States approval. The proposed Bard-YIVO M.A. program is still in the preliminary planning process; applications to NYSED for degree registration and to Middle States for inclusion under Bard's institutional accreditation will be submitted when the plans are closer to completion.

12. The International Center of Photography—Bard Program in Advanced Photographic Studies

Bard's M.F.A. in Advanced Photographic Studies at the International Center of Photography (ICP) in New York City was registered by NYSED in February 2003. Due to an oversight, a substantive change request was not submitted to MSCHE to include the International Center of Photography under Bard's institutional accreditation. The Vice President and Dean of Graduate Studies is working with ICP's administrators to prepare a request and will submit it shortly.

Appendix 1.C-3

Other Major Institutional Changes and Developments

1. Capital campaign

In spring 2007, the college launched its 150th Anniversary Campaign for Bard College—the largest and most ambitious fund-raising campaign in the history of the college. The goal of this ongoing campaign is to raise $594 million, of which $350 million is designated for endowment, $176 million for capital projects and $68 for the annual fund (to be spread out over four years). As of the writing of this report, roughly $344 million has been raised. [Appendix P-10].

When Bard began the "quiet" phase of the campaign in July 2007, its endowment was $185 million; the goal of the campaign is to reach an endowment of $535 million. Bard's endowment, and endowment per undergraduate, is significantly lower than that of many of the colleges with which Bard competes for students and faculty. [Section 2.C.12, Appendix 2.C.12-1]. When complete, the capital campaign, while still not giving Bard an endowment as large as some of its peer institutions, nor providing the college with an endowment sufficient for its recently broadened scope and ambitions, would go a long way to giving the college a solid financial base. Securing the progress Bard has made during the past decade will also require long overdue investments in the physical plant in Annandale; this underscores the importance of completing the current capital campaign.

2. Center for Civic Engagement

The Center for Civic Engagement (CFCE) was launched in spring 2011 with the announcement of a $60 million grant donated by George Soros in support of the College's ongoing institutional commitment to civic engagement. Bard, which is committed to the principle that colleges and universities occupy a unique role at the nexus of education and civil society, has civic engagement at the core of its identity. The CFCE will function as a programmatic and administrative hub of Bard's network of domestic and international initiatives related to civic engagement.

The CFCE incorporates both new and existing programs, and engages in activity at Bard's main campus in Annandale-on-Hudson and across the globe. Locally, the CFCE sponsors lectures, conferences and workshops; facilitates internship, volunteer and service-learning opportunities; and awards fellowships that are designed to reinforce the links between education, democracy and citizenship. The CFCE includes the long-running Trustee Leader Scholar Program (TLS); the Local is Global Program, which provides students the opportunity to put theory to practice in the local community at via organizations, agencies, not-for-profits, schools, businesses, government agencies, libraries and political campaigns; and school partnerships between Bard and area school districts, including the Bard Science Outreach project, which sponsors science related field trips, after-school programs, science nights out and science fair project support.

Beyond its main campus, Bard fosters partnerships with educational institutions and programs, in the United States and internationally, designed to promote liberal education. The partnerships working with CFCE are organized into the following categories: Re-imagining Prison Education, Science and Sustainability, Transforming Secondary Education and Teaching, International Partnerships, Student-led Initiatives, Internships and Local Partnerships.

A number of administrative positions at the college have been redefined to promote the work of CFCE. The former Dean of International Studies, now Vice President and Dean for International Affairs and Civic Engagement, oversees CFCE as Director; part of his work as Dean of International Studies has been taken over by the newly created position of Study Abroad Advisor. The long-time Dean of Students, now the Dean of Student Affairs, serves as Associate Director of CFCE; part of her responsibility as Dean of Students has been

taken over by the newly created position of Dean of Campus Life. The director of the TLS program has become Associate Dean for Civic Engagement, in addition to continuing his work with TLS.

[Appendix 2.A.1-4, www.bard.edu/civicengagement/].

3. Citizen Science

In January 2011, Bard inaugurated its Citizen Science Program (CS), a two and a half week intensive program during January intersession required of all first-year students, parallel to the Language and Thinking Program that all first-year students are required to attend in the August prior to matriculation. CS, which has received significant press attention eventually will be paired with a training institute similar to the Institute for Writing and Thinking to improve science teaching across the country.

The aim of CS is to address a college-wide commitment to teach science literacy to all Bard students in their first year of study. The program aims to improve scientific literacy by immersing students in an intensive, shared experience in which they learn to gather, interpret, and use evidence as scientists do. During the program, all first-year students at Bard are immersed in a common science curriculum taught by faculty recruited specifically for CS from all over North America. Students examine the topic of infectious disease—what they are, how they are transmitted, where they are most prevalent and why, and what we can do to reduce the global burden of disease. As scientists, students design and conduct experiments in the laboratory, explore the use of models to test assumptions and make predictions, and find patterns in data by exploring correlations between studies. The students engage in three rotations of study: in the wet biology laboratory, in a computer modeling laboratory environment, and in a problem-based learning classroom. Students are also offered a variety of extracurricular activities, with a particular emphasis on civic engagement.

Prior to the program's implementation in January 2011, assessment tools were developed for the program. This assessment, involving pre-program and post-program testing of the students, revealed an improvement in student recognition of the methods for evaluation of evidence, even when questioned about topics outside of the scientific field. [Appendix A-1]. The faculty members in the first January were evaluated, and 75% of the faculty from January 2011 were invited to return the following year. The faculty teaching in CS are given one-year contracts, in order to allow for continuous assessment.

[citizenscience.bard.edu/].

4. BHSEC-Bard College Faculty Fellowship and Exchange Program

The Faculty Fellowship and Exchange Program for Bard High School Early College (BHSEC) faculty members began in fall 2011. The program is designed to advance the early college mission by supporting faculty research and facilitating professional interchange with colleagues in the larger Bard family. Selected fellows, up to two per year, will be in residence on the Bard College campus in Annandale-on-Hudson for one or two semesters, where they will have the opportunity to further a research project while gaining teaching experience in a conventional undergraduate four-year college. With reduced teaching obligations, the fellows will be expected to participate fully in the dual aspects of the residential college life: in undergraduate liberal arts and sciences instruction and in collegial, intellectual exchange. These fellowships are intended for full-time BHSEC faculty members who are qualified to teach at the college level and who have a particular research or creative project they wish to pursue.

In principle, the exchange works in two directions by providing faculty members at the undergraduate college in Annandale-on-Hudson and at Simon's Rock the opportunity to teach at BHSEC. Though encouraged, it is less likely that many faculty members in Annandale-on-Hudson or at Simon's Rock will spend a semester at BHSEC, given that the longer and less flexible semester and the more demanding course load.

The first two exchange faculty from BHSEC are in Annandale-on-Hudson in the academic year 2011-2012, and as such it is too soon to assess the success of the exchange program. The Dean of Studies at BHSEC-Manhattan, who is coordinating the program, is in the process of determining metrics to be used in assessing the success of the program, an assessment that will be utilized as the program continues.

5. Difference and Media Project

The Difference and Media Project (DMP), started in January 2011 and now the main focus of Bard's Office of Multicultural Affairs, is an interdisciplinary, extra-departmental space for students, faculty, staff, and visitors. Inspired by the interdisciplinary, problem-focused design of the MIT Media Lab (describe by MIT as an "atelier" environment), DMP creates a multi-media laboratory space for "difference," which includes race, sexuality, religion, national origin, class, or other ability, but is not restricted to those categories. DMP is the center for coordinating efforts to increase diversity on campus and promote acceptance, inclusion, and understanding of difference at Bard.

In spring 2011, DMP assessed diversity at Bard, collecting information such as the ratio of students of color, their grades, their advisors, their majors, and their class standing. This information is helping the project chart its preliminary direction. The project features collaborative learning, tutorials, workshops, seminars, and conferences. A focus on difference is balanced with a strategic investment in inter-connectedness, both in terms of building relationships with the world outside Bard—which can produce connections to graduate schools, jobs, and internships—and also within Bard. DMP sponsors the Fund for Difference; funding, which is available to students, staff, and faculty, can be used for activities such as speakers, workshops, activities, films, performances, art, happenings, poetry readings, panels, and conferences. DMP is currently engaged in a multimedia/web project intended to raise questions about diversity at Bard among the student population, and bring forward hidden and nascent aspects of reliance on social media and the invisibility of identity online.

6. West 86th: A Journal of Decorative Arts, Design History, and Material Culture

For 17 years, the Bard Graduate Center (BGC) published Studies in the Decorative Arts, an internationally acclaimed journal covering the decorative arts, design history, and material culture. After its final issue, printed in fall 2009, BGC rethought its goals for publishing a journal, and in 2011 it launched a new journal, West 86th: A Journal of Decorative Arts, Design History, and Material Culture, in collaboration with the University of Chicago Press. The journal focuses on the wider crossroads where the decorative arts meet design history and material culture. West 86th reaffirms BGC's commitment to expanding the conversation regarding the content, meaning, and significance of objects. The journal is available in print semiannually and online, and includes scholarly articles, review articles, primary source translations, critical book, catalog, and exhibition reviews, research inquiries, letters to the editor, and supplementary digital material integral to the articles.

[www.west86th.bgc.bard.edu/].

Appendix 1.C-4

Building Projects

1. Completed since 2007

A. Chemistry Wing of the Gabrielle H. Reem and Herbert J. Kayden Center for Science and Computation

While the Gabrielle H. Reem and Herbert J. Kayden Center for Science and Computation (RKC) was originally designed to house the Biology, Computer Science and Mathematics Programs, the college elected to leave mathematics adjacent to physics and economics in the Hegeman-Rose complex, and to house chemistry with biology in the new facility. Given the expense associated with the anticipated renovations for chemistry's laboratories, and the curricular logic in favor of reconfiguring the proximity of the science, computing and mathematics programs, the college built and opened and new chemistry wing for RKC in January 2009 with the support of an additional $2 million gift from Drs. Reem and Kayden.

2. Currently Underway

B. Development and Alumni Center

The Annandale-on-Hudson campus has always lacked a suitable entrance from Rt. 9G, the main North-South county road. In spring 2011 the college purchased the restaurant located across Rt. 9G from the main entrance to campus. Currently under renovation, the building will house, the 6,000 sq. ft. Office of Development and Alumni/ae Affairs to include an Alumni/ae Center as well as a 2,000 sq. ft. Two Boots pizza restaurant. The renovations are expected to be finished by summer 2012. Now that Bard owns property on both sides of Rt. 9G at the main entrance to the college, the entrance will be enhanced.

C. New Music Facilities

The Bard College Conservatory of Music, as well as growth in the regular undergraduate program in music, has led to a demand for more music teaching and practice space on campus. Two new building projects will alleviate this shortage. The Lazlo Z. Bito '60 Conservatory Building is currently under construction with completion expected by January 2013. This new facility, sited next to the Blum Music Building, will include 17,000 sq. ft. of teaching and performing space. The construction of a new 1,800 sq. ft. music practice facility with 12 practice rooms was completed in January 2012. It will be open to all members of the Bard community.

D. Current Facility Expansions

Some important campus facilities are currently, or will soon be, expanded: Kline Commons, Stevenson Gymnasium, the college library and dormitory space. Each of these expansions is overdue, given the needs of the college and age of the facilities.

Stevenson Gymnasium was built when the undergraduate population was substantially smaller than now. It lacks sufficient space for student-selected activities and for exercise programs; and it does not provide adequate locker privacy. The Stevenson Gymnasium will receive 8,000 sq. ft. of additional space, which will house four international sized squash courts, a multi-purpose educational room and administrative offices. In the existing building, renovation will provide enlarged cardio and weight room space, an additional studio, and updated men's and women's locker facilities. We expect the construction to be finished by May 2012.

The expansion of Kline Commons is the result of the significant growth in the undergraduate population starting in 2005, though even before that date peak hour use of the commons had made it a crowded and unattractive

space. The opening of the dining area in Manor House relieved some of that pressure, but not enough. The Kline expansion for additional student seating space was completed in January 2012. The second phase for renovation of the kitchen, servery and faculty dining room, will commence in summer 2012.

A new dormitory, Village Dormitory L, was completed August 2011. This four-apartment, 20 bed residence hall continues the expansion of the Village Complex with twelve buildings and more than 260 beds in total. The Complex uses geothermal technology. The college removed Williams Residence Hall, a temporary building housing 40 students; 20 beds were regained by converting existing large doubles to triples and large singles to doubles.

3. Planned

E. Hegeman-Rose Renovation

The highest priority for upcoming projects is the renovation of Hegeman and Rose, two adjoining buildings that have housed various science programs. When the Biology and Chemistry Programs moved to the Gabrielle H. Reem and Herbert J. Kayden Center for Science and Computation, much of the vacated space, formerly used as laboratories, was left in an unusable state. Some new large 'smart' classrooms have been constructed in the area formerly used for the main biology and chemistry laboratories in Hegeman, but the former biology and chemistry laboratories in Rose were left unused or underutilized. At the same time, the Physics Program is in need of improved laboratory facilities to meet pedagogical needs and to attract excellent new faculty members in physics. The Rose areas vacated by the Biology and Chemistry Programs will be converted to meet the needs of the Physics Program. There is a plan to renovate the existing 13,000 sq. ft. of space in Rose, primarily for laboratories and faculty offices, and to add an additional 5,000 sq. ft. of classroom space. Extensive site work is also part of this project, redefining the area between Olin Humanities Building and Rose. The project awaits final approval and funding.

F. Campus Emergency Generator Project

The local supply of electric power to Bard has been unreliable. A history of short-term local power outages caused by storms, culminated in the experience of Tropical Storm Irene in 2011,which left the campus powerless for several days. Dormitories were without power and fire alarm systems were inoperative after the backup batteries lost their charges 12 hours after the storm. The college has proposed installing its own generating capacity of 4-megawatts, via diesel generators, to provide power during outages. The plan calls for two installation sites for the generators, one on north campus and another on south campus to be implemented in two phases. The project awaits final approval and detailed plans .

G. Other Planned Building Projects

As seen in Appendix A-2, Bard has a lower percentage of students living on campus than many comparable institutions. This low percentage, which is not ideal, is the result of the rapid growth of the undergraduate student population in recent years; the college is slowly catching up with constructing the needed dormitory space. Currently, the college has plans to build a new cluster of dormitories, the North Campus Houses, and two additional dormitories, Village Dormitories M and N.

The 1993 renovation of the Hoffman and Kellogg Library buildings provided the then 997 undergraduate students with 385 seats—38.6 percent of the student population (one seat for every 3.5 students). In 2011, the Stevenson, Hoffman and Kellogg Libraries provided the 1,980 undergraduate students with only 357 seats—18 percent of the student population (one seat for every 5.5 students). A proposed expansion of Stevenson Library would provide an additional 280 seats for a total of 637—32 percent of the student population (one seat for every 3.1 students).

The college needs to be aware that much of its physical plant is old. Deferred maintenance, replacement and renovation will be required in the next five years. Its newer facilities, built from the late 1980s to the early 2000s are also in need of repairs and refurbishment.

Appendix 1.D-1

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Report on Literature Program Review
2010-2012

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Over a two year period, the Literature program has undertaken a systemic review of curriculum and the structure of the major beginning in fall 2010. Program Director Geoffrey Sanborn and Divisional Chair Deirdre d'Albertis coordinated efforts at both the program-wide and small working group levels. Well before launching the review process (beginning in 2007-2008), Professor Sanborn collected comparative data from 21 peer institutions. Prior to review, members of the program familiarized themselves with recommendations put forth in a 2006 MLA Report to the Teagle Foundation on the Undergraduate Major in Language and Literature: (http://www.mla.org/pdf/2008_mla_whitepaper.pdf) Discussion of the curriculum was also informed by the Association of Departments of English (ADE) 2001-2002 Report of the Ad Hoc Committee on the English Major (*ADE Bulletin*, No 134-135, Spring-Fall 2003).

August 2010

In August 2010, 18 program members participated in an initial two-day retreat, designed to create space and time for intensive study of the four-year trajectory of the major in Literature. Over two days and four sessions, different faculty members facilitated wide-ranging discussion of all aspects of the academic program. Emerging from this colloquy were several focus groups that continued to meet throughout fall 2010:
1) 100 level introductory course for prospective majors
2) Mission of the program and how it is communicated to students (website, information sessions)
3) Defining characteristics of 200- and 300-level courses in Literature
4) Moderation process and criteria
5) Patterns of enrollment and course offerings in Literature

October 2010

The program reconvened in October 2010 for a working dinner to revisit these issues and hear reports/recommendations of the working groups. At that session it was resolved by the twenty faculty members assembled that an introductory course should be piloted with several sections in fall 2011. Conversation about revising the distribution of pre- and post-moderation requirements for majors continued: a vote (19-1) in favor of requiring a second sequence course before embarking on the senior project was taken. Pre-moderation requirements now consisted of 5 courses to be completed by the end of sophomore year (semester of moderation) including the introductory 100 level course, one out of two courses in the same sequence (American, English, or Comparative Literature), and 3 additional courses—one of which might be a language learning course, the other a written arts workshop. Proposals pertaining to moderation were debated and the working group was charged to bring an amended version to the next program gathering.

January 2011

A second (single day) retreat was held in January 2011. Much of the discussion centered on specific criteria for a successful moderation into Literature. Topics included: skills being assessed, criteria for promotion to the Upper College, expectations for the portfolio of writing submitted to the project board, different methods of reporting results of the board's deliberations. Distribution of courses and requirements within the major were also of concern: how many genre courses, single author courses, period-specific offerings, theoretical and thematic courses are desirable? How do we best prepare students post-moderation for writing the senior project? Faculty agreed to review a pilot seminar being offered by Professor Leonard as a model for a non-required Junior Seminar in fall 2011.

Spring 2011

During the spring 2011 semester a working group on World Literature hosted a series of evening meetings addressing core texts/readings / debates in the field; the goal was to articulate curricular innovation in the Bard context relating to this burgeoning area of literary study. Professors Caso and Schoenebaum led the colloquia and Professor Wainana visited with interested faculty about the work of the Achebe Center in connection with an emerging curriculum.

Also during the spring semester the program initiated a pre-moderation information session to guide not only sophomore 2s but also prospective majors in preparing for Moderation. This meeting was initially held in tandem with Written Arts; subsequent meetings have been held separately. Central scheduling of all moderations with a third "outside" member took place on the second of two advising days during the spring, setting a precedent for equitable distribution of board assignments across program faculty. Pioneered at the same time was a central assignment protocol for rising seniors, who submitted an advising form with a brief prospectus for the project. Advising forms were used as an instrument in balancing student choice and program resources, as the program director brought proposed advising matches to the program for approval prior to confirming assignments with students.

Fall 2011

The program convened for a day long retreat (supported by the Dean of the College), to build upon efforts of the previous academic year. First, data were presented on enrollments across the program following dedicated freshman advising ("Super-Advising") and registration. Moderation and Project numbers for the past and present semester were also reviewed. A final vote was taken on all pre-moderation requirements to be forwarded to the college- wide Curriculum Committee for approval. Three faculty members teaching Lit 103 shared their syllabus with the program and asked for concrete suggestions in moving forward with the required introductory course.

Issues identified for action included: instituting 2-person midway boards for the senior project, reaffirmation of central advising assignments for the senior project, central scheduling of final boards for the senior project during boards week with one "outside" member along the lines of moderation.

World Literature again formed a crucial focus of discussion: a suite of courses will be introduced with the WL designation in fall 2012 and students will be "expected" rather than "required" at this juncture to enroll in at least one such course prior to graduation. Professor Leonard shared the syllabus for her Junior Seminar. Key features of her course, it was agreed by all, should be replicated in other iterations of the course. First, the seminar addresses consciously the need to move beyond a close reading to more contextual kinds of claims and arguments. Second, the course explicitly trains students to develop a 20-25 page argument (this is the "how-to" or empirical dimension of Junior Seminar). Due to concerns with mounting enough sections at least initially, Junior Seminar will be recommended rather than required of all majors. Faculty spoke at length about piloting a Senior Colloquium to support individual advising of project; this course will be required (on a one year trial basis) for all seniors writing a project in 2012-2013. The program also voted to endorse one required pre-1800 and one required post-1800 course before graduation to signal the importance of historicist approaches to the study of Literature.

Late in the fall semester of 2011 the Curriculum Committee approved all pre-Moderation requirements; appropriate amendment of the website and in all advising guides took place before the end of term.

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In closing, we can identify the following issues still to be resolved in this final semester of program review:

1) Implement centralized scheduling of all boards in Literature—both moderation (on day 2 of advising days in spring) and senior projects (during boards week). Third board member is assigned as an "outside" reader or participant.

2) Secure Curriculum Committee approval for all post-moderation requirements and "expectations"—communicate changes on website, through publications and in advising as well as through program-wide information sessions.

3) Create an archive of all program review documents and actions on the L&L Moodle site for faculty reference (for instance, language articulating the difference between 200 and 300 level courses).

4) Continue to adapt each of the three sequence courses to function across the curriculum consistently (make them roughly parallel in approach and skills fostered in the major).

Appendix 2.A.1-1

Mission Statement

Academic Mission

Since its founding in 1860, Bard College has combined a firm commitment to a liberal arts and sciences education with a readiness to innovate. This approach has enhanced the undergraduate experience with compatible intellectual and artistic ventures at Bard's Hudson Valley campus and at affiliated institutions around the world. Bard seeks to provide a challenging academic program; a supportive environment that fosters a collaborative exchange of ideas in the classroom, studio, and laboratory; and access to world-class scholarship and research.

The past three decades have been a particularly vibrant time at the College. Bard has simultaneously strengthened its core mission of excellence in undergraduate education, grown rapidly in size, and broadened its scope and ambitions. As highlighted by President Leon Botstein on the occasion of its 150th anniversary, Bard now has five dimensions, each of which supports the others: the undergraduate program, graduate education, the arts, international education, and the reform of secondary education. Bard's expanding system of affiliated programs, partnerships, and centers of scholarship—recent additions include an Honors College in East Jerusalem, an urban studies program in New Orleans, a collaboration with the Bill T. Jones/Arnie Zane Dance Company, a graduate program in climate science and policy, and the Hannah Arendt Center for Politics and Humanities—reflects this broader mission, and provides new opportunities for student engagement with critical global issues and with leading scholars, artists, and experts in a diverse array of fields.

Choice, flexibility, and rigor are the hallmarks of the Bard education, which is a transformative synthesis of the liberal arts and progressive traditions. The liberal arts tradition at Bard is evident in the First-Year Seminar and Citizen Science Program, and in general courses that ground students in the essentials of inquiry and analysis and present a serious encounter with the world of ideas. The progressive tradition is reflected in Bard's tutorial system and interdisciplinary curriculum, which emphasize independent and creative thought, and the skills required to express those thoughts with power and effect. Students are encouraged to be actively engaged throughout the four years of their undergraduate experience and to help shape, in tandem with faculty advisers, the subject matter of their education.

Bard's rigorous and evolving curriculum and its innovative satellite model equip students to play active roles—not only for the sake of personal and academic goals, but also in order to address the larger issues facing humanity today.

Appendix 2.A.1-2

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Strategic Plan 2010–2016

Leon Botstein, President

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I. Preamble and Premises

This strategic plan outlines a proposed course of action for Bard College for the five-year period following its 150th year. It is the result of several months of consultation with colleagues on the faculty and administration. It represents a composite of ideas drawn from around the college. A diversity of interests has been integrated into a single coherent strategy.

This strategic plan calls for modest and systematic institutional growth with minimal risk. It represents a strategy for consolidation designed to secure the gains of the recent past within the framework of the broader mission adopted in 2004. The goals and innovations included in the plan are designed on the assumption that they can be realized either within a framework of current programs and resources or in a manner that does not augment debt or the college's aggregate annual cash requirements.

II. The Mission

Bard College seeks to define and exemplify a new institutional model in American higher education. It recasts the liberal arts in the 21st century and the intersection between graduate and undergraduate education. Bard is a model of how higher education can engage secondary education and how an independent college should contribute, as a public space with rich human capital resources, to the character of culture and public life in the service of freedom and democracy.

Bard's premise is that the dominant inherited model, the exclusively undergraduate freestanding liberal arts college, is an anachronism even for the very few well endowed colleges that will experience no difficulty thriving as anachronisms. To sustain the quality and vitality of undergraduate education and the liberal arts against the influential model of the large-scale research university, colleges must rethink the liberal arts curriculum in terms of the connections between the college years and the secondary school years on the one hand, and the link to graduate education and professional training on the other.

In order to further the intellectual and pedagogical traditions associated with liberal learning, freestanding liberal arts colleges should remain small in scale, but they must do more than uphold past practice. They must engage the needs of culture and society in ways that define not only a core commitment to undergraduate liberal arts education but also the connection between intellectual and artistic life and the public good.

Bard College's mission involves five broad areas of activity. They are listed here to reflect historical priority. Bard's founding mission, undergraduate education, is the overwhelming beneficiary of Bard's expanded role in education and culture.

1) Undergraduate Education
2) Graduate Education
3) The Arts
4) International Education
5) The Reform of Secondary Education

These five areas have roots in Bard's history. The continuous and primary facet of the mission is undergraduate education. Graduate education was anticipated in the college's 1860 charter. Its development in the late 1970s was a means of strengthening the undergraduate program and the recruitment of faculty. The arts first became central to the college's mission in the late 1920s. They became far more prominent in the 1950s. International

education emerged as a priority at Bard as a result of the influence of émigré faculty during the Columbia years. Bard played a major role by assisting in the orientation and education of Hungarian refugees in the wake of the 1956 Revolution. The mission of the reform of pre-college public education developed out of the acquisition of Simon's Rock in 1979.

1) Undergraduate Education

Bard sustains a coherent program of study for undergraduates in the liberal arts and sciences in which method and content are integrated. At Bard, principles of progressive education are reconciled with the ideals of general education. The individual student is the focus. All students partake in Bard's progressive processes: Sophomore Moderation, the Junior Conference, and the Senior Project. Close contact with scholars who are teachers but also active in their disciplines is a constant. All students pass through general education components: Language and Thinking, Citizen Science, First-Year Seminar. Distribution requirements introduce all students to the methods, issues, and problems represented by the four academic divisions of the college: Social Studies; The Arts; Science, Mathematics, and Computing; and Languages and Literature. Bard students concentrate beyond general education in specific programs defined not by disciplines in imitation of graduate school, but by areas of study whose specializations mirror issues and problems as well as traditional disciplines.

The curriculum of the college is rooted in an allegiance to free expression, civility, dissent, and the traditions of scientific, critical, and speculative inquiry and interpretation. The pursuit of the aesthetic through the cultivation of the imagination is central to Bard's educational mission. Bard seeks to inspire disciplined skepticism and critical inquiry adequate to complexity and ambiguity, and to the resistance of orthodoxy and illegitimate authority.

The curriculum and philosophy of liberal education at Bard eschew the idea of a principled distinction between knowledge for its own sake and knowledge for utility. The college maintains 3-2 programs in engineering and environmental studies, a dual-degree program in music and the liberal arts, and a fifth-year curriculum in finance.

The college views the habits of mind and skills derived from liberal learning as both pleasurable and supremely practical. The pursuit of knowledge is understood as contingent on each individual's need to know. Therefore the college seeks to engender wide curiosity and a profound love of learning. Bard seeks to forge an environment for education that links learning to public service, civic engagement, economic well-being, and participation in the arts and culture.

The framework for undergraduate education at Bard is national and international. Therefore the source and interests of our student body must be both national and international.

2) Graduate Education

Bard's role in graduate education is in areas in which the college can make distinctive contributions either in the definition of a field or the mode of education and method of training.

The college's primary graduate investment is in the arts. The Milton Avery Graduate School of the Arts offers an MFA earned through an intensive process of study in which students and teachers in all the arts, from writing and the visual arts to music, contribute to the education of each student, no matter his or her specialization. The Bard Graduate Center focuses on the decorative arts, design history, and material culture. Its MA and PhD programs, exhibitions, and publications have transformed an entire field of study within history and the humanities. The Center for Curatorial Studies pioneered in the training of curators and the interdisciplinary study of 20th-century and contemporary art through its curriculum, exhibitions, publications, and the Hessel Museum. The International Center of Photography—Bard Program in Advanced Photographic Studies offers a Bard MA in photography. The Bard College Conservatory of Music maintains small but distinct graduate programs in vocal arts and conducting.

The Master of Arts in Teaching program, in Annandale, New York City, California, and on the West Bank, trains high school and middle school teachers by combining advanced graduate study in the disciplines (mathematics, English, history, biology) with supervised clinical training in schools. The Bard Center for Environmental Policy has developed its multidisciplinary program in collaboration with the Cary Institute of Ecosystem Studies in Millbrook, New York.

The Levy Economics Institute, although a research center, provides an infrastructure essential to graduate study and has developed links to the undergraduate program. It represents a highly visible platform for the future development of graduate and undergraduate programs.

3) The Arts

Owing to its commitment to education in the arts on the undergraduate and graduate levels, Bard has assumed a role in the support and development of those arts that cannot be sustained as commercial enterprises. Bard believes that the arts, particularly the noncommercial genres, are crucial to the culture and politics of a free and democratic society.

Bard supports a literary magazine (*Conjunctions*), two exhibition facilities, SummerScape (a festival that produces rare and new work in theater, dance, and opera), and the Bard Music Festival (which includes an award-winning series of annual scholarly volumes published by Princeton University Press). In its undergraduate programs, Bard is allied with the Bill T. Jones/Arnie Zane Dance Company and has a dual-degree Conservatory of Music program within the undergraduate college that offers a distinctive curriculum. Bard is home to the John Cage Trust, which maintains Cage's work and legacy. Bard is affiliated with and provides support to the American Symphony Orchestra, a participant in the Bard Conservatory, the Fisher Center, SummerScape, and the Bard Music Festival. The ASO's music director, principal guest conductor, and concertmaster are members of the college's music program faculty.

4) The Reform of Secondary Education

Bard believes that higher education, through the arts and sciences (not through schools or programs in education), has an obligation to improve the quality and standards in the public education of adolescents below the traditional age of college attendance.

Bard College at Simon's Rock is the first and most distinguished residential early college in the nation. Bard operates two public high school early colleges in New York City in collaboration with the Department of Education (one in Manhattan, the other in Queens), a model charter school in the Central Valley of California in collaboration with Paramount Farms, and an early college initiative in New Orleans.

Bard also has the largest program of liberal arts college education in the nation for the incarcerated (the Bard Prison Initiative). The need for this program reflects the national crisis in secondary schooling and the notorious school-to-prison feeder pattern within the poorest and most disenfranchised population in the nation.

5) International Education

Bard seeks to introduce the theory and best practice of the liberal arts abroad. It has done so in collaboration with partner institutions in host countries. Bard has dual degree-granting programs in Russia (Smolny College, with the University of St. Petersburg), Kyrgyzstan (the American University of Central Asia), and on the West Bank (an Honors College and an MAT Program with Al-Quds University). It has a collaborative program in Human Rights with the University of the Witwatersrand, in Johannesburg, South Africa.

Bard maintains a large international student body from abroad. It has focused on recruiting students from emerging democracies and nations with substandard educational systems. In recent years students at Bard have

come from Burma, South Africa, Venezuela, Turkey, Pakistan, Bangladesh, and most of the countries that emerged after the breakup of the Soviet Union.

III. Goals 2010–2016

The major strategic goals for Bard College for the years 2010–2016 are described below for each of the five broad areas of the college's mission.

1) Undergraduate Education

The primary objective is to examine and improve the curriculum of the college in terms of its appropriateness and effectiveness. Three questions must be addressed. First, how does the curriculum properly connect liberal learning to the conduct of contemporary life? Second, what is its influence on how graduates choose and define their careers and engage in civic life? Third, does the curriculum meet the educational needs of entering college students and their aspirations? The capacity of the college to recruit and retain students who benefit from the curriculum is dependent on the college's answers.

The college plans to explore the connection between the liberal arts and beginning professional education. Owing to the perceived high cost of tuition there will be, as there has been in the past, a recurring call to reduce the number of undergraduate years from four to three, in line with current European practice. The answer to this challenge, given the state of American secondary education, is to focus not on shortening the undergraduate years but redesigning the link between college and graduate school.

Bard should investigate starting new 3-2 programs of its own that connect undergraduate liberal learning with professional training. The two promising areas are engineering and public policy.

The engineering idea is the most challenging and may require collaboration with other institutions as well as new investment in Bard's facilities and faculty. The skills fostered by a high quality engineering curriculum are those of problem solving, innovation, and the connecting of theory to practice. These skills are compatible with liberal learning, and, ironically in Bard's case, closely connected with the making of art. The concept of engineering extends to biology and design, including architecture. The relevance of engineering as a form of education complementary to and compatible with the traditions of liberal learning has been deepened by the influence of computation and the shared utilization of computing in the teaching of problem definition and solution. The best in the engineering tradition brings innovation and entrepreneurship closely in line with the cultivation of the aesthetic imagination.

In the area of public policy, the natural focus at Bard mirrors the college's existing strengths: international relations, economics, environmental policy, and education. Here too the college will have to explore linkages with other institutions. In the case of public policy, one promising partner is the Central European University in Budapest, which is inaugurating a graduate school of public policy in fall 2011.

If successful, such 3-2 programs would extend the dominant length of stay at Bard from four to five years, resulting in two degrees.

Beyond such potential new degree programs, the college must strengthen its extant curriculum. We need to combine all our current investments in the support of the learning and teaching process in the classroom by creating a Center for Teaching and Learning that responds to individual student and faculty needs. Bard must coordinate the course offerings provided on all its campuses to insure that there is as little duplication as possible and that the range of courses is systematic and wide. The faculty in all Bard's branches, in all the several degree-granting units, can teach students in Annandale when appropriate. A computer-accessible composite database of faculty interests and capacities needs to be developed so that all students, particularly those on the Annandale campus, can benefit. In this way faculty advising of students can be improved.

Last, the role civic engagement plays in the curriculum must be strengthened. Internships and service programs create a close correspondence between student motivation and the shape of formal disciplined study. Therefore, the Bard Rockefeller program should be expanded, as should the BGIA and the intensive language programs with residency in the appropriate foreign country. The Human Rights program and the courses in urban and regional studies (an outgrowth of Bard's January program in New Orleans) are examples of how the curriculum can connect the commitments of students, the issues of the day, and the time-honored traditions of university learning. Students driven by a need to know find their way from issues to the disciplines of politics, history, and economics. Bard's BGIA program in New York City is a particularly fine example of how this connection can be forged in the fields of international relations and politics.

The undergraduate program must continue to strengthen the role of the sciences in the curriculum of non-majors. The number of students majoring in science must also increase. By 2016, the distribution of BA degrees should level out, making three divisions equal in size: Social Studies, the Sciences, and the Arts, each at between 25 and 28 percent of the enrollment, making the Languages and Literatures division the smallest, accounting for between 10 and 15 percent of the undergraduate degrees. This reflects not only a shift in cultural priorities but the fact that Bard has no humanities division. Rather, many of the humanistic disciplines (for example, philosophy, religion, and history) are accounted for in the Social Studies rubric.

The goals at Simon's Rock for the next five years reflect particular challenges facing that campus. First, its enrollment base is shrinking, ironically, as a result of the success of the early college movement that it pioneered. There are more options around the country than existed in 1979 for students who are motivated to start college early. Therefore Simon's Rock must stress its excellence over its promise of acceleration, making it clear that the AA is a bridge to obtaining a four-year BA at the finest colleges and universities throughout the country. The AA need not be the basis for transfer to advanced standing. Bard College at Simon's Rock also needs to strengthen its international student base and cultivate feeder patterns with 9th- and 10th-grade programs.

Second, Simon's Rock needs to augment its BA program apart from its own lower college enrollment. It must study the possibility of opening up and revising its BA program to meet the needs of community college graduates with an associate's degree so that a subset of these graduates can complete a BA in two years after the AA degree.
Community colleges are the fastest growing sector in higher education, and more often than not, those AA graduates from community colleges who wish to continue in the liberal arts find the doors of our best colleges closed to them. Owing to the intentional division at Simon's Rock into two academic programs, an AA and a BA program, Bard at Simon's Rock is well placed to serve this promising market. Its fine tradition of teaching in small classes and tutorials and its adoption of the Senior Project model make its BA program an ideal complement to an AA degree earned at a community college.

2) Graduate Education

Using the Levy Economics Institute as a base, Bard should study the creation of a master's degree program combining economics and environmental policy. The Levy Institute should begin a post-doctoral fellows program in economics. In collaboration with the Institute for New Economic Thinking (INET) based at Columbia and the CEU, a targeted doctoral program in the fields in which the Levy Institute excels, resulting from the late Hyman Minsky's legacy, can then be explored.

The Avery Graduate School, now that the Fisher Center exists, should consider expanding the curriculum of the MFA to include theater and dance, and therefore performance art.

Bard, assuming the acquisition of the Longy School, should inaugurate new graduate programs: an MAT in music and an integrated MM (master of music) in performance, theory, and history. The MAT would compete well against conventional training in music education. The MM would offer a unique historically grounded program of interdisciplinary graduate training for instrumentalists.

Bard needs to secure the quality and oversee more closely dual degrees on the MA level offered in Russia at Smolny and with Al-Quds on the West Bank.

3) The Arts

The overriding goal of the arts at Bard is to sustain, in a period of stagnation, the level of current activity in the production and presentation of new work to the public. At the same time, should economic conditions improve in the future, the college might contemplate careful expansion. The immediate objectives in the arts are the following:

i.   Build a constituency sufficient to support the Bard Music Festival and SummerScape without expansion in the programs. The responsibility for building this support rests primarily with the two lay boards of these enterprises and the director of the Fisher Center. In terms of SummerScape and the Fisher Center, despite the extraordinary growth within the Hudson Valley of second-home owners, the recruitment of a new base of support for public arts programs, in the summer and winter alike, has proven to be difficult and slow. Real progress needs to be made on this front. The goal is not only to support summer offerings but also to enrich the Fisher Center programs during the academic year.

ii.   Merge with the Longy School of Music in Cambridge, Massachusetts. The proposal to absorb the Longy School will be put before the board for approval at the October 20, 2010 meeting. With Longy, the college opens up new avenues for recruitment for the Conservatory of Music in Annandale. Longy does not have a competitive undergraduate degree-granting program. Longy offers Bard an opportunity to expand the graduate offerings in ways that set new standards and compete using novel curricular strategies in the areas of teacher education and graduate training in music performance and history. Longy's experience in the management of a music conservatory, community programs, and a preparatory division can be helpful to Bard. Should the opportunity arise through Bard's high school early colleges in New York City, Longy could enable Bard to enter the preparatory market in the New York area. By absorbing Longy, Bard hopes to gain better direct access to the Boston area in terms of student enrollment and long-term philanthropy for Longy and Bard. Longy can also contribute to the long-range health of Simon's Rock through collaborative programs. Longy may provide the initial infrastructure for a Bard High School Early College in the Boston area.

iii.   The extension of the Center for Curatorial Studies to Arles, France. The leadership of the CCS and the college has been engaged in intensive discussions of this idea with CCS board member Maja Hoffmann and the LUMA Foundation. The college would administer the academic programs for a massive, interdisciplinary center for artists and the arts designed by Frank Gehry that LUMA is planning to build in Arles. Bard would take on the role of accrediting and managing all degree-granting programs as well as a residency program for artists comparable to the Institute for Advanced Study in Princeton, but with some collateral investments in the areas of the environment and human rights, both areas in which Bard has existing strengths.

4) The Reform of Secondary Education

It should be noted from the outset that by "secondary," Bard means the years of adolescence. This definition extends the college's mission to the improvement of middle and high school education. Bard's objective is the improvement of educational opportunities and outcomes for the adolescent population. In this arena, the college has the following objectives:

i.   Expand Bard High School Early Colleges to more sites within the larger New York City area. There are two leading contenders: the City of Newark and the Harlem Children's Zone.

ii.   Create a Bard High School Early College in Boston. If this potential is to be realized within a public school system in and around Boston, then the leadership of Longy and Simon's Rock is essential. A Boston-based high school early college will derive its primary support and leadership not from Annandale, but from Great Barrington.

iii.   Develop a portable model of a curriculum and pedagogy for early college based on the experience of the Bard High School Early Colleges and Simon's Rock. This involves crafting, with the collaboration of the MAT Program, a way by which the early college concept, with or without degrees, might be introduced throughout the country in existing high schools through collaborations with local universities and colleges, in-service teacher training, and the use of distance learning. We would, in effect, be franchising what we know how to do. The college has entered a process of exploration with Google, which has indicated interest in this possibility.

iv.   Expand the programs now in place at the Paramount Bard Academy in the Central Valley of California. The teacher training program and model school in Delano are a success. As a result, there is some momentum to expand the number of middle schools and high schools in the region with which Bard might be associated. Bard might become a charter agent in California.

v.   Establish an Institute for the Teaching of Science. The time has come to create an institute parallel to the Institute for Writing and Thinking. That institute is a consulting group that works with high school and college teachers. It provides in-service training and consultation both on the Annandale campus and off-site in high schools and colleges around the country. It also runs a series of weekend and summer workshops for teachers. Given the establishment of Citizen Science, Bard now can roll out an Institute for the Teaching of Science. The institute's core human resources will draw from those who teach Citizen Science and the aggregate science faculties of the MAT Program, the two BHSECs, and Simon's Rock. Bard's composite science faculty has proven experience in the best teaching practices for students below the traditional college age. Bard's faculty represents a critical mass of practitioners who understand the theory and practice of science education. This is the right historical moment to begin such an enterprise. We have the offer of help from Rockefeller University. Not only will an Institute for the Teaching of Science make a contribution to the pre-college teaching of science, mathematics, and computing, but over the long term, as has been the case with the Institute for Writing and Thinking, it can make linkages between Bard and high-school teachers of science all over the country. Bard can reap the benefit of a nationwide network. The increasing rate of referral of good students to Bard from the Institute for Writing and Thinking has been a major factor in the growth of Bard's applicant pool. The Institute for the Teaching of Science is a long-term investment in ensuring that the size and quality of future applicant pools remain competitive.

5) International Education

In international education, Bard must 1) maximize the benefit for Bard undergraduates and Bard faculty, in part by developing student and faculty exchanges, implementing service opportunities for students abroad, and strengthening Bard's programs in International Relations, Russian and Central Asian Studies, Middle Eastern Studies, Africana Studies, and the study of foreign language; 2) improve the academic quality of existing dual-degree programs; and 3) secure Bard's role in the governance of the existing collaborations, particularly at Smolny and Al-Quds.

Bard should explore expanding the range of its dual-degree collaboration to Asia and Latin America. Bard should also explore expanding the range of its programs with the Central European University.

By strengthening its programs in international education, Bard can extend its commitment to civic engagement among students to include issues of global concern. The college is currently the United States home of the Rift Valley Institute. Bard has been instrumental in the development of the Words without Borders initiative and has, since the 1980s, participated in efforts to rescue artists, writers, and scholars at risk in nations without sufficient

protection of the freedom of expression. This tradition must be sustained. The college should consider creating a Center for Civic Engagement that recasts and expands the goals of study abroad for undergraduates at Bard.

IV. Institutional Needs

1) Physical Facilities

The primary physical needs at Bard concern the Annandale campus. They are described in the 150th Anniversary Campaign for Bard. The funding must come from that campaign. The overall capital investment in facilities anticipated in that fundraising effort will not change, even though what follows represents a few subtle shifts in priorities.

The needs for the improvement in physical facilities at Simon's Rock, the Bard High School Early Colleges, and the Bard Graduate Center fall under the jurisdiction of these separate units. The BGC has just completed a major expansion and renovation. Simon's Rock likewise has made dramatic progress on its campus, although there are remaining needs. The facilities at BHSEC Manhattan and BHSEC Queens are under the jurisdiction of the City of New York's Department of Education and the city's capital budget. The facilities of Bard's programs in Russia, the West Bank, and AUCA are the responsibility of Bard's partners and their respective governments, even though in most cases, improvements may be realized with the assistance of USAID and the U.S. State Department.

At Bard in Annandale, two broad areas call for fundamental facilities improvement: student life and academic facilities.

Student life demands the most attention during the next five years. Comparatively speaking, since 2001 the college has invested more in its academic facilities than in the non-academic. Although there has been public debate about lavish spending in private colleges on non-academic facilities, what Bard seeks is not to compete with the wealthiest institutions, but raise minimum standards sufficiently to maintain the college's competitiveness.

The college has far too few dormitory beds. About 500 students live off campus, which is too high a percentage of the enrollment. This distribution skews campus life. There is too little representation by juniors and seniors. Half the current number living off campus would still ensure that Tivoli retains its recent and welcome character as a college town. Furthermore, Bard needs to replace the temporary dormitories now in use with permanent beds.

In the next five years Bard must complete two stages of dormitory construction. In Phase I, it needs to build 120 new beds, 80 of which would replace temporary beds and add only 40 new ones. In Phase II, the college should build 200 new beds. The total increase in capacity would be 240 beds, leaving an equal number of students in off-campus housing. Last, the college needs to renovate all of its older dormitory facilities, primarily those on North Campus, including Robbins House and Cruger Village.

The reasons for having more students living on campus are social, academic, and financial. The larger the critical mass, the more interaction among students there is. Better connections can be forged between the academic program and social life. An increase in the on-campus population must be accompanied by an expansion and improvement of the college's dining facilities. Kline Commons is nearly 40 years old. It was never entirely satisfactory. College students today are far more conscious of nutrition and health than previous generations. Common dining has been a hallmark of the residential college tradition. It should be inviting to students and faculty and foster a climate of civilized discourse and interaction over meals. The current dining facilities, inadequate and antiquated, fail to deliver on the promise common dining holds in the formation of an academic community.

The next major investment needs to be in athletic and recreational facilities. Bard has a fine and appropriate intercollegiate athletics program. The purpose of expanded athletic and recreational space will not be to support Bard's team sport programs. Rather, Bard needs a field house (with a running track), a renovated and air-conditioned gymnasium, a new flexible recreational space, and more outdoor playing fields so that all students, not only team members, can exercise, train, play, and stay fit. Bard also requires more space dedicated to student activities. The Bertelsmann Campus Center is overbooked and too limited for the wide range of student activities and organizations at the college.

In order to support the faculty and the curriculum, the college needs more offices for faculty and more classrooms. Bard requires dedicated facilities for the graduate program in environmental policy and the MAT Program. An addition to the library, primarily for shared study space and research facilities, is overdue. Improved and expanded teaching space for physics, writing, studio art, language teaching, and the conservatory (including practice rooms) must be developed. Much of this will be accomplished through the renovation and restoration of existing older buildings, particularly Warden's, Preston, Hegeman, and Aspinwall Halls, as well as the Drill Hall at Blithewood and the newly acquired facility across Highway 9G.

Bard should consider acquiring, in collaboration with the Bard Graduate Center, the Open Society Institute, the Central European University, or General Seminary, student housing and teaching space in New York City to accommodate the BGIA, the Bard-Rockefeller program, the MAT and potential expansion in undergraduate and graduate study and internships in New York City.

2) Infrastructure

Two kinds of advances in infrastructure need to be made during the next five years. First, the campus in Annandale must be brought up to date fully and comprehensively in terms of technology, particularly computer and Internet services, in order to accommodate student and faculty needs and curricular requirements. Bard's technological capacities must be sufficient to integrate and coordinate the full range of its programs, particularly those outside of Annandale. Compatible digital and video classroom technology for distance learning needs to be placed in each of Bard's programs, from those in New York City and Great Barrington to those in California, Russia, and South Africa. The Bard campus at Annandale should be a central service provider in technological services and educational technology, from communications and data storage to distance learning for all of Bard's programs.

The college must install emergency electrical power generating capacity for the entire campus. The power infrastructure of Dutchess County and the Hudson Valley is substandard, dominated by above-ground power lines that are increasingly vulnerable to extreme weather conditions. A 21st-century institution of higher learning can no longer survive with an early 20th-century power delivery system.

Bard must expand the structural support it provides faculty and student research. This involves extending opportunities for professional work by the faculty. Bard needs to expand its network of resources for students, particularly with respect to study abroad and internships. We need to help all students utilize the summer months, and upper-college students the January term. The college should develop student and faculty exchange programs among and between its several undergraduate units here and abroad. A few units of on-campus faculty housing should be built, not only to enable younger faculty to live on campus, but also to house visiting artists and scholars as well as guest faculty whose stay may not exceed one year.

3) Sustainability

Bard College seeks to serve as a model of sustainability in higher education, in our curriculum, in our operations, and in planning for our future. The first step was taken when the campus in Annandale was protected as an Arboretum.

The study of sustainability is inherently interdisciplinary, involving underlying scientific processes, ethical and aesthetic questions, and social relationships. At the same time, for the college to become a model of sustainability students, faculty, and staff must engage with both the campus and community as laboratories, seeking ways to reduce our ecological footprint while enhancing our economic stability and social well-being.

Bard's sustainability initiatives over the next five years include the following:

i.   The re-envisioning and re-launching of the undergraduate Environmental and Urban Studies Program, with its innovative focus on both the built and natural environments.
ii.   The development of the new MS degree in Climate Science and Policy, in partnership with the Cary Institute of Ecosystems in Millbrook, New York, the first initiative of its kind in the country.
iii.   The partnership of the Bard Center for Environment Policy (BCEP) and the Levy Economics Institute in the creation of a new MBA degree with a focus in sustainability, planned to begin in fall 2012.
iv.   The continuation of BCEP's national public programs on climate policy: The National Climate Seminar and the C2C program.
v.   The creation of a campus-wide Sustainability Council.
vi.   Participation as a charter member in STARS, the national Sustainability Tracking, Assessment and Rating System.

IV. Budget Projections

Budget projections for Bard College and Bard College at Simon's Rock are informed by the assumption that there will be minimal inflation. However, we are not assuming a doomsday outlook, marked by deflation. We assume low rates of growth in both income and expenditures above current levels. The economic outlook is such that wages and costs will most likely remain essentially flat. A further assumption is that enrollment will not grow. The demographic outlook suggests that maintaining current enrollment in terms of comparable quality and diversity over the next five years is itself a prudent and sufficiently ambitious objective.

With respect to tuition income, modest annual increases will continue, spurred by selective increases in costs specific to higher education, particularly in science and technology and the need to maintain a large financial aid portfolio, funded in part by tuition income. This policy reflects a philosophy of fairness and insures diversity in terms of class in a pricing strategy common to all private colleges in which the wealthiest subsidize the poorest. No assumption is made of any increase in public support from Federal or State sources. There is no political will or momentum within higher education to radically alter the financing of higher education. Furthermore, Bard's tuition rates do not reflect the high cost of first-class person to person instruction. Bard's curriculum, its small scale, and low faculty–student ratio are expensive to sustain.

Appendix 2.A.1-3

Five-Year Strategic Plan -- Suggestions from Undergraduate Academic Affairs

To: Leon Botstein
From: Michele Dominy
Cc: Mary Backlund, Norton Batkin, Jonathan Becker, James Brudvig, Susan Gillespie, Dimitri
           Papadimitriou, and Debra Pemstein
Date: August 23, 2010
Re: Five-Year Strategic Plan—Suggestions from Undergraduate Academic Affairs

National Liberal Arts Mission

The college is affiliated as a member of the American Association of Colleges and Universities and has signed onto the mission outlined in *College Learning for the New Global Century* to prepare students for twenty-first century challenges. The linked essential learning outcomes that are promoted in the LEAP initiative (Liberal Education and America's Promise) have always been core to and continuous with the St. Stephens and Bard mission and commitment to the liberal arts and its relationship to democracy. Given our current curricular and pedagogical goals both in Annandale and our national and international arenas, the college should assert its distinctive leadership in modeling and innovating LEAP's aspirations.

LEAP points to the importance of engaging students with big questions, practice with problems and projects, active involvement with 'diverse communities and real-world challenges', and the application of knowledge, skills and responsibilities to new settings and complex problems. Our goals for a more ambitious general education curriculum, for moderation and senior project work, for the centrality of civic engagement in the work and lives of our students and alumnae/i are coincident with this national challenge to liberal arts colleges:

> …[To] connect the aims and practices of liberal education to the needs of a knowledge-intensive and global society, the civic aspirations of a diverse democracy, and the academy's historic commitments to inquiry, learning, and service.

As a faculty we should continue to ask: "What should students accomplish educationally in college?" and "What does it mean to be an educated person in our society?" (AAC&U 2002-2007 Strategic Plan) (See attachment for the outline of Essential Learning Outcomes, which include: (1) Knowledge of Human Cultures and the Physical and Natural World; (2) Intellectual and Practical Skills; (3) Personal and Social Responsibility; and (4) Integrative Learning.)

The cornerstones of our curriculum and interdisciplinary curricular initiatives currently being explored, as well as our innovations in international educational exchange, and our engagement in innovative teaching in the national arena, offer strengths and the opportunity for growth. We need problem-focused, multidisciplinary courses that include more content-based knowledge, explicit teaching to a variety of literacies (empirical, visual, digital, oral, written language, analytical, close reading), co-curricular opportunities for the application and integration of knowledge, and a practical commitment to engage with the world as definitional for our curriculum. Prime areas for curricular innovation include: enhancing the interface between art and science (including technology and/or electronic arts); establishing a media lab as a site for this innovation and coordination; consideration of the implementation of programs in Media Studies, Public Health and Policy, Environmental Science, and subject to more study—Engineering, and Public History and/or Cultural Heritage Preservation.

STRATEGIC OPPORTUNITIES FOR GROWTH AND CHANGE

During our last reaccreditation review the steering committee, guided by college-wide working groups, took the opportunity to generate 27 action points pertaining to Faculty, Educational Offerings, and General Education as part of a strategic plan for undergraduate academic affairs. The senate will be assessing our progress in their

retreat today. These points targeted advising, general education, program structure and review, criteria based assessment of our core curricular features, and greater integration with all Bard related educational activities.

CURRICULAR PILLARS

The Advising System

Jennifer Triplett to assume oversight and coordination for all academic advising as director of academic advising

- Reconsider the advising system and the development of a more consistently strong approach to both program-specific and 'college-wide' advising
- Work with program chairs to arrive at shared expectations for faculty advising of students within concentrations and programs. A tracking form for moderated students might be part of this process. Selected programs should be encouraged to use this tool as a means to evaluate their mission and expectations for student achievement. (Mellon Retreat)

General education and academic programs

Standardize our expectations for all curricular milestones

- Model the dissolution of disciplinary cultures, develop problem-focuses courses and Big Problems courses that "center on complex matters of global or universal concern that cross several academic disciplines" (Teagle Foundation). For example, connect courses to problems in education and public health. Help students learn how to frame questions and solve problems.
- Develop and implement a mechanism for assessing and monitoring academic program strength, including mechanisms to coordinate and integrate course offerings between programs and institutions
- Citizen Science fulfills president's 2001 curricular charge to create a core multi-disciplinary science course in the first year
- Field more 100-level courses with serious content knowledge
- Consider revamping the Rethinking Difference requirement and instead include core courses in global cultures and ethnic difference
- Develop and assess a range of skills and literacies: public speaking, writing intensive courses, visual and digital literacy, and quantitative skills.
- Develop more courses in conversation with each other
- Eliminate programs without students, majors and curricular presence—Irish and Celtic Studies, Victorian Studies, and Social Policy.

Moderation

Standardize expectations and add structure to the process

- Add rigor to the short reflective papers. Implement rubrics to guide faculty in the process
- Plan for a "course of study" for the student rather than a list of courses. The majors should include more cross-disciplinary requirements in course selection.
- Consider appointing the third board member from out of field. Track composition of moderation boards in Banner
- Consider implementation of a core course in the humanities in the sophomore year (Luzzi/Dewald)
- Consider pre-spring term January intersession module to prepare for moderation

The Junior Year

Review the quality of advising in the junior year

- Reinstitute the major conference or junior core course, which might be "problem based" in the social studies.
- Concentrations should be mindful of promoting cross-disciplinary training
- Consider comprehensive examination the end of junior year in, for example, literature
- Implement senior project proposals to be approved by the program in May. Protect students against premature focus. Create a junior milestone (Mellon Retreat)

Senior Projects

Define and clarify the way we do the senior project

- Consider expanding the senior seminar currently held in some programs (photography, studio art, religion, etc.)
- Distribute advisers more equitably. Draw on college wide resources and those from our multiple campuses
- Strengthen the role of the entire senior project board. Track board composition. Consider a system of outside readers on the Swarthmore model
- Examine grade inflation and consider implementing grading rubrics. Consider H/P/F system

COORDINATION, INTEGRATION AND OUTREACH

Centers for Teaching and Learning

Combine BARC and CFCD into an integrated Center for Teaching and Learning (CTL) (Dominy/Halsey/Pardi)

- Integrate the CTL with Institute for Writing and Thinking and the proposed Institute for Science Pedagogy
- Provide support for faculty professional development in teaching and leadership; support the new; reinvigorate throughout the lifecycle
- Expand our current Writing Intensive courses across the curriculum
- Expand workshops such as Syllabus Development to more faculty
- Expand assessment initiatives to all of our access programs (Stokas)
- Collaborate with our non-Annandale partners re pedagogy (BHSEC and SR)
- Propagate L&T program's mode of inquiry and teaching throughout all years and programs at the college (Bartscherer)

International Education

Establish council of our area studies program directors to meet with staff of IILE and Global Initiatives

- Expansion of the Ottaway Fellow program for Smolny, Al-Quds and AUCA (see Gillespie report)
- Formalize and provide incentives for faculty exchange with overseas campuses to increase undergraduate faculty engagement (see Gillespie report)
- Coordinate IILE more effectively with Study Abroad and our area studies programs
- Require a social action component to student IHRE projects

Secondary education

Twice yearly council of provost/dean/principals from Annandale, BHSEC, Simon's Rock and graduate programs to build ties and consider ways to share resources.

- Establish cross campus Faculty Fellow Exchange Programs between BHSECs, SR and Bard Annandale (see Ewing report)
- Continue successes of past two years in our opportunity programs and integrate and link with BHSEC, BIP and our access programs, broadly conceived. (Stokas)
- Coordinate language resources across all Bard campuses especially BHSEC and SR (see below)

General education and the humanities

Integrate our Centers under a single umbrella such as a recognizable national Center for Public Culture (like the Bard Center): Chinua Achebe Center for African Writers and Artists, Arendt Center for Ethical and Political Thinking, Human Rights Project etc. Cluster our named chairs and public intellectuals in such a Center to bridge the gap between curricular learning and extracurricular events at the college, making fuller use of our high-profile visitors and encouraging more dynamic exchange between academic and student life activities on campus (Mellon Retreat)

Integrate all of our high profile writer initiatives—activities of named chairs, Contemporary Masters Writers in Residence, Bard Fiction Prize, Morrow's Innovative Contemporary Fiction Reading Series, Distinguished Writer in Residence, Achebe Center for African Writers and Artists—under a single umbrella

CURRICULAR INNOVATION

During the last two weeks I solicited short strategic statements from the academic program chairs asking them to contribute their proposals for creating greater institutional integration. I received 21 responses and 11 more from general education program directors and administrative officers. The responses fall into several categories and are supplemented with recommendations from faculty and senate retreats from recent years:

Science and arts

- Address changing technology in the media sphere and its applications to art practice (Ahwesh)
- Establish a media lab at the interface of the four divisions along lines of MIT and RPI. Integrate Laura Kurgan's policy work into such an enterprise. (Moynahan, Keenan, J. Becker et al.)
- Work to build cognitive science concentration with incorporation of animal behavior, bridges to literary studies, and retention of strengths in human cognition, artificial intelligence and music and the brain (R. Thomas)
- Build our curricular strengths in art and architecture (at interface of art and science) with contributions from classics (Dewald)

Science, environment and public policy

- Reposition Science, Technology, and Society within SM&C, especially in computer science, to encourage students to explore economic, social and historical aspects of science (Moynahan)
- Continue with our commitment to the enhancement of science literacy, especially in terms of provision of and support of civic engagement opportunities on campus and in our region (Jude/Canaan)
- Contribute to the expansion of science education from EUS with its commitment to scientific and social science literacy, whether for seeking roles in public policy or as concerned citizens (Lytle)
- Expand EUS into urban planning, and potentially aspects of architecture
- Develop an environmental science track (Eshel)
- Develop applied mathematics dimension of the program with links to policy, for example, voting behavior (Landweber)

Civic engagement and public policy

Consolidate on the web and in practice under one umbrella programs with a civic and social responsibility component: BGIA, HR, IHRE, NOLA, and BPI (see J. Becker report)

- Replace junior fellowships awards program with a Summer Social Action or Civic Engagement Award (J. Becker)
- Establish a dedicated internship coordinator like BGIA. (J. Becker) Environmental and Urban Studies has sought Mellon support for this. (Dominy/Lytle)
- Develop more professional opportunities locally and in federal government in Career Development Office, especially with regard to centralized internship operation (Kinser)
- Formally bridge the curricular and extra-curricular life of the college and the extra/co-curricular life of the college (service learning, civic engagement) (Canaan)
- Develop an integrated program for wellness, leadership, and life skills with a completion indication for appropriate curricular and co-curricular programs: TLS, HR, BI, BGIA, IHRE, and NOLA
- Strengthen the Human Rights curriculum by streamlining and stabilizing core courses; developing law and human rights practice in the curriculum (Keenan)
- Implementation of community projects from Gender and Sexuality Studies (Gershuny)
- IHRE to request a social action component in student projects
- Consider student participation from economics and political studies in a Levy Annual Conference on Entrepreneurship

International programs

- Enhance ties with the University of Witwatersrand and IRHE with Africana Studies (Suzuki)
- Increase colloquial Arabic instruction in classrooms to prepare students for abroad study to include Al-Quds (Holt)
- Build Asian Studies curriculum towards growing importance of nations of Asia (Davis)
- Explore potential digital materials hold for curricular transformation in the language instruction (Trudel)
- Explore digitizing of holdings in Smolny and Al-Quds to supplement our resources in Annandale (Holt)
- Connect Medieval Studies more explicitly to Al-Quds (Sullivan)
- Interpolate LAIS across the curriculum (Human Rights, FYSEM, study abroad) (Caso)
- Political Studies with full faculty strength in five fields will can work on globalizing projects and link to IHRE (Encarnacion)

Current Strengths of the Undergraduate College and Our Future

As we begin the 2010-2011 academic year, the undergraduate college has secured unprecedented faculty strength in its academic programs. We have almost 200 full-time equivalent faculty members (284 total faculty), 140 of whom are tenured or tenure-track. With our recent hiring successes we have secured the stability and balance of all of our area studies and foreign language programs, and of our interdivisional programs in human rights, global and international affairs, environmental and urban studies, American studies, and gender and sexuality studies. The distribution of these faculty has equalized staffing in our divisions to consolidate their strength with arts at 61 FTE faculty (31%), languages and literature at 47 faculty (23%), science, mathematics and computer science at 30 faculty (15%), and social studies at 55 faculty (28%). The remaining faculty are located in first-year seminar and academic resources. In the class of 2010 our graduates distributed as 30% in the arts division, 21% in language and literature, 11% the sciences, mathematics and computer science, and 38% in social studies. By these measures, the sciences are well staffed although we anticipate continued student growth, and social studies still slightly understaffed. Student interest in the ten most popular majors in the class of 2010 falls across the divisions and is coincident with faculty strength in literature, studio arts, political studies, historical studies, film and electronic arts, writing, psychology, biology, economics, and art history in that order. As interdisciplinary concentrations, human rights and GIS captured 36 (8%) of the graduating class of 431 students.

In the last two years all the academic programs reconsidered the number of requirements and sought to regularize them uniformly across the college in order to provide students with appropriate flexibility to engage widely across the curriculum and to complete complementary distribution requirements. Programs now require 3-5 courses prior to moderation and from 7-10 to graduate; concentrations between 2 to 3 prior to moderation and 5-6 for graduation. Programs require three full-time equivalent faculty; concentrations two full-time equivalent faculty. The implementation of a joint major during the 2009-2010 academic year has further fostered the blending of disciplines. We have 35 stand-alone majors and 14 concentrations that can be combined. Work remains to be done in strengthening advising and the quality and delivery of the general education curriculum.

The profile of our faculty is impressive http://inside.bard.edu/doc/facultynotes. (The dean of studies is generating a parallel list of student accomplishments for the website.) Thirty-three of these are named chairs with national and international name recognition. Our reputation in general education and in the arts (including the written arts) has been preeminent. We stand at the cusp of excelling in linking the study of science to art and to public policy, of realizing our long-standing successes as a globally engaged college, and of integrating our educational initiatives nationally and globally. We now have the faculty strength to realize these ambitions. Our challenge is to provide the administrative infrastructure to consolidate what we do and to present an integrated image of our institutional strengths.

Appendix 2.A.1-4

Foundational Document of the Center for Civic Engagement

Bard College
Center for Civic Engagement

Bard College Center for Civic Engagement

Bard College seeks to reconceive higher education in the United States and abroad, calling for colleges and universities to be not simply facilitators of student education and development, but institutional actors at the nexus of education, civil society and public policy. With its network of partners throughout the United States and overseas, Bard has demonstrated that an educational institution can provide undergraduates and graduates with a first-rate education and at the same time be a socially entrepreneurial agent of change. It has fostered the creation of new civil society actors that share Bard's fundamental belief that colleges and universities should operate in the public interest. Few other higher education institutions have followed Bard's lead and acted decisively to be change agents in the public sphere. However, Bard's approach is increasingly being recognized as a model in the foundation and higher education communities, and there is now an opportunity to persuade other colleges and universities to deploy institutional and human resources as Bard does.

Bard seeks long-term support for its newly created Center for Civic Engagement. The Center is the programmatic and administrative hub of Bard's wide array of innovative domestic and international initiatives and plays a central role in Bard's effort to redefine the role of the modern university. The Center eschews feel-good volunteerism, often associated with US universities' engagement efforts, instead focusing on sustained projects in which institutional engagement, often anchored by the granting of degrees, is essential to long-term reform. It also focuses on the development of undergraduate and graduate students by reinforcing the links between education, democracy and citizenship, in the tradition of Dewey and Habermas, and shaping the academic and professional trajectory of its graduates. The Center's programmatic scope and ambitions are not normally associated with higher educational institutions as they have been traditionally defined. However *they are essential to Bard's model of a private institution in the public interest.*

The Center's goals are:

- to enhance and develop Bard's model of civic engagement for higher education institutions;
- to foster programmatic linkages among Bard's programs, with the OSF network and CEU, and with Bard's partners in the United States (West Point, Grinnell, and Wesleyan) and overseas (AUCA, Smolny, Al-Quds, European College of Liberal Arts in Berlin, and the University of the Witwatersrand);
- to assure the continuing success of its partnerships and independent initiatives;
- to serve as an incubator for new and forward-looking initiatives from Bard and its network of faculty and students;
- to provide students from Bard and its network of institutions, particularly those who are disadvantaged and/or come from underrepresented and underserved communities, with opportunities to participate in educational activities and internships associated with the Center's programs, and to provide them with the training necessary for such engagement;
- to provide a forum for public programming, including lectures, workshops and conferences that explore areas of civic engagement ;
- to demonstrate the residual impact that Bard's approach has on the quality of academic work on the undergraduate and graduate level, and on the academic and professional trajectories of its graduates;
- to stimulate the exchange of experience and ideas among students, faculty, and administrators at Bard and its partner institutions, and the broader public; and,

- to communicate effectively to the general public, the general media, and the professional press the breadth and depth of its path-breaking endeavors.

The Center's programmatic areas of activity, and some of the associated programs, include the following:

- **Prison Education:** The Bard Prison Initiative.
- **Reform of Secondary Education and Teaching:** Bard High School Early Colleges (Manhattan, Queens, Newark); Paramount/Bard Academy (Central Valley, California); The Bard Early College in New Orleans; Bard College Access and Preparedness Program (BCAPP); Equal Opportunity for Early College: Associate Degree in a Box.
- **Innovations in Science and Sustainability:** Institute for the Teaching of Science/Citizen Science; Center for Environmental Policy (CEP); CEP/Cary Institute of Ecosystem Studies Program; C2C/Campus–to-Congress Program; Bard/Rockefeller Program.
- **International Partnerships:** Bard-Smolny; Bard-Al-Quds; Bard-American University in Central Asia; International Human Rights Exchange (IHRE).
- **Local Initiatives:** election.bard.edu; 'All Politics is Local'; Red Hook Together; *La Voz*; Migrant Labor Project; Red Hook ESL; Bard/West Point Exchange.
- **Student Led Projects:** TLS Program; Bard-Palestinian Youth Connection; New Orleans Project; Nicaragua Education Initiative.
- **Social Action and the Arts:** Bard's new programs with *El Sistema* (in collaboration with the Los Angeles Philharmonic and the Longy School of Music) will enhance the use of music as a means of promoting education for underserved populations and enhancing education and social mobility.
- **Service Learning and Internships:** Bard Globalization and International Affairs Program; International Human Rights Exchange (IHRE); Bard Urban Studies in New Orleans; Environmental and Urban Studies Initiative; Human Rights Project; Change in Action.
- **Public Policy, Advocacy and Public Programming:** Hannah Arendt Center; Institute for International Liberal Education; Human Rights Project; Center for Environmental Policy; Bard/West Point: Rethinking Civilian/Military Relations; Institute for the Teaching of Science; Institute for Writing and Thinking.

Bard's areas of programmatic interest demonstrate strong synergies with many of OSF's priority areas, including Criminal Justice, New Orleans, Equality and Opportunity, Human Rights and National Security, Environment and Climate Change, and the regions of the Russia, the Middle East, and Central Asia. To cite a few examples:

- **Transforming New Orleans:** The *Bard Early College in New Orleans* educates more than 10% of all New Orleans' eleventh- and twelfth-grade public high school students, providing them with Bard College credit-bearing courses, tutoring, and academic support. The Bard-New Orleans Project, under Bard's TLS program, is a student-led community research and recovery project that is conducted in collaboration with civic and neighborhood revitalization associations across New Orleans. Using data collection, analysis and map-making, it allows community organizations to more effectively advocate for government resources in high poverty areas. This program has sent more college undergraduates from Bard to New Orleans than any other college or university in the country.
- **Criminal Justice:** *The Bard Prison Initiative* is the largest degree granting college-in-prison program in the United States and a voice for prison reform.
- **Human Rights Education and National Security:** *The Bard Human Rights Program* was the first undergraduate human rights major at a US College, and has since adapted the program to Palestine and Russia. Bard's *International Human Rights Exchange*, with the University of Witwatersrand in Johannesburg, South Africa, brings together more than 90 American and African undergraduates each fall for a semester of intensive study of human rights, including a mentored internship. Bard continues to play an active role in the *Scholars at Risk Network*, hosting scholars from the Middle East, Africa and Asia. *The Bard-West Point Exchange* was recently featured at a Mellon Conference as an example of

successful cooperation between civilian and military institutions, and is focusing on new projects in civilian-military relations and the teaching of grand strategy.

- **Equality and Opportunity:** The Bard High School Early Colleges have pioneered a new conception of secondary and tertiary education in New York City, are extending to Newark, New Jersey and the Central Valley of California, and have served as a model of educational reform across the country. Together with other educational initiatives, including the *Bard College Access and Preparedness Program* and the *El Sistema* music education program, not only promote excellence in education, but are models of access to underrepresented and underserved communities.
- **Environmental Issues and Climate Change**: The *Center for Environmental Policy* offers masters in Environmental Policy and Climate Science and Policy and will soon offer a New York City MBA in sustainability. Students participate in four to six month internships an NGO or business, CEP collaborates with scientists from the world-class Cary Institute of Ecosystem Studies on research and oversees *C2C (Campus to Congress)*, which engages thousands of colleges, universities, and high school students with public officials from Congress and city governments on issues of climate solutions.
- **Russia:** The creation of *Smolny College*, the accreditation of a new degree in the liberal arts by the Russian Ministry of Education, and Smolny's recent elevation as the twenty-second faculty of St. Petersburg State University, Russia's first Faculty of Liberal Arts and Sciences, represent collectively one of the most important educational reforms in Russia since the collapse of Communism. Smolny and the Smolny Collegium provide a legitimate public venue for challenging topics that often are shut out of the Russian public sphere: Smolny holds public talks and conferences on issues such as AIDS and Human Rights, Civil Society and Academic Freedom, and the Teaching of History.
- **International Education:** Bard's dual degree programs with St. Petersburg State University (Smolny College), Al-Quds University, and the American University of Central Asia provide innovative, interdisciplinary approaches to education and new methods of teaching that are linked to the creation of democratic societies. The Bard dual degree model is increasingly attracting attention from other US institutions. Bard's dual degree MAT Program with Al-Quds University, based on Bard's US-based MAT program, is already the largest graduate program at Al-Quds and is being considered by the Palestinian Ministry of Education as a model for teacher education throughout Palestine.

Bard's undergraduate and graduate programs and its growing network in the US and abroad make it an excellent partner for CEU, including the newly created School of Public Policy.

- **The Bard Network:** Bard's network of partner institutions in Russia, Palestine and Kyrgyzstan, their faculty and students, offer numerous opportunities for collaboration on the research and programmatic level, and to situate projects in regions where they can have the most impact. The Bard/West Point Exchange could offer resources in terms of students and faculty, particularly should the School of Public Policy decide to develop programming in the sphere of civilian-military relations.
- **Public Policy Synergies and Collaboration in New York (and potentially Berlin):** Bard's Globalization and International Affairs Program (BGIA) trains young people from colleges and universities nationwide for careers in humanitarian, human rights, media, and other civic institutions. It hosts OSF fellows and oversees a vast network of internships at leading international organizations that are ideal for CEU's public policy students. Bard's Center for Environmental Policy will also offer opportunities for collaboration through its new New York City-based MBA in sustainability. Bard has recently been offered the opportunity to incorporate the European College of Liberal Arts in Berlin into its degree-granting network, which would allow it to develop a BGIA-style intern program in Berlin for undergraduate and graduate students.
- **Graduate Level Programs and Exchange:** Bard is developing innovative 3-2 BA/MA programs in international affairs and public policy that build off the success of Bard's Globalization and International Affairs program in New York and its superb New York City- based faculty, the Levy Economics Institute, and Bard's Human Rights Program, which has educational programs in New York, South Africa, Russia, and Palestine. Bard is exploring the possibility of developing a number of other 3-2 programs that would increase the number of American students studying at CEU.

Conclusion

By taking the initiative and the risks associated with its wide array of civil society programs, Bard College has acquired a depth of experience in managing, sustaining, and expanding activities that effectively present a new model of higher education institution in the public interest. Bard's continuing willingness to make changes and take risks makes it a vital force and academic model not only for excellence and coherence in undergraduate education, but also as an engine for empowering an open and civil society now and for future generations.

Appendix 2.B.2-1

Programs and Concentrations

From the Faculty Handbook:

K. Academic Programs

Liberal arts education offers students both breadth and depth of learning. Although many individual courses at Bard offer both breadth and depth, the primary sources of breadth are First-Year Seminar and the distribution requirements, while the primary source of depth is the requirement that each student major in a "stand-alone" program, possibly in conjunction with a "non-stand-alone" program.

1. Programs

   a) A program is a sequenced course of study, beginning at the introductory level and moving in progressive stages toward the development of the ability to think and/or create, innovatively and reflectively, by means of the formal structures that the discipline provides.

   b) A (non performance based) program requires 3-5 courses by the time of moderation and a total of 7-10 4-credit courses (or other configuration of courses totaling 28-40 credits) by the time of graduation; exceptions to these limits can occur only by petition to the Curriculum Committee. The required courses can be either specifically designed courses or menus of courses, and may be offered by the program or by other programs. A program may recommend, though not require, additional courses for those students wishing to pursue graduate study in the field. These credit limits do not apply to programs in the performing arts, as the structure of these programs and the necessity of constant engagement in practice, rehearsal, and performance may necessitate requiring more than 40 credits.

   c) To complete a program, a student must moderate, fulfill all course requirements, and produce a satisfactory senior project.

2. Concentrations

   a) A concentration is a cluster of related courses on a clearly defined topic.

   b) A student can only moderate into a concentration in conjunction with his or her moderation into a program. The moderations may be either simultaneous or sequential; if they are sequential, the moderation into the program must come first. In either case, there must be a clear significance and value to the coterminous completion of the requirements of the concentration and the program.

   c) A concentration requires 2-3 courses by the time of moderation and a total of 5-6 4 credit courses (or a total of 20-24 credits) by the time of graduation; exceptions to these limits can occur only by petition to the Curriculum Committee.

   d) To complete a concentration, a student must moderate, fulfill all course requirements, and produce a senior project that combines the interdisciplinary theories and methods of the concentration with the disciplinary theories and methods of the program.

3. Programs and Concentrations

   a) Programs and concentrations may have both core faculty members and associate faculty members. However, each program must have at least three full time equivalent affiliated faculty members, one of

whom serves as the chair, and each concentration must have at least two full time equivalent core faculty members, one of whom serves as the director. All faculty with regular appointments in programs are automatically defined as core members of those programs. In addition, a faculty member may be defined as a core member of a program or concentration if he or she a) teaches at least one course per year that fulfills a requirement of the program or concentration and b) self-identifies as a core member of the program or concentration. In order to ensure that each core faculty member can allocate sufficient attention to each program/concentration, it is recommended that no faculty member self-identify as a core member of more than three programs and/or concentrations at once.

b) Each program or concentration will have a budget commensurate with its size and activity. Program and concentration budgets will be publicly available and will be reviewed annually by the Planning and Appointments Committee.

c) Proposals for new programs or concentrations should be submitted to the chairs of both the Curriculum Committee and the Planning and Appointments Committee.

(1) Such proposals should include academic rationale (including relationship to existing programs), a list of core faculty, a proposed director, a three-year staffing plan, proposed budget, a proposal for new faculty line(s) if appropriate, and any other information deemed relevant by the authors of the proposal.

(2) The Curriculum Committee and the Planning and Appointments Committee will review proposals for completeness and identify potential concerns, and will forward comments to the authors of the proposals. The authors of the proposals may submit a revised proposal.

(3) The chairs of the Curriculum Committee and the Planning and Appointments Committee will consult after both committees have reviewed a proposal, and when they agree that the proposal is complete, they will forward it to the chair of the Faculty Senate, who will place it on the agenda of the Faculty Senate.

(4) The authors of the proposal will be invited to a meeting of the Faculty Senate to present their proposal and answer questions. The Faculty Senate will subsequently vote on the proposal. If a proposal is not approved, the Faculty Senate must present a written summary of the arguments against approval to the authors of the proposal.

By Faculty Action 5/21/08

L. Pathways to Graduation

1. Single Major

Students moderate in one program, complete the course requirements, and complete one Senior Project.

2. Single major with a concentration

Students moderate in both a program and a concentration, complete the course requirements for both, and complete one Senior Project that combines the interdisciplinary theories and methods of the both the program and the concentration.

3. Double Major

Students moderate in two separate programs, complete the course requirements for both programs and complete two Senior Projects.

4. Joint Major

A joint major allows students to achieve depth in two related fields of student without requiring two separate Senior Projects (as with a double major). Students complete the course requirements for two programs of study and produce one unified, integrated Senior Project involving ideas from both disciplines. Students moderate into two programs, ideally in a joint moderation, with members from each program on the moderation board and on the Senior Project board. This option requires a grade point average of 3.0 or higher and approval by the Executive Committee.

By Faculty Action 4/15/2009

Appendix 2.B.2-2

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Program Review

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From the Faculty Handbook:

K. Academic Programs

4.   Review of Programs and Concentrations

Faculty oversight of the curriculum is a cornerstone of undergraduate college life. Bringing mindful attention to curricular planning allows faculty members effectively to engage in the growth and development of the institution, as well as to address areas for improvement. Working in tandem with the Dean of the College, program directors and faculty members should regard program review not as a mere formality or data-driven exercise but rather as a vital opportunity to rethink as well as reaffirm our shared mission as educators. The review first and foremost is designed to serve the program: information gathered in the self-study and external evaluation process can and should inform requests to the Planning and Appointments Committee, deliberations of the Curriculum Committee, and day-to-day decision making of the Executive Committee.

a) Scheduling of Reviews
   Program reviews will be conducted ordinarily on a twelve-year cycle. The Executive Committee, in consultation with the Dean, sets (and, as needed, adjusts) the program review schedule. Modification to the schedule may be requested by the program or recommended by the Executive Committee. The external review of cognate programs will be combined, when desirable, with a single team of at least two or three reviewers. The Dean's office will maintain an updated schedule, giving programs ample notice of upcoming reviews.

b) Preparation of External Review
   In the semester prior to an external evaluation, program faculty will compile and review data accumulated since the last external review including course offerings, enrollments, staffing, and senior project numbers. The Registrar's office will assist with this as needed.

   (1) Working from a baseline of three-year plans, faculty within each program will conduct a comprehensive self-study prior to external review. Assembling the following materials in addition to the self-study document will aid external reviewers in their work: most recent curriculum vitae for each current faculty member, course enrollment data (available on BIP), syllabi for courses taught over the past five years, data on recent graduates.

   (2) At least one semester prior to the semester of the external review team visit the process unfolds as follows:

       (a).   The Dean, the Divisional Chair, and the Program Director (in consultation with all program faculty) work together to finalize a list of external reviewers from peer institutions, considering expertise within the discipline as well as representative knowledge of a variety of institutional settings. The list should include a brief (website) biography of each proposed reviewer with contact information.

       (b)   Members of the program convene to consider guidelines and initiate the self-study, taking into account suggestions from faculty in cognate programs. The resulting document should be reviewed by all members of the program.

(c).   The self-study goes to the Divisional Chair and to members of the Curriculum Committee for comment in the context of college-wide issues. The Curriculum Committee frames the agenda and prepares the charge for the visiting team in the year of review.

(d).   These materials will be made available to members of the visiting review team along with any other information they may request).

(3) Upon receiving the report submitted by the visiting team, the Dean will distribute the document to all members of the program and to those actively involved in the self-study process. The Curriculum Committee will respond to these materials with a brief statement directly to the Dean and the President outlining its recommendations following the external review.

Appendix 2.B.2-3

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Criteria for Program Review

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Curriculum

- What do you see as the main objectives of the major? Are they being met?
- In what ways are students advised prior to and after moderation?
- What co-curricular activities support or augment course offerings, including, for example, lectures, workshops, and student presentations?
- What changes have been made to the curriculum in the last ten years?
- How has the curriculum taken into account shifts in the field at large?
- How does your curriculum address issues of depth and breadth? For example the ratio of survey/general courses as compared to advanced level topic related courses.

College at Large

- What other programs does yours intersect with? In what ways? Are you supporting other programs, for instance, through course offerings required of other programs, or, similarly, does your program rely on offerings from another program?
- Discuss any issues with regard to the interdisciplinary nature of your field.
- How do distribution requirements affect your curriculum?

Facilities and Administrative Support

- Are your needs with regard to space and equipment met?
- How are administrative responsibilities handled? What are the primary tasks and who handles them, for example xeroxing, equipment repair, scheduling, distributing project advisors, preparing moderation schedules, etc…?
- What college-wide offices also support your needs, for instance the slide library, audio visual office…
- Are your technology needs being met with regard to program website, moodle, wireless, on-line blogging and teaching, etc…?
- Are your budgetary needs being met, and if not, what else should be funded?

Student experience

- How are students prepared for life after Bard? Does your program intersect with the career services office? Are there workshops or other extra-curricular initiatives for preparing students for the professional world?
- Is grad school preparation a concern of your program?
- Are there ways in which students are brought together as a community around your discipline, for instance senior project group presentations, junior year exhibitions, major conferences, moderation preparation meetings?
- How might your program address the topic of civic engagement either in the classroom or through outreach activities?

Faculty Issues

- Are faculty members supported in terms of individual professional development?
- How are sabbatical and leave-of-absences dealt with, i.e. are they supported appropriately, are leaves too frequent, are replacement appointments adequate?
- Are there issues with regard to the balance of tenured/tenure track/visiting and adjunct faculty? Is your program sufficiently represented on committees, and similarly is the work spread around adequately among appropriate faculty members?

Appendix 2.B.3-1

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Faculty Evaluation Document

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From the Faculty Handbook:

C. Faculty Evaluation Document   2012-2017

1. Scope of This Document

This document applies to the faculty of the undergraduate college in Annandale-on-Hudson, who are covered by the AAUP contract. All references to faculty status, including fractional time and tenure, refer to such status only in the undergraduate college.

2. Criteria for Evaluation of Tenure-Line and Regular Non-Tenure-Track Faculty Members

   a) General Statement on Faculty Evaluation

   (1) The purpose of the evaluation process is to ensure that faculty members are evaluated fairly, thoroughly and honestly, and to ensure that the college has faculty members who have demonstrated ongoing excellence in their work.

   (2) Faculty evaluations are based upon the three categories stated in Item C.2 of this Handbook. Success in all three categories, appropriately contextualized for each type of evaluation as described in Items C.1.b-f of this Handbook, is necessary for rehiring, tenure and promotion for tenure-line faculty members, and for rehiring and conversion for non-senior non-tenure-track faculty members.

   (3) Evaluations recognize the differences in the nature of teaching and professional work in each field, and unique programmatic circumstances.

   b) Criteria for Reappointment for Tenure-Track Faculty Members

   The reappointment of a tenure-track faculty member is based upon the accomplishments of the faculty member in all three categories of evaluation up until the time of evaluation. The rehiring evaluation looks forward to the tenure decision and determines what changes, if any, might be needed for a positive tenure decision.

   c) Criteria for Tenure for Tenure-Track Faculty Members

   The granting of tenure to a tenure-track faculty member is based upon both the accomplishments of the faculty member in all three categories of evaluation up till the time of evaluation and the potential of the faculty member to sustain such accomplishments for the remainder of his or her professional career.

   d) Criteria for Promotion to Full Professor of Tenured Faculty Members

   The granting of promotion to full professor of tenured faculty members is based upon both the accomplishments of the faculty member in all three categories of evaluation between the time of the granting of tenure and the promotion evaluation and the faculty member's plans for future work. The promotion evaluation is not meant to revisit the tenure evaluations. In Category III, the promotion evaluation considers leadership in the college, including an expectation of substantive faculty roles such as program director, divisional chair, member of a major faculty committee or leader of other college projects. The promotion evaluation recognizes the need for each tenured faculty member to

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find an individually appropriate balance between work in the three categories of evaluation at a time of increased opportunities for growth in all three categories.

e) **Criteria for Reappointment of Regular Non-Tenure-Track Faculty Members and Conversion of Short-Term Non-Tenure-Track Faculty Members to Regular Non-Tenure-Track Status**

In general, long-term faculty members should be in tenure-track or tenured positions.   Every proposal for the conversion of a short-term non-tenure-track faculty member to regular non-tenure-track status, or for the rehiring of a regular non-tenure-track faculty member, should specify the particular needs that the regular non-tenure-track position fills, the expectations placed upon the faculty member in that position in reference to each of the three categories of evaluation, and the rationale for having a regular non-tenure-track position rather than a tenure-track position. The evaluation of such a faculty member will be based upon these stated expectations.

f) **Criteria for Conversion of Non-Tenure-Track Faculty Members to Tenure-Track Status**

In general, tenure-track faculty members are hired in national searches. Any proposal for the conversion of a non-tenure-track faculty member to tenure-track status should explain the rationale for conversion without a national search. Evaluations for faculty members under consideration for conversion to tenure-track status should refer to all three categories of evaluation, while keeping in mind the fact that non-tenure-track faculty members are not normally expected to be as active in Category III as tenure-track faculty members.

3. The Three Categories of Evaluation

a) **Category I: Teaching**

(1) A successful evaluation requires excellence in teaching. Evaluation of teaching considers courses at all levels of the curriculum both in the program and elsewhere (for example in First-Year Seminar); work with students in the classroom and outside of it; tutorials, independent studies, and senior projects; moderation and senior project boards; advising; innovation in course design and pedagogical methods; participation in programmatic, divisional, and college-wide discussion of curriculum; contributions to relevant programs; fulfillment of curricular needs of the programs in which the evaluatee teaches; and the curricular needs of the college.

(2) Success in teaching is determined by the overall evidence in the file regarding all aspects of teaching. Information about teaching includes, but is not limited to, SOTC/CAFE forms; class visit reports; letters from Bard faculty members; letters from students; the EPC report; material submitted by the evaluatee, including an assessment of past work and plans for future work in this category; and course enrollments and numbers of tutorials, independent studies, and senior projects.

b) **Category II: Professional Work**

(1) A successful evaluation requires excellence in professional work, which consists of written scholarly work and performed or exhibited artistic work, in the public arena; such work is distinct from work in Category I. The evaluation of professional work involves both work done prior to the evaluation and plans for future work, and it considers publications, exhibitions, performances and other activities that demonstrate an active scholarly or artistic engagement with the discipline at the professional level.

(2) Success in professional work is determined by the overall evidence in the file. Information about

professional work includes, but is not limited to, publications, preprints and other written work; evidence of exhibitions, performances, recordings, lectures and demonstrations; other material submitted by the evaluatee, including an assessment of past work and plans for future work in this category; grants and fellowships; letters from Bard faculty members; published reviews of work; and external evaluation.

c) **Category III: Work within the Community**

   (1) A successful evaluation requires demonstrated responsibility and ongoing contribution, commensurate with seniority, in work in the wider college community, which consists of all the types of faculty activity that are needed to make the pedagogical mission of the college succeed and that are distinct from work in Category I and Category II. Evaluation of work in the community considers the ability to work with colleagues; leadership as needed in programmatic, divisional, and college-wide affairs; effective participation in faculty committees and in hiring and evaluation processes; the interaction with, and impact on, intellectual and artistic life at the college; work with students on extracurricular activities; sponsorship of speakers and other events on campus; participation in study-away programs, college outreach, and other college activities.

   (2) Successful work in the community is determined by the overall evidence in the file. Information about work in the community includes, but is not limited to, material submitted by the evaluatee, including an assessment of past work and plans for future work in this category, and letters from Bard students, faculty members and administrators.

4. Evaluation Procedures for Faculty Members

a) **General Principles**

   (1) That the evaluation of a teacher's work by colleagues and students can help the teacher improve the quality of that work.

   (2) That thorough, formal, and dignified procedures, regularly employed and applicable to all, are the best means of such evaluation.

   (3) That such procedures provide the best evidence for recommendations concerning reappointment, reappointment with tenure, and promotion.

   (4) Tenure is a means to (1) freedom of teaching and research and of extramural activities and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability.

   (5) Promotion is the result of continuing achievements in the categories used by the college as criteria for evaluation.

b) **Meetings with the Dean of the College**

   (1) <u>Meeting of the dean of the college and the evaluatee</u>
      By the **end of the academic year prior to the year of evaluation** for tenure and promotion cases, and by the **end of the semester prior to the semester of evaluation** for rehiring (tenure-track and regular non-tenure-track) and conversion cases, the dean of the college or the decanal designee will meet with the evaluatee to review the evaluation document, the procedures it outlines, and the evaluatee's preparation of his or her file.

   (2) <u>Meeting of the dean of the college, the divisional evaluators, divisional chairs, the Faculty</u>

<u>Evaluation Review Committee, the College Evaluation Committee and the Educational Policies Committee</u>

The dean of the college will schedule a meeting with all divisional evaluators, all divisional chairs and the members of the student Educational Policies Committee, no later than the **3rd Wednesday of each fall semester**. In this meeting the dean of the college will review the evaluation procedures and the list of faculty members to be evaluated during the academic year.

c) Community Input

(1) <u>Dates and list of evaluatees</u>

    (a)   The Faculty Executive Committee, at its final meeting of each academic year, will prepare a list of all relevant dates for the faculty evaluation process for the following academic year.

    (b)   By the **first week of each semester**, the dean of the college will prepare and distribute to faculty, staff and students a list of all faculty members scheduled for evaluation during that academic year and for whom written testimony is due in that semester and a list of deadlines for the submission of all testimony to the candidates' files.

(2) <u>Faculty files and submissions</u>

    (a)   All faculty members being evaluated will submit the following to their files: (1) an updated curriculum vitae (including a list of courses, conferences and tutorials taught and senior projects directed); (2) an assessment of work since the last evaluation (or since the initial hiring for the first evaluation) and long-term plans for future work in each of the three categories of evaluation; and (3) additional relevant materials, such as, but not limited to, course syllabi and assignments, articles, books, images and web links.

    (b)   Materials submitted by an evaluatee to his or her file must be given in both hard copy and electronic format to the Office of the Dean of the College by **July 15** for faculty members being evaluated for tenure or promotion, **August 15** for faculty members being evaluated for rehiring (tenure-track and regular non-tenure-track) or conversion in the fall, January 15 for faculty members being evaluated for rehiring (tenure-track and regular non-tenure-track) or conversion in the spring, and by the **3rd Wednesday of the semester** for senior evaluations of tenured professors not being evaluated for promotion and rehiring evaluations of senior regular non-tenure-track faculty members. After the deadline for submission, the evaluatee may submit evidence of new accomplishments in professional work, including an updated curriculum vitae and other appropriate documentation. All other material submitted by the evaluatee after the deadline will be marked as late, and will be considered at the discretion of the DEs, FERC and CEC. The dean of the college will forward an updated curriculum vitae but no other materials to the outside evaluators for tenure and promotion cases.

    (c)   The dean of the college will maintain all faculty files, both past and present. At the conclusion of the evaluation process the files are deposited in the Office of the Dean of the College.

    (d)   CAFE (Course And Faculty Evaluation) forms will be administered each semester for all classes, tutorials, conferences, and Senior Projects. The dean of the college will oversee the administration of the student evaluations.

    (e)   The file of each faculty member has two parts, the open part and the closed part, each of which is accessible during the period of evaluation to different categories of faculty members and administrators. Open Part: This part is accessible to all faculty members and administrators and includes SOTC forms and their tabulations/CAFE forms; class visit reports; material submitted by the evaluatee, including the curriculum vitae, samples of research or artistic achievements, the assessment of work in the three categories of evaluation since the last evaluation (or since the initial hiring for the first evaluation), long-

term plans for future work in the three categories of evaluation; sabbatical reports; and DE reports and FERC and CEC transmittal letters from previous evaluations. Closed Part: This part is accessible to the DEs, the FERC, the CEC, the divisional chair, the dean of the college and the president, and includes signed letters from faculty members and students; the EPC report; outside evaluation reports; and anything else not listed as being in the open file.

(f)   No material will be placed in the evaluation file of a faculty member other than what is mandated in the Faculty Evaluation Document, unless requested by the FERC, CEC, dean of the college or the president.

(g)   In their divisional reports, the DEs will make use of material in both parts of the file, quoting from them as they see fit, without revealing the identity of the author.

(3)   Class visits

(a)   For each rehiring evaluation (tenure-track and long-term visiting) evaluation, and each conversion evaluation, there will be two class visits in the semester prior to the evaluation.

(b)   For each tenure and promotion evaluation, there will be one class visit in the spring semester prior to the evaluation year and one class visit in the fall semester of the evaluation year.

(c)   For each senior evaluation of a tenured professor not being evaluated for promotion and each rehiring evaluation of a senior regular non-tenure-track faculty member, no class visit is required.

(d)   In each evaluation case of a faculty member who is less than full time, or who takes a leave of absence when a class visit would be scheduled, the divisional chair, in consultation with the program director(s) and the dean of the college, may reschedule some or all class visits, without decreasing the number of them.

(e)   At the beginning of each semester, the dean of the college will make a list of all faculty members scheduled for class visits.

(f)   Each divisional chair, in consultation with the director of the relevant programs, will select class visitors for all those faculty members who need class visits, and whose teaching is primarily in that division.

(g)   Additional class visits may be arranged by the divisional chairs, in consultation with the evaluatee, at the request of the evaluatee.

(h)   Class visits will be arranged by the **4th Wednesday of each semester**.

(i)   Before each visit, the visitor will arrange the date for the visit with the evaluatee, and will discuss the purpose and scope of the course, texts, special procedures or techniques, and the relationship between the class visited and the whole course.

(j)   During the class visit, the visitor should remain throughout the entire seminar, class, studio, or laboratory, unless a shorter time is agreed upon beforehand.

(k)   The visitor will discuss the class that was visited with the evaluatee, with the aims of assisting the latter in improving his or her teaching. The visitor will make a written report of his or her observations on the conduct of the class, no later than two weeks after the class visit. A copy of the final report will be given to the evaluatee, and a copy will be placed in the evaluation file, no later than the **13th week of the semester**.

(4)   Written testimony

(a)   All members of the college community, and especially tenure-line and regular non-tenure-track faculty members in the immediate programs of a faculty member being evaluated, are invited and encouraged to submit signed written testimony concerning faculty members

being evaluated. All written testimony must be submitted no later than the **13th Wednesday of the fall semester** for faculty members being evaluated for tenure or promotion, and by the **3rd Wednesday of each semester** for all other faculty members being evaluated. If faculty members who have already submitted a letter to the file would like to clarify and/or amend their positions after a divisional meeting discussing the evaluatee, they may submit an additional letter by the Friday following that divisional meeting. After the deadline, all material submitted will be marked as late and will be considered at the discretion of the DEs, FERC, CEC or the dean of the college, as appropriate.

(b) The dean of the college will solicit written testimony from all segments of the Bard community and request that all such testimony be sent to the Office of the Dean of the College.

(c) Evaluatees should not solicit testimony on their own behalf from current or former members of the Bard Community.

(5) External evaluation

(a) For each faculty member being evaluated for tenure or promotion, outside evaluators will be asked to assess the quality of his or her professional work. The outside evaluators for tenure cases must have professional status comparable to tenured associate or full professors, and the outside evaluators for promotion to full professor cases must have professional status comparable to tenured full professors.

(b) In the spring of the year prior to the tenure decision, the director of the principal program in which the evaluatee is located (or, in cases where that program director is the evaluatee, a tenured member of the principal division in which the evaluatee is located, as designated by the chair of that division) will prepare a list of at least five potential outside evaluators, complete with rationales explaining why these individuals are being proposed. At the same time, the evaluatee will also prepare a list of at least five potential outside evaluators, together with rationales for each of these individuals and descriptions of the degree of contact he or she has had with each of them, and, if he or she so wishes, a list of outside evaluators whom he or she thinks could not judge the merit of the file in an impartial manner. The evaluatee will give these materials to the director of his or her program (or the designate of the division). The director of the program or the designate of the division will not reveal his or her own list to the evaluatee.

(c) The director of the program (or the designate of the division) will then meet with the dean of the college, and the two of them will decide which of the ten potential outside evaluators named in the two lists will be invited to serve and in what order they will be invited. There should be at least one outside evaluator from each list. No outside evaluators will be chosen from the list of unsuitable outside evaluators submitted by the evaluatee.

(d) The dean of the college will secure three outside evaluators from the list, a process that must be completed no later than the **9th Wednesday of the fall semester**. The outside evaluators will be contacted by the dean of the college, who will send the following material: the curriculum vitae, the evaluatee's assessment of professional work since the last evaluation (or since the initial hiring for the first evaluation), long-term plans for future professional work, and samples of research or artistic achievements (selected by the evaluatee). The dean of the college will ask to receive the reports from the outside evaluators no later than **two Wednesdays prior to the start of the spring semester**.

(e) Should the evaluatee ascertain the identity of an outside evaluator and enter into contact with this person regarding the evaluation prior to the submission of the letter, the letter of that evaluator will automatically be stricken from the file.

d) Divisional and Programmatic Considerations

(1) Programmatic and divisional affiliations

Every tenure-line faculty member and regular non-tenure-track faculty member will be a core member of at least one program. For the purposes of evaluation, each faculty member will specify one or two primary programmatic affiliations; he or she must be a core member of these two programs. Every tenure-line faculty member and regular non-tenure-track faculty member will have a primary divisional affiliation. A secondary divisional affiliation may also be specified. These programmatic and divisional affiliations will be specified during the initial hiring of the faculty member, though they may be subsequently changed with agreement of the faculty member, the new program(s) and/or division(s), and the administration.

(2) Divisional meetings

(a) Each rehiring, tenure, promotion or conversion evaluation will be discussed and voted upon by the evaluatee's primary division.

(b) The divisional meeting concerned with a rehiring or conversion case will occur in the semester of evaluation, and the divisional meeting concerned with a tenure or promotion case will occur in the spring semester of the year of evaluation. The divisional chairs, in consultation with the DEs, will schedule these meetings. They should occur on the **5th, 6th, 7th or 8th Wednesday of the semester**.

(c) All members of the division may attend and speak at divisional meetings concerned with evaluation cases. If an evaluatee teaches in programs or concentrations that are interdisciplinary or in other divisions, the members of those programs and concentrations may attend and speak at the divisional meeting concerned with the evaluation case, but not vote.

(d) The spouse/partner of an evaluatee, even if he or she is a member of the appropriate program, concentration or division, may not attend the divisional meeting concerned with the evaluatee's case.

(e) After discussion of each evaluation case, there will be a vote by written ballot. Each ballot will include the vote of yes, no or abstain.

(f) All tenured faculty members in the division, and all tenure-track faculty members in the division who have been rehired after the first rehiring evaluation, are eligible to vote on each rehiring, tenure, promotion and conversion evaluation.

(g) All senior regular non-tenure-track faculty members in the division are eligible to vote on each rehiring and conversion evaluation for non-tenure-track faculty members.

(h) A quorum for divisional voting will be two-thirds of the divisional faculty members who are eligible to vote and who are teaching that semester. A tie vote will be understood as against rehiring, tenure, promotion or conversion.

(3) Divisional chair

If the divisional chair is not tenured, or is being evaluated for promotion that academic year, the previous divisional chair will fulfill the role of the divisional chair in the evaluation process, instead of the current divisional chair; if the previous divisional chair is not tenured, or is being evaluated for promotion that academic year, or is on sabbatical during that academic year, the division will elect an alternate division member who is tenured and is not being evaluated for promotion that academic year, and who will fulfill the role of the divisional chair in the evaluation process, instead of the divisional chair. This role includes all references to the divisional chair in this Faculty Evaluation Document, including having access to the closed file of evaluatees. The

election of the alternate divisional member will be at the first divisional meeting of the academic year.

e) Divisional Evaluators

(1) Selection of the divisional evaluators

    (a) Every academic year, no later than the **end of April**, two divisional evaluators (DEs) will be selected for each rehiring, tenure, conversion or promotion case that will take place the following year. The DEs will be chosen by the chair of that division, in consultation with the director of the evaluatee's principal academic program or tenured members of that program, if the evaluatee is the director.

    (b) Each DE must be tenured, 1/2 time or above, or must be an appointed, non-tenure-track faculty member who is also currently serving as director of the principle program in which the candidate is located. For each case one DE must be from the candidate's principal program, in the principal division, whenever possible; the other DE may be chosen from the same program or from another program in the same division. Under exceptional circumstances, the second evaluator may come from a division other than that in which the evaluatee is principally located. Neither DE can be scheduled for sabbatical or leave during the semester of evaluation for one-semester evaluations, or second semester of a year-long evaluation. At least one of the DEs must not be scheduled for sabbatical or leave during the first semester of a year-long evaluation; if there is precisely one DE in the candidate's principal program, then that DE must not be scheduled for sabbatical or leave during the first semester. A DE must not be scheduled for evaluation by the FERC or CEC during the time when she serves as evaluator, and must not be a member of the FERC or CEC.

    (c) It is expected that one faculty member can serve as a DE for more than one evaluatee in a given semester. It is expected that a faculty member can serve as a DE in addition to serving in other roles including program director and member of a major faculty committee (other than FERC or CEC).

(2) Work of the divisional evaluators

    (a) The DEs will conduct the preliminary evaluation for the rehiring, tenure, promotion or conversion case for which they were appointed.

    (b) The preliminary evaluation will consist of reading the file, meeting with the evaluatee, meeting with the divisional chair and writing a preliminary divisional report.

    (c) The DEs will meet with each evaluatee before they write the preliminary divisional report. The purpose of the meeting is to discuss issues that arose in the reading of the file by the DEs and to obtain information that might help the DEs contextualize and clarify these issues as they write the preliminary divisional report. Both DEs must be present at the meeting of the DEs with the evaluatee.

    (d) The DEs will meet with the divisional chair of the evaluatee's primary division before they write the preliminary divisional report. The purpose of the meeting is to discuss both issues of substance that arise in the file and divisional norms for writing the preliminary divisional reports, with the aim of promoting fairness and uniformity in these reports. Both DEs must be present at the meeting of the DEs with the divisional chair.

    (e) In the course of preparing a preliminary divisional report, the DEs may seek clarification in writing regarding the evaluatee's file by consulting with members of the Bard community, as well as the outside evaluators. Any input solicited by such consultation must be placed in writing in the file.

    (f) The purpose of the preliminary divisional report is not to state the personal assessment of

the evaluatee by the DEs, but rather to assist the divisional discussion by providing relevant summaries of the closed file, and by highlighting the strengths and weaknesses in the file in each of the three categories of evaluation. The preliminary divisional report will be written using the template given at the end of the Faculty Evaluation Document. The report will not identify the authors of any materials in the closed file. For rehiring evaluations of tenure-track and regular non-tenure-track faculty members who are not seniors, the preliminary divisional report will anticipate the tenure decision or subsequent rehiring and will state briefly the areas in which improvement would be beneficial.

(g) After the divisional discussion and vote on an evaluatee, the DEs, its members having been present at the divisional discussions, will rewrite the preliminary divisional report to reflect the sense of the majority of the faculty members in the division, as well as the complexity of points of view expressed at the discussion. In order to do so, during the divisional discussion of an evaluation case, the DEs will summarize verbally what they hear the division as saying about each of the evaluation criteria and ask for confirmation of this summary. The rewritten divisional report will not attribute views to individual faculty members.

(h) Closed discussions in the division are confidential, and no part of these discussions may be reported outside the closed divisional meeting other than the numerical results of the divisional votes and the content of the divisional report.

(i) The divisional report is meant to express the voice of the majority of the faculty members in the evaluatee's principal division. For that reason, DEs may, if they wish, contribute their own letters about the evaluatee to the file, which they may then quote just as they quote other faculty letters, and they may, if they wish, express their personal views during divisional discussion in addition to their assessment of the file as DEs.

(3) Submission of the preliminary divisional reports by the divisional evaluators

(a) The DEs will the submit preliminary divisional report to the divisional chair by **noon of the Monday two weeks prior to the Monday preceding the divisional discussion**; if the **Monday two weeks prior to the Monday preceding the divisional discussion** is during fall break, the preliminary divisional report will be submitted the **previous Friday**.

(b) The divisional chair will have one week to respond to the DEs regarding the preliminary divisional report.

(c) The DEs will distribute preliminary divisional reports to all tenure-line and regular non-tenure-track members of the division (as defined in Item AA.2.b of this Handbook), other than the evaluatee (and the spouse/partner of the evaluatee if he or she is a member of the division), by **noon on the Monday preceding the divisional discussion** via campus mail (and only via campus mail); if the **Monday preceding the divisional discussion** is during fall break, the preliminary divisional reports will be distributed the **previous Friday**.

(d) The DEs will give the final divisional report to the divisional chair and to the evaluatee no later than **one week after the divisional vote on the case**. The divisional chair will try to ensure that the revised report reflects and represents the divisional discussion. Should the divisional chair or the evaluatee feel that the final report, as submitted by the DEs, is problematic, she or he may submit to the FERC or CEC a letter explaining the problems she or he finds in the report. The evaluatee and the chair have one week to respond to the final divisional report.

(e) The DEs will submit the final divisional report to the FERC or CEC no later than **two weeks after the divisional vote on the case**. The DEs will also place the final divisional report in the evaluatee's file.

f) Faculty Evaluation Review Committee and College Evaluation Committee

(1) Composition of the Faculty Evaluation Review Committee and the College Evaluation Committee

(a) The Faculty Evaluation Review Committee (FERC) and the College Evaluation Committee (CEC) will each have five members, one from each division and one at-large member, serving staggered two-year terms. Each committee will have an alternate member, serving a two-year term.

(b) All members of the FERC will be tenured, half-time or more.

(c) Three members of the CEC will be tenured, half-time or more; two members will be senior non-tenure-track faculty members, half-time or more (or tenured professors if senior non-tenure-track faculty members are not available to serve).

(d) The divisional members of the FERC will be elected by their respective divisions. The at-large member and the alternate member of the FERC will be elected college-wide at a faculty meeting. The slate of candidates for the at-large position will consist of a list nominated by the Faculty Executive Committee (with at least two names), as well as nominations from the floor of the faculty meeting. Each faculty member will vote for two candidates. The candidates receiving the highest number of votes will be elected to the FERC, with the next candidate serving as the alternate.   The elections will be held no later than the midterm of the spring semester prior to the academic year during which the appointments commence.

(e) The members of the CEC, including the alternate member, are appointed by the Executive Committee, with the intention of distributing committee service fairly among the members of the faculty. The appointments will be made by the Executive Committee no later than the midterm of the spring semester prior to the academic year during which the appointments commence.

(f) The FERC and CEC will each elect a chair.

(g) Should any member of the FERC resign, a permanent replacement will be selected by the following procedure. First, the Faculty Executive Committee, in consultation with the FERC chair, will determine whether a division or full faculty meeting (as needed) can be held prior to the date by which the permanent replacement is needed. If it is determined that such a meeting can take place, then the permanent replacement will be chosen at such a meeting; if it is determined that there is not sufficient time for such a meeting, then the Faculty Senate will appoint the permanent replacement from the appropriate division or full faculty.

(h) Should any member of the CEC resign, the Executive Committee will appoint a replacement and ensure that the committee will have at least one member per division.

(i) The dean of the college serves as ex officio member of the FERC, and the dean of the college or the dean's decanal designee serves as ex officio member of the CEC, in order to provide the committees with information relevant to their discussions and to apprise the dean of the college of the committee's deliberations. Ex officio membership in the FERC and CEC entails participation in the committee's discussions, but not voting.

(2) The work of the Faculty Evaluation Review Committee and College Evaluation Committee

(a) The FERC will review the preliminary evaluation of each rehiring, tenure, and promotion case for tenure-line faculty members, and will make a recommendation concerning each case. The CEC will review the preliminary evaluation of each rehiring and conversion case for non-senior non-tenure-track faculty members, and will make a recommendation concerning each case.

(b) At the **start of each academic year**, there will be a joint meeting of the FERC and CEC, at

which the dean of the college will review the evaluation process for that year.

(c) The FERC and CEC will conduct a preliminary discussion and straw vote on each case it considers.

(d) If, during a straw vote on a case, one or more members of the FERC or CEC votes in disagreement with the divisional recommendation, the committee will meet with the DEs to discuss the case prior to the final committee vote on the case.

(e) In the course of discussing a case, the FERC or CEC may seek clarification regarding the evaluatee's file by consulting with members of the Bard community.

(f) After concluding its deliberations on each case, the FERC or CEC has a final vote on the case. Each committee member will vote yes or no according to his or her conscience on each case. There will be no abstentions in voting on the FERC or CEC. For each case, each committee member will state his or her vote, will give a brief explanation of the vote to the rest of the committee, and will submit a written version of that explanation.

(g) The FERC or CEC will write a transmittal letter regarding each evaluation case. This letter will contain the vote and individual explanation of each committee member, and any other comments that the committee as a whole wishes to convey. For rehiring evaluations of tenure-track and regular non-tenure-track faculty members the transmittal letter will, in consultation with the DEs and/or members of the evaluatee's program, make clear what the expectations are for the evaluatee's successful subsequent rehiring or tenure evaluation, if the DE report has not already done so.

(h) Discussions in the FERC and CEC are confidential, and no part of these discussions may be reported outside the committees.

(i) Should any member of the FERC or CEC have a conflict of interest regarding an evaluation case, as decided upon by the committee, then he or she will be replaced by an alternate for all discussion and voting on that case.

(3) Recommendation of the dean of the college and the dean's decanal designee

After the FERC or CEC vote on an evaluation case, but prior to the meeting of the FERC or CEC with the president, the dean of the college or the dean's decanal designee will convey in writing to the committee his or her intended recommendation to the president on the case. Copies of this letter will be placed in the evaluatee's file, and will be given to the evaluatee, the divisional chair, program director(s) and DEs.

(4) Communication by the Faculty Evaluation Review Committee and College Evaluation Committee

(a) For each rehiring or conversion case, the FERC and CEC will submit its transmittal letter, together with the DE report, to the president. A version of the letter with individual attribution of votes and explanations removed will be submitted to the file, and from there forwarded, together with the DE report, to the evaluatee, DEs, divisional chair, program director(s), and EPC chair by the **12th Wednesday of each semester**. The evaluatee, DEs, divisional chairs, program directors(s), and EPC chair will have until the **13th Wednesday of each semester** to submit letters of response to be placed in the file of the evaluatee. Before the **15th Wednesday of each semester**, the FERC and CEC will each meet and discuss each case with the president, who will, at this time, express any reservations or points of disagreement.

(b) For each tenure or promotion case, the FERC will submit its transmittal letter, together with the DE report, to the president. A version of the letter with individual attribution of votes and explanations removed will be submitted to the file, and from there forwarded, together with the DE report, to the evaluatee, DEs, divisional chair, program director(s), and EPC chair by the **13th Wednesday of the spring semester**. The evaluatee, DEs, divisional

chairs, program director(s), and EPC chair will have until the **14th Wednesday of the spring semester** to submit letters of response to be placed in the file of the evaluatee. Before the **17th Wednesday of the spring semester** the FERC will meet and discuss each case with the president, who will, at this time, express any reservations or points of disagreement.

g) Evaluations of Adjunct and Short-term Non-tenure-track Faculty Members

(1) Adjunct and short-term non-tenure-track faculty members are evaluated in the context of proposals for renewals of appointments in the adjunct or short-term non-tenure-track status.

(2) Evaluations that accompany proposals for renewals of appointments in the adjunct or short-term non-tenure-track status are conducted by the program director in consultation with the divisional chair (only the program director when the position is non-divisional). Such evaluations refer to SOTC/CAFE forms, and to any other material deemed relevant.

(3) The program director will forward a brief written evaluation to the dean of the college prior to the dean of the college's decision on rehiring.

h) Senior Evaluations of Tenured Professors Not Being Evaluated for Promotion and of Senior Regular Non-Tenure-Track Faculty Members

(1) Before the end of the semester of evaluation, the dean of the college, the program director and the divisional chair will review the file, which includes the material submitted by the evaluatee, SOTC/CAFE forms and letters from faculty and students, and will then meet together with the evaluatee to discuss the file, and any relevant issues raised by the participants in the discussion. The divisional chair will write a brief summary of the discussion, to be placed in the file and sent to the evaluatee by the **end of the semester.**

(2) If the program director is untenured, or is the evaluatee, the divisional chair will appoint for this evaluation a substitute for the program director who is tenured and in a related field; if the divisional chair is the program director or the evaluatee, the Executive Committee will appoint for this evaluation a substitute for the divisional chair who is tenured and in a related field.

i) Schedule of Evaluations

(1) Evaluations of tenure-track faculty members

The schedule of rehiring and tenure evaluations is stated in Item D.5 of this Handbook.

(2) Evaluations of tenured faculty members

After receiving tenure, each faculty member will have a regularly scheduled evaluation every 14th semester; such an evaluation will be either a promotion evaluation or a senior evaluation. If a tenured faculty member is evaluated for promotion prior to the **14th semester after the previous evaluation,** the regularly scheduled evaluations from then on will commence with the **14th semester after the promotion evaluation.**

(3) Evaluations of tenure-track faculty members for promotion to associate professor

(a) The granting of tenure should normally entail promotion to associate professor if the evaluatee is not already at that rank. A divisional vote in support of tenure is considered a vote in favor of promotion to associate professor.

(b) If the president grants a faculty member tenure without promotion to associate professor, such a decision should be accompanied by a written statement by the president explaining

the reasons for the denial of promotion and specifying criteria that would lead to promotion if satisfied.

(c)   If a faculty member is granted tenure but not promoted to associate professor, there will be no additional faculty evaluation for promotion, the decision being that of the president. If the faculty member feels that he or she has subsequently met the stated criteria for promotion, he or she can request a promotion from the president, who will then review the case, consult as needed, and render a decision.

(4)   Evaluations of Tenured Faculty Members for Promotion to Full Professor

Each tenured faculty member who is an associate professor at the time of a regularly scheduled post-tenure evaluation will automatically be evaluated for promotion to full professor during that evaluation. A faculty member may decline to be evaluated for promotion, in which case he or she will have a senior evaluation at the scheduled time. A faculty member may also request an evaluation for promotion not at the time of a regularly scheduled evaluation. Both types of requests must be submitted in writing to the dean of the college and the divisional chair no later than the start of the spring semester prior to the scheduled/proposed evaluation year. It is recommended that, as a matter of course, faculty members not be promoted to full professor prior to the 14th semester following promotion to associate professor.

(5)   Evaluations of non-tenure-track faculty members

Evaluations of non-tenure-track faculty members will occur in the context of proposals for rehiring.

j) The Role of the President

It is agreed that faculty evaluation is primarily a faculty responsibility. The ultimate tenure decision is the president's responsibility. He has the right to solicit necessary input. The president's decisions are to be communicated to the faculty member by the **16th Wednesday of the fall semester** for fall semester evaluations, and, whenever possible, by **June 15**, but in no event later than **June 30,** for spring semester evaluations, and for tenure and promotion evaluations. At the time of his or her decision, the president will inform the faculty member of his or her right of appeal. Any appeal from the decision of the president will be made to the board of trustees. If the board of trustees, or its delegates, agrees to hear the appeal, the president will forward all documents concerning the case to the Board. This appeal must be filed within **14 calendar days of the receipt of the president's decision**. The faculty member may also use the grievance procedure that is under the auspices of the AAUP. In any instances where the president's decision does not concur with the recommendation of the FERC or CEC, the president will meet with the appropriate committee at the start of the fall semester following the decision to convey the reasons for the disagreement.

k) The Role of the Students

To help achieve the most thorough possible input of student assessment of the success of faculty members being evaluated, there will be a parallel student process. The following process has been used in the past, and meets the needs of the faculty evaluation process. Before the end of the spring semester, the Student Forum will elect two divisional evaluation representatives from each division. Divisional representatives must be moderated Upper College students in good academic standing. Term of office is two semesters. Student divisional evaluation representatives will solicit letters and oral testimony from the students in their divisions regarding faculty being evaluated each semester to be placed in the closed file after analysis. The student divisional evaluation representatives review the open part of the file of each evaluatee and draft a summary. The EPC report will be due by the **13th Wednesday of the fall semester** for tenure and promotion evaluations, and the **5th Wednesday of each semester** for rehiring evaluations of tenure-track and regular non-tenure-track faculty members and change or status evaluations. The EPC chair, and the student divisional evaluation representatives as needed, may meet with sets of DEs during the evaluation process if either the EPC chair or the DEs

request such a meeting.

l) Evaluation in Good Faith

The Evaluation Procedures for Faculty Members are designed to evaluate each faculty member fairly and in good faith. For each evaluation, a significant amount of input is required, including evaluations from persons both within and without the Bard community. Despite the best efforts of every participant to the evaluation procedure, an evaluation might deviate from the detailed procedures set forth above. By way of example, an outside evaluator may fail to submit a report, or, a visitor to a classroom may fail to submit his or her observations in a timely fashion. In all cases where the actual evaluation process deviates from the evaluation procedures, the FERC or CEC reserves the right to determine whether the deviation is materially harmful to the evaluation at issue.

m) Life of the Document

The life of this document will be for five years beginning with the new contract year **(2012-2017)** following its adoption. All faculty evaluations at the college conducted during the life of this document will be according to this document. At the beginning of the fall semester in the year of its expiration **(fall 2016)**, the Faculty Senate will appoint a study committee responsible to the Faculty Senate, to review the document and make suggestions for revision. Amendment by normal procedures may be made before that time.

by Faculty Vote May 18, 2011

Appendix 2.B.4-1

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Visiting Faculty

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From the Faculty Handbook:

D. Policy on Faculty Appointment, Reappointment, and Tenure

1. Written Agreement

The precise terms and conditions of every appointment shall be stated in writing and shall be in the possession of both the college and the professor before the appointment begins.

2. Kinds of Appointments

With the exception of reappointments of retired faculty members on special conditions, all appointments to the faculty will strive to conform to the following categories. Except where indicated, all such appointments are at least half-time, with benefits.

a) Tenure line appointments

   1. Tenure-track

   2. Tenured

b) Non-Tenure-Track Appointments

   1. Adjunct (less than half-time, no benefits)

   2. Short-term non-tenure-track

   3. Regular non-tenure-track

   4. Senior regular non-tenure-track

   5. Presidential appointments

3. General Principles

a) Adjunct faculty members will be hired via the program and the Dean.

b) An initial, rehiring or change of status appointment of a faculty members other than a adjunct faculty member entails a written proposal from the program, and then review (including a positive or negative recommendation) by the division, the Planning and Appointments Committee and the Dean prior to a final decision by the President.

c) Adjunct faculty members and short-term non-tenure-track faculty members will be evaluated via the program and the Dean.

d) In general, a faculty member can be a short-term visitor for no more than 8 semesters, and in no case can a faculty member be in this status more than 14 semesters.

e) In general, long-term faculty members should be in tenure-track or tenured positions. Long-term non-

tenure-track appointments (regular and senior regular) are for non-tenure-track faculty members who are not in named chairs, and who, by the nature of their professional work, could not fill tenured positions, but whose value to the college merits long-term affiliation with the college while not in tenured positions, and whose presence in the program is not detrimental to having sufficiently many tenure-line faculty members in that program.

f) Tenure-track faculty members who are not granted tenure at the time of the scheduled tenure decision should not, other than in exceptional circumstances, be subsequently hired into non-tenure-track faculty positions at the college; any such rehiring entails a written proposal from the program, and then review (including a positive or negative recommendation) by a meeting of the divisional program chairs, the Planning and Appointments Committee and the Dean prior to a final decision by the President.

g) Tenure will not be granted without an initial non-tenured appointment of at least three years. An exception will be made for faculty members who had previously been awarded tenure by another institution of higher learning, and for whom an initial non-tenured appointment of one or two years is possible.

h) The word "visiting" will, other than in exceptional circumstances, be used only in the titles of adjunct faculty members, short-term non-tenure-track faculty members, and faculty members who have regular appointments elsewhere while temporarily at Bard.

4. Titles for Non-Tenure-Track Appointments

a) The title of every named chair or other Presidential appointment will be determined by the President. The title of every other non-tenure-track faculty member will be determined by the Dean as part of the initial appointment, subject to the following guidelines.

b) The title of a adjunct faculty member or a short-term non-tenure-track faculty member is normally "visiting assistant professor," "visiting associate professor," "lecturer," "artist-in-residence," "writer-in-residence" or "scholar-in-residence" (the latter possibly modified for the particular field).

c) The title of a regular non-tenure-track faculty member is normally "term assistant professor," "continuing assistant professor," "term associate professor," "continuing associate professor," "artist-in-residence," "writer-in-residence" or "scholar-in-residence" (the latter possibly modified for the particular field).

d) The title of a senior regular non-tenure-track faculty member is normally "term associate professor," "continuing associate professor," "term professor," "continuing professor," "senior artist-in-residence," "senior writer-in-residence" or "senior scholar-in-residence" (the latter possibly modified for the particular field).

e) The only promotion decision for non-tenure-track faculty members occurs when a regular non-tenure-track faculty member is promoted to senior regular non-tenure-track faculty member.

f) The title "instructor" is reserved for non-tenure-track faculty members who do not have the appropriate terminal degrees.

g) Adjectives such as "distinguished" may be added to the title of a non-tenure-track faculty member when appropriate, as determined by the Dean during the initial appointment.

5. Adjunct faculty

a) Appointments are for one year, for less than the equivalent of three courses.

b) Proposals for initial hirings are submitted to the Dean by the program chair in consultation with the division chair. Proposals include a brief rationale, a list of courses to be taught, a CV of the candidate, and an updated three-year program plan.

c) Proposals for renewals of appointments must be submitted annually. Such proposals are similar in format to proposals for initial hirings, but also include a brief evaluation of work, in Category I, since the time of the previous proposal for hiring. Such evaluations, conducted by the program chair in consultation with the division chair (only the program chair when the position is non-divisional) refers to SOTC/CAFE forms, and to any other material deemed relevant.

d) Proposals for the following year are due by the due date for budgets for the following year. Exceptions to this deadline would be considered by the Dean upon written request.

6. Short-term non-tenure-track faculty

a) Short-term non-tenure-track faculty members are hired in faculty positions (not on a per course basis), at least half-time, with benefits. Such faculty members may be replacements for tenure-line faculty members on sabbatical or leave of absence, or in rotating positions, or candidates for long-term non-tenure-track positions.

b) Appointments are for one, two or three years.

c) A faculty member can be a short-term visitor for no more than 14 semesters (not necessarily consecutive).

d) Appointment letters specify the expectations for the work of the faculty member in reference to each of the three categories of evaluation.

e) Proposals for initial hirings are submitted to the Dean by the program chair in consultation with the division chair, and are forwarded by the Dean to the Planning and Appointments Committee for informational purposes and for comment. Proposals include a discussion of the role this position will play in the program(s), and in related and interdisciplinary programs, as well as the role of the position within the College; a list of program faculty, and the number of courses each contributes to the program each year; enrollments in courses for the past five years, including tutorials and senior projects; an updated three-year program plan; and a description of the proposed hiring process to fill the position if there is no specific candidate, or the CV of a candidate if there is a specific candidate.

f) A proposal for a short-term non-tenure-track position may request approval of the position, separately from a specific candidate, for up to 14 semesters; if such a proposal is approved, then a proposal for hiring a specific candidate into the position at any time during the 14 semesters will be submitted directly to the Dean, and requires information about the candidate only.

g) If, at the end of the penultimate year of a short-term non-tenure-track appointment, the program wishes to renew the appointment, it can request that the faculty member be evaluated by the program chair in the following fall. The program chair will be requested to complete such evaluations at his or her earliest possible convenience in the fall. The evaluation will be conducted in consultation with the division chair (only the program chair when the position is non-divisional), and it will refer to SOTC/CAFE forms, and to any other material deemed relevant.

h) If, at the end of the penultimate year of a short-term non-tenure-track appointment, the program wishes to consider conversion of the faculty member to a tenure-track position without a search, it can request that the faculty member be evaluated by the CEC in the following fall. The CEC will be requested to complete such conversion evaluations at its earliest possible convenience. The criteria and procedures

for the evaluation are the same as for rehiring evaluations for tenure-track faculty, including divisional discussion and vote; the evaluation is cognizant of the expectations for the work of the faculty member as stated in the initial proposal for the position. The evaluation makes a recommendation about suitability for hiring. If the faculty member will be a candidate in a national search for a tenure-track position, no evaluation occurs.

i) An evaluation of a short-term non-tenure-track faculty member (either by the program chair in consultation with the division chair, or by the CEC, as appropriate) will be conducted only in the context of a proposal for a renewal or conversion of the appointment.

j) Proposals for renewals of appointments of short-term non-tenure-track faculty member are submitted to the Dean after discussion by the program. Proposals are similar in format to proposals for initial hirings. Each proposal will be accompanied by an evaluation by the program chair, as described in Item I.D.6.g. The final decision to renew the appointment of a short-term non-tenure-track faculty member is by the President upon recommendation of the program and the Dean, and considering the evaluation by the program chair.

k) Proposals for the conversion of a faculty member from short-term visitor to tenure-track without a search are submitted to the Planning and Appointments Committee after discussion and vote by the division.   The proposed conversion should normally take effect no earlier than after the candidate has taught two years at Bard. Proposals include a discussion of the role this position has played and will play in the program(s), and in related and interdisciplinary programs, as well as the role of the position within the College; a list of program faculty, and the number of courses each contributes to the program each year; enrollments in courses for the past five years, including tutorials and senior projects; a three-year program plan; the CV of the candidate; and the rationale for conversion without a national search. Each proposal will be accompanied by an evaluation by the CEC. The final decision to make a tenure-track appointment is by the President upon recommendation of the division, the Planning and Appointments Committee and the Dean, and considering the evaluation by the CEC.

7. Regular non-tenure-track faculty

a) Regular non-tenure-track faculty members are hired in faculty positions (not on a per course basis), at least half-time, with benefits.

b) Appointments are for five years, and are renewable.

c) Appointments can be renewed indefinitely, though there is no commitment for such renewal, even when evaluations of the faculty member are positive.

d) A regular non-tenure-track appointment will not be granted unless the candidate has been at the college for at least two years, and has undergone an evaluation by the CEC; exceptions can be made with the approval of the division and PAC.

e) If, at the end of the penultimate year of a short-term non-tenure-track appointment or a tenure-track appointment, the program wishes to consider conversion of the faculty member to a regular non-tenure-track position, it can request that the faculty member be evaluated by the CEC in the following fall (unless the faculty member was already evaluated for tenure, in which case no additional evaluation is needed). The CEC will be requested to complete such conversion evaluations at its earliest possible convenience. The criteria and procedures for the evaluation are the same as for rehiring evaluations for tenure-track faculty, including divisional discussion and vote; the evaluation is cognizant of the expectations for the work of the faculty member as stated in the initial proposal for the position. The evaluation makes a recommendation about suitability for hiring.

f) Proposals for the conversion of a faculty member from short-term visitor or tenure-track status to regular visitor are submitted to the Planning and Appointments Committee after discussion and vote by the division. The proposal must be submitted to the division by the start of the academic year prior to the intended time when the conversion would take effect. For the conversion of a short-term visitor, the proposed conversion can take effect no earlier than after the candidate has taught two years at Bard. Proposals include a discussion of the role this position has played and will play in the program(s), and in related and interdisciplinary programs, as well as the role of the position within the College; a list of program faculty, and the number of courses each contributes to the program each year; enrollments in courses for the past five years, including tutorials and senior projects; a three-year program plan; the CV of the candidate; the expectations for the work of the faculty member in reference to each of the three categories of evaluation; and the rationale for having a long-term non-tenure-track faculty member who is not tenure-line. Each proposal will be accompanied by an evaluation by the CEC. The final decision to make a regular non-tenure-track appointment is by the President upon recommendation of the division, the Planning and Appointments Committee and the Dean, and considering the evaluation by the CEC.

g) If, at the end of the third year of a regular non-tenure-track appointment, the program wishes to consider renewing the appointment, it can request that the faculty member be evaluated by the CEC in the following fall. The CEC will be requested to complete such evaluations at its earliest possible convenience in the fall. The criteria and procedures for the evaluation are the same as for rehiring evaluations for tenure-track faculty, including divisional discussion and vote; the evaluation is cognizant of the expectations for the work of the faculty member as stated in the initial proposal for the position. The evaluation makes a recommendation about suitability for hiring.

h) Proposals for the rehiring of regular non-tenure-track faculty members are submitted to the Planning and Appointments Committee after discussion and vote by the division. Proposals include a discussion of the role this position has played and will play in the program(s), and in related and interdisciplinary programs, as well as the role of the position within the College; a list of program faculty, and the number of courses each contributes to the program each year; enrollments in courses for the past five years, including tutorials and senior projects; a three-year program plan; the CV of the candidate; the expectations for the work of the faculty member in reference to each of the three categories of evaluation; and the rationale for having a long-term non-tenure-track faculty member who is not tenure-line. Each proposal will be accompanied by an evaluation by the CEC. The final decision on rehiring is by the President upon recommendation of the division, the Planning and Appointments Committee and the Dean, and considering the evaluation by the CEC.

i) An evaluation of a regular non-tenure-track faculty member will be conducted only in the context of a proposal for a renewal of the appointment.

j) One or two semesters of leave of absence (not necessarily consecutive) during the five year appointment would extend the appointment by one year.

8. Senior regular non-tenure-track faculty

a) If a regular non-tenure-track faculty member has been rehired twice after successful evaluations by the CEC and/or FERC for each rehiring, he or she will be promoted to the rank of senior regular non-tenure-track faculty member. A proposal for the rehiring of a senior regular non-tenure-track faculty members will not require divisional discussion and vote, and will be accompanied by an evaluation using the same process as for senior evaluations of tenured faculty members.

b) If, at the end of the third year of a senior regular non-tenure-track appointment, the program wishes to consider renewing the appointment, it can request that the faculty member be evaluated as a senior faculty member in the following fall. The evaluation should be completed at the earliest possible time

in the fall. The criteria and procedures for the evaluation are the same as for senior evaluations for tenured faculty members; the evaluation is cognizant of the expectations for the work of the faculty member as stated in the initial proposal for the position. The evaluation makes a recommendation about suitability for hiring.

c) Proposals for the rehiring of senior regular non-tenure-track faculty members are submitted to the PAC by the program. Proposals include a discussion of the role this position has played and will play in the program(s), and in related and interdisciplinary programs, as well as the role of the position within the College; a list of program faculty, and the number of courses each contributes to the program each year; enrollments in courses for the past five years, including tutorials and senior projects; a three-year program plan; the CV of the candidate; the expectations for the work of the faculty member in reference to each of the three categories of evaluation; and the rationale for having a long-term non-tenure-track faculty member who is not tenure-line. Each proposal will be accompanied by a senior evaluation. The final decision on rehiring is by the President upon recommendation of the PAC and the Dean, and considering the senior evaluation.

9. Presidential Appointments

a) Named chairs without tenure and other Presidential appointments are hired in faculty positions (not on a per course basis), at least half-time, with benefits.

b) Such appointments are at the discretion of the President, in consultation with the faculty.

c) Appointments are for an initially specified number of years, usually no more than five years.

d) Appointments can be renewed indefinitely, though there is no commitment for such renewal, even when evaluations of the faculty member are positive.

e) The courses taught by a named chair undergo the same approval process by the faculty as all other courses taught at the college.

f) Prior to the rehiring of a named chair without tenure, it is preferable that the faculty member be evaluated, by the same process used for regular or senior regular non-tenure-track faculty members, as appropriate.

g) An evaluation of a named chair without tenure will be conducted only in the context of a proposal for a renewal of the appointment.

10. Miscellaneous

a) Exceptions to the above categories are by petition to the Planning and Appointments Committee.

b) The period of non-tenured service shall be suspended for any time during which the faculty member may be on an unpaid leave-of-absence (except sick leave).

c) In exceptional cases, a faculty member can petition the division and the administration for acceleration or deceleration of the evaluatee's evaluation clock.

d) For non-divisional faculty members (for example First Year Seminar, Bard Academic Resources Center or Bard Center Fellow faculty members), the role of the program chair in the above procedures is replaced by the appropriate equivalent as specified in the appointment letter, and there is no analog of the division chair.

11. Implementation

a) The use of the above five categories of non-tenure-track faculty members, and the ensuing titles and procedures for hiring and evaluation, will apply to all newly hired non-tenure-track faculty members for contracts beginning in July 2012.

b) During the seven academic years following the adoption of this document, every program that has non-tenure-track faculty members hired prior to the adoption of this document will review the status of each such faculty member, with the goal of having each previously hired non-tenure-track faculty members moved into one of the five categories by the end of the seven years, or earlier if agreed upon by the individual faculty member and the program. For faculty members currently teaching at the college, the time limitations for short-term non-tenure-track positions applies only to time at the college after the adoption of this document. A non-tenure-track faculty member hired prior to the adoption of this document will have the option of either keeping his or her current title or of switching to a new title proposed by the Dean according to the guidelines described in Item I.D.4.

c) A non-tenure-track faculty member who has taught at the college for seven years or more prior to the adoption of this document will have the option, if agreed upon by the individual faculty member and the program, of not moving to one of the five categories, and instead maintaining his or her current short-term contractual structure, though with the evaluation and rehiring process used for short-term non-tenure-track faculty members described in Item I.D.6.j.

d) Any long-term non-tenure-track faculty members who has been at Bard seven years or more and has had a successful FERC evaluation and rehiring will automatically be a senior regular non-tenure-track faculty member; any long-term non-tenure-track faculty members who has been at Bard seven years or more and has not had a successful FERC evaluation (or any FERC evaluation) will need only one successful evaluation by the CEC (as constituted under the revised Faculty Evaluation Document) and rehiring to achieve senior status.

by Faculty Vote 11/10/2010

Appendix 2.B.4-2

Faculty Data

Table 2.B.4-2 (1): Tenured/Tenure-Track vs. Visiting Faculty 2005-2006 and 2010-2011

	2005-2006	2010-2011
Number of faculty FTE	183.3	197.71
Number of tenured/tenure-track faculty FTE	128.8	143.76
Number of visiting faculty FTE	54.5	53.95
Percentage of tenured/tenure-track faculty FTE	70.27%	72.71%

Table 2.B.4-2 (2): Full-Time vs. Part-Time Faculty 2005-2006 and 2010-2011

	2005-2006	2010-2011
Number of faculty	230	241
Number of full-time faculty	130	156
Number of part-time faculty	100	85
Percentage of full-time faculty	79.6%	84.7%

Notes:

1) In Table 2.B.4-2 (1) the number of FTE faculty members are listed, whereas in Table 2.B.4-2 (2) the number of actual faculty members are listed; hence the numbers in the two tables are not the same.

2) In Table 2.B.4-2 (2), the percentage of full-time faculty is computed by the formula FT/(FT+PT/3). This formula, which is used by Common Data Set, assumes that on average, part-time faculty have one-third time positions. That is not the average at Bard, but we use the formula because we are required to for the Common Data Set.

Appendix 2.B.5-1

Center for Faculty and Curricular Development Events

Fall 2006 to Spring 2011

Fall 2006
September   Work/Life Balance: What is it and How Can I Achieve it?
September   CFCD Coffee House in Kline
November   "Rethinking Difference" in the Classroom: Pedagogical Challenges and
                             Opportunities

Spring 2007
Intersession   Syllabus Design and Grading – two day workshop
                          Presenter: Michael Reder, Director, Center for Teaching and Learning,
                             Connecticut College
March   Publishing Day–Bard with Vassar, Simon's Rock, Skidmore, Union, and Trinity meet
                          with publishers from Palgrave Macmillan, Yale UP, Cornell UP, SUNY UP and literary
                          agencies
April   Pedagogy Round Table

Fall 2007
September   CFCD Reception
September   Teaching x 2: Team Teaching in the 21st Century
October   Teaching After Virginia Tech
November   Thirteen Ways of Looking at Student Papers

Spring 2008
January   Difficult Conversations in the Classroom (Sonny Ago)
February   Learning from BPI Transforming Pedagogy through Teaching in the Prisons
February   Dynamics of Race and Gender in the Classroom and Gender Bias in Faculty Hiring
                          (CITE)
March   Designing Writing-Rich Courses (Rutz)
March   Writing Initiatives (Wallack)
March   Pedagogy Round Table following 2 weeks of Master Classes
April   Moodle & Google: Technology Support Content exploration, communication &
                          collaboration
April   Religion in the Classroom

Fall 2008
August   Designing (or re-designing) the Course Syllabus
September   Digital Survival Skills, Part One
October   Liberal Education & America's Promise (LEAP)
October   Best Practices for Search Committees
November   Effective Public Speaking with Liz Smith

Spring 2009
January   Integrative Writing
March   Comments that Work: More Feedback in Less Time

March	Soup Sessions: Curricular Computing & Instructional Technology
March	Collaborative Learning in the Classroom: How to make 'group work' work
April	What is a Teaching Portfolio & How do I Create One
April	Teaching & Research: Finding the Balance
	How Can Non-Science Faculty Best Use the Facility & Resources in RKC?

Fall 2009

August	Teaching Writing-Rich Courses
August	Re-envisioning the Course Syllabus
October	Teaching in the Writing-Intensive Classroom
November	Defending Collegiality

Spring 2010

January	Teaching Writing-Rich Courses
February	Senior Project Advising & Evaluation
March	Open Classes: Focus on Active Learning
May	End of year reception "New Directions for CFCD"

Fall 2010

August	Teaching Writing –Rich Courses
August	Re-envisioning the Course Syllabus
September	Faculty Welcome Reception
	Jeff Katz - "7 Things You Never Imagined the Library Could Do For You!"
September	Close Reading Workshop "Good Practices"

Spring 2011

January	Teaching Writing-Rich Courses
February	Grading: Rubrics, Criteria, and Inflation

New (and Newer) Faculty Seminars

Fall 2006

September	Authority in the Classroom
October	Managing Classroom Discussion: Cultivating Active Learning)
November	Commenting on Student Papers: What Works?
December	Reception for New Faculty and First-Year Seminar Faculty

Spring 2007

February	How to Finish Your Dissertation, Teach at Bard, and Survive
March	Making Sense of Your SOTC Forms
April	Master Faculty Open Classes (12 day period)
April	What is a Mentor and Do I Need One?

Fall 2007

September	The "Honeymoon" Period and Beyond: Making the Most of the First Weeks of the Term
October	Advice for the Adviser: A New Faculty Member's Guide to Advising at Bard
November	How Are We Doing? Evaluating Student Work, Responding to Student Writing
December	Keeping it All Together: Reflections on the Apprenticeship of a Teacher/Scholar

Spring 2008
February   Making Sense of Your SOTC Forms
March   Troubleshooting in the Classroom
April 15   What to Expect in May: Senior Project and Moderation Boards at Bard

Fall 2008
September
October
November
December

Spring 2009
January   Teaching at Bard: What to Expect
February
March
April

Fall 2009
September   Ten Things I Wish I Had Known When I Started at Bard
October   Assessing Student Work/Commenting on Papers
November   Balancing Teaching and Professional Work (or making the most of intersession)

Spring 2010
February   Making Sense of Evaluations

Fall 2010
September   Ten Things I Wish I Had Known When I Started at Bard
October   Commenting on & Evaluating Student Work
November   Advising in a Diverse World
December   Balancing Teaching and Research

(New (and newer) seminars replaced by Lightning Lunches):

Spring 2011
February   Good Practices: Teaching Engaged Reading
March   Challenges in Teaching and Academic Support for Learning Disabilities
                    Mentoring Students of Color
                    In Introduction to Campus Connects and Suicide Prevention
                    Who and When? Faculty Resources for Social Support of Students
April   Preparing a Prospectus/Planning for the Book
                    How to Use Advising Day Well
                    Registration Dilemmas: Handling Registration Requests

Appendix 2.B.5-2

<div align="center">

Faculty Seminars History

Fall 2006 to Spring 2011

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Fall 2006	September 27	Cole Heinowitz	"The World, Columbus, Shall be Free": British Romantic Deviance and Spanish American Revolution
	October 25	Daniel Karpowitz	"Figures of Speech: Thoughts on Public Speaking in the Age of Mass Incarnation"
	November 15	Sven Anderson	"How do Songbirds Sing?"
	December 6	Deirdre D'Albertis	"How to be a Domestic Goddess Redux"
Spring 2007	February 28	Leon Botstein	"Unraveling the Enigma of Elgar"
	March 21	Nicole Caso	"On Strategic Essences: The Mayan Cultural Movement in Guatemala"
	April 11	Richard Davis	"Temple in a Frame" (a slide lecture)
	May 2	Catherine O'Reilly	"Hot off the Press: The IPCC Repost on Global Warming"
Fall 2007	October 3	Omar Encarnación	"Pinochet's Revenge: Memory and Politics in Spain"
	October 10	Peter Laki	"An aborted Requiem for JFK: Two Hungarians in Washington"
	November 7	James Bagwell	"Sondheim's Sweeney Todd and the Musical Theater Tradition"
	December 5	David Kettler	"Openers: First Letters and the Question of the Return from Exile"
Spring 2008	February 5	Jonathan Cristol	"The Problem of 'Legitimacy'in American Diplomatic Recognition"
	February 27	Richard Gordon	"From Free Association to Paxil: How Did We Get Here?"
	March 12	Patricia Karetsky	"Art in China after the Cultural Revolution"
	April 23	Philip Johns	"The eyes have it: the curious evolution and genetics of stalk-eyed flies, Cyrtodiopsis dalmanni"
	May 7	Ian Buruma	"European Islam and Enlightenment Values"
Fall 2008	September 7	Greg Moynahan	"The Fundamental Science of the Coming of Age: Cybernetics, State Planning, and Ideology in East Germany, 1956-1969"
	October 15	Youssef Yacoubi	"Salman Rushdie's Ultimate misere: the 'Infernal Cycle of Repetition'"
	November 19	Sanjib Baruah	"Constructing Insiders and Outsiders: Citizenship Practices in Northeast India"
	December 3	Sarah Lopez-Duran	"Does She Know That I Know?" The Development of Perspective-Taking Between Two and Five Years of Age.
Spring 2009	February 18	Pierre Ostiguy	"High" and "Low": Populism and Anti-Populism in Argentina

	March 11	Roger Berkowitz	"A New Law on Earth: Hannah Arendt's Dignity Politics"
	April 15	Barbara Luka	"The Tritone Paradox and Metaphors of Fear"
	April 29	Gregory Landweber	"Symmetry and Supersymmetry"
Fall 2009	September 9	Gennady Shkliarevsky	"Of Cats and Quanta: Paradoxes of Knowability of Reality"
	October 7	Diana Brown	"Aging Bodies, Vigorous Lives: Navigating Health and Beauty in a Southern Brazilian City"
	November 18	Kristin Scheible	"The Buddha's Miracles on the Pa-li Maha-va-msa: Myth, History, and the Afterlives of Religious Texts"
	December 9	Ben LaFarge	"Comic Anxiety and Kafka's (Black) Comedy"
Spring 2010	February 3	John Cullinan	"The Geometry of Prime Numbers"
	March 10	Florian Becker	"Why Brecht Now?"
	April 14	Garry Hagberg	"Autobiography at One Remove"
	May 5	Joseph Luzzi	"On Literary Value"
Fall 2010	September 29	Gidon Eshel	"Individual Choices, Global Consequences: Rethinking Human-Earth Interactions"
	October 27	Brooke Jude	"The Science Behind Sticking: Revealing Factors Involved with Surface Attachment and Biofilm Production in a Hudson Valley Bacterial Isolate"
	November 10	Leah Cox	"The Necessity of Thinking, Making, and Doing: The collaborative process and product of the Bill T. Jones/Arnie Dance Company"
Spring 2011	February 2	John Pruitt	"The Deren Paradigm"
	February 16	Emily McLaughlin	"Incorporating nitrogen into complex chemical substrates: Exploits in amino acid synthesis"
	March 2	Ken Buhler	"The Scarlet Sweater: A Hue's Hue of Color History"
	April 20	Philip Johns	"Genes and behavior: How to know what flies are thinking"

Appendix 2.B.5-3

<p align="center">**Faculty Book Celebrations**</p>

<p align="center">**Fall 2004 to Spring 2012**</p>

February 9, 2004
Omar Encarnación
The Myth of Civil Society

March 1, 2004
Joan Retallack
The Poetical Wager

March 22, 2004
Celia Bland
Soft Box

April 19, 2004
James Chace
1912: Wilson, Roosevelt, Taft, and Debs- The Election that Changed the Country

October 4, 2004
Bruce Chilton
Rabbi Paul: An Intellectual Biography

November 1, 2004
John Ashbery
Selected Prose

February 14, 2005
Jeff Katz
Small Rain

February 28, 2005
Susan Aberth
Leonora Carrington: Surrealism, Alchemy and Art

March 14, 2005
Laurie Dahlberg
Victor Regnault and the Advance of Photography: The Art Avoiding Errors!

April 18, 2005
Robert Kelly
Lapis

May 15, 2005
Marina Van Zuylen
Monomania

November 14, 2005
Mark Lytle

America's Uncivil Wars: The Sixties Era from Elvis to the Fall of Richard Nixon

March 6, 2006
Sanjib Baruah
Durable Disorder: Understanding the Politics of Northeast India

March 20, 2006
Karen Sullivan
Truth and Heretic: Crises of Knowledge in Medieval French Literature

April 24, 2006 (Photographer's Reception)
   Tim Davis   *My Life in Politics*
   Larry Fink   *Photographs by Larry Fink*
   An-My Le   *Small Wars*
   Stephen Shore   *American Sacrifices*

November 29, 2006
Daniel Mendelsohn
The Lost: A Search for Six of Six Million

December 12, 2006
Kyle Gann
Music Downtown: Writings from the Village Voice

February 27, 2007
Carolyn Dewald
Thucyclides War Narratives: A Structural Study

March 20, 2007
Mat Johnson
The Great Negro Plot

March 27, 2007
Mark Lytle
The Gentle Subversive: Rachel Carson, Silent Spring and the Rise of the Environmental Movement

May 1, 2007
Ian Buruma
Murder in Amsterdam: The Death of Theo van Gogh and the Limits of Tolerance

December 17, 2007
Robert Strassler
The Landmark Herodotus

February 25, 2008
Eric Trudel
La Terreur à l'oeuvre, théorie, poétique et éthique chez Jean Paulhan

April 9, 2008
Bruce Chilton
Abraham's Curse

April 21, 2008
Philip Pardi
Meditations on Rising and Falling

September 8, 2008
Suzanne Vromen
Hidden Children of the Holocaust: Belgian Nuns and their Daring Rescue of Young Jews from The Nazis

October 6, 2008
Joan Retallack
Gertrude Stein Selections

November 3, 2008
Terry Dewsnap
Island of the Daemons: The Lough Derg Pilgrimage and the Poets Patrcik Kavanagh, Denis Devlin and Seamus Heaney

December 1, 2008
Paul Murray
Life in Paradox: The Story of a Gay Catholic Priest

February 3, 2009
Robert Kelly
The Book from the Sky

March 2, 2009
Joe Luzzi
Romantic Europe and the Ghost of Italy

Two planned receptions Lauterbach and Elmelech that were scheduled had to be postponed due to emergencies on campus

September 21, 2009
Daniel Mendelsohn
Collected Poems: The Unfinished Poems of C.P. Cavafy

October 5, 2009
Ann Lauterbach
Or To Begin Again

November 2, 2009
Francine Prose
Anne Frank: The Book, The Life, The Afterlife

February 8, 2010
Mary Caponegro
All Fall Down

April 19, 2010
Cole Heinowitz
Spanish America & British Romanticism, 1777-1826: Rewriting Conquest

May 10, 2010
Nicole Caso
Practicing Memory in Central American Literature

September 13, 2010
Tim Davis
Tim Davis: The New Antiquity

September 27, 2010
Robert Kelly
The Logic of the World

October 4, 2010
Richard Davis
A Priest's Guide for the Great Festival: Aghorasiva's Mahotsavavidhi

October 25, 2010
Rebecca Chace
Leaving Rock Harbor

November 1, 2010
Ian Buruma
Taming the Gods: Religion and Democracy on Three Continents

November 15, 2010
Kyle Gann
No Such Thing as Silence: John Cage's 4'33"

January 31, 2011
Mona Simpson
My Hollywood
Introduction by Mary Caponegro

February 21,2011
Daniel Berthold
The Ethics of Authorship: Communication, Seduction, and Death in Hegel and Kierkegaard
Introduction by Garry Hagberg

March 28, 2011
Frederick Hammond
The Ruined Bridge
Studies in Barberini Patronage of Music and Spectacle 1631 – 1679
Introduction by James H. Ottaway, Jr.

April 11, 2011
James Romm and Robert Strassler, eds.
The Landmark Arrian
Introduction by Leon Botstein

September 5, 2011
Susan Fox Rogers
My Reach: A Hudson River Memoir
Introduction by Michael Ives

September 19, 2011
Ethan Bloch
The Real Numbers and Real Analysis
Proofs and Fundamentals
Introduction by Sam Hsiao

October 3, 2011
Bradford Morrow
The Diviner's Tale
Introduction by Karen Russell

October 24, 2011
Edie Meidav
Lola, California
Introduction by Mary Caponegro

November 7, 2011
James Romm
Ghost on the Throne: The Death of Alexander the Great and the War for Crown and Empire
Introduction by Carolyn Dewald

November 21, 2011
Susan Gillespie
The Correspondence of Paul Celan & Ilana Shmueli
Introduction by Norman Manea

February 15, 2012
Tatjana Myoko von Prittwitz und Gaffron
"Kreativität als allgemeines Menschenrecht!" Georg Jappe. Formen angewandter Ästhetik ("Creativity as a human right!" Georg Jappe. Forms of applied esthetics)
Introduction by Leon Botstein

February 20, 2012
Bruce Chilton
The Way of Jesus: The Targums
Introduction by Fr. Joseph Mail

March 5, 2012
Myra Armstead
Freedom's Gardener: James F. Brown, Horticulture, and the Hudson Valley in Antebellum America
Introduction by Mark Lytle

March 19, 2012
Susan Merriam
Seventeenth-century Flemish Garland Paintings: Still Life, Vision, and the Devotional Image: Visual Culture in Early Modernity
Introduction by Marina van Zuylen
April 9, 2012
David Kettler
The Liquidation of Exile: Studies in the Intellectual Emigration of the 1930's
Introduction by Nadia Latif

April 23, 2012
Paul La Farge
Luminous Airplanes
Introduction by Robert Kelly

Appendix 2.B.9-1

Faculty Teaching First-Year Seminar

	Tenure and Tenure-line Faculty Teaching FYS	Total Faculty Teaching FYS	Percentage Tenure and Tenure-line Faculty Teaching FYS
Spring 2001	8	22	36.4%
Fall 2001	7	21	33.3%
Spring 2002	13	23	56.5%
Fall 2002	8	22	36.4%
Spring 2003	11	22	50.0%
Fall 2003	14	25	56.0%
Spring 2004	15	26	57.7%
Fall 2004	13	25	52.0%
Spring 2005	13	26	50.0%
Fall 2005	7	26	26.9%
Spring 2006	14	28	50.0%
Fall 2006	7	25	28.0%
Spring 2007	6	27	22.2%
Fall 2007	6	29	20.7%
Spring 2008	4	25	16.0%
Fall 2008	9	29	31.0%
Spring 2009	5	29	17.2%
Fall 2009	14	31	45.2%
Spring 2010	5	29	17.2%
Fall 2010	11	31	35.5%
Spring 2011	10	30	33.3%
Fall 2011 (scheduled to teach)	10	31	32.3%
Spring 2012 (scheduled to teach)	9	30	30.0%

Moderation Form

MODERATION REPORT

STUDENT:	**Adviser :**

Moderation Result:	**Passed** __	**Deferred** __	**Failed** __
Date:			

In the __ *The Arts*		__ *Multidisciplinary*
Division of __ *Science, Math, &*	__ *Languages and Literature*	*Studies*
(check one): *Computing*	__ *Social Studies*	
Program **:**		

Members of the moderation board (please print)**:**
1.   **2.**   **3.**
Responsible for Report:

Please either comment on the following as appropriate or attach comments on a separate sheet, and return this form to the Office of the Registrar at the end of the moderation.

1. Past academic record:
2. Ability to speak and write effectively:
3. Command of facts, methodology, theory, or practice in his or her own and related fields:

4. Progress towards degree, including distribution and program requirements:
5. Promise as a member of Upper College seminars, not only in the major but in other subjects:
6. Ability to complete a satisfactory Senior Project in the program:
7. Performance during the Moderation:
8. Intellectual and social maturity:
9. Clarity and seriousness of purpose:
COMMENTS:

Adviser's Signature: _____
(hard copy only)

Appendix 2.B.12-1

<div align="center">

Writing Intensive Courses

</div>

Academic Leadership for Assessing Student Learning:
Moving Your Campus Forward
AAC&U Meeting, January 2010

Mark Halsey, Associate Professor of Mathematics and Associate Dean of the College
Bard College
Annandale, New York, 12504
halsey@bard.edu

The Writing Intensive Course Initiative

From 2006 to 2008 Bard was a member of a Teagle Foundation funded eight-school consortium (Allegheny, Hamilton, Hampshire, Hobart William Smith, Hope, Vassar, and Wabash) working jointly on assessment projects. Steven Weisler of Hampshire College led the consortium. In particular, Bard participated in a comparative assessment of student writing. Student writing samples from the end of the senior year of high school, the end of the first year of college, and the senior year of college were collected from the campuses participating in this assessment. In late May of 2007 faculty readers from Bard, Hampshire, and Vassar, gathered at Vassar College for a two day reading. Within each year, each reader read papers from every institution except his or her own. Papers were coded so that the reader did not know either the institution or level of the student author. After going through a thorough norming session, readers scored each paper using a rubric developed by Hamilton College. The rubric has eight dimensions and uses a 7-point scale.

Carol Trosset of Hampshire College did an extensive analysis of the data from the reading. This analysis showed that student writing at Bard, on average, improves significantly between high school and the first year of college and between the first year of college and the senior year of college. However, there was a significant minority of students for which writing improvement was minimal. This fit well with the concerns of a small group of faculty that had been discussing the quality of writing in senior projects (a year-long project required of all Bard seniors). Our Director of College Writing (DCW) Philip Pardi discussed the data from the Teagle consortium with this group of faculty during fall 2007. Seeing the comparative data (masked) from the other institutions as well as the local Bard data promoted a fruitful series of discussions.

The result of these discussions was the realization that Bard students experience highly structured encounters with writing at three junctures: during L&T in the summer before their first year, during First-Year Seminar, and during senior year when writing a senior project. However, during the sophomore and junior years students had no structured encounters with writing. This could very well be where the significant minority of students that show little improvement is "lost". To improve the writing of all students, the faculty group, led by our DCW, decided to create opportunities for students to have structured encounters with writing during their middle years. For spring 2008 five writing intensive (W-I) courses were piloted in the fields of economics, history, Spanish, philosophy, and classics. Each class met for an additional hour per week so as to allow for serious classroom time devoted to writing. Our DCW worked with the five faculty members to establish a model for these courses.

We are currently moving into our fourth semester of offering designated W-I courses. In the first three semesters, 15 faculty members have taught a W-I course. When a faculty member teaches a W-I course for the first time they receive a stipend and they participate in a three-day workshop developed by our DCW. The workshop introduces faculty to a collection of proven tools and practices that help ensure that students emerge

from the semester as stronger, more self-aware writers. In each writing-intensive class, we ask the professor to collect the following: (1) a mid-term reflection from each student, in which they discuss what they have learned and how they have improved thus far, and laying out goals for the rest of the semester; (2) an end-of-semester reflection that discusses their progress as writers in general, outlining both improvement and areas still needing improvement; and (3) a portfolio of 3 or more pieces, selected from the semester, that support the claims made in the end-of-semester reflection, showing areas of growth and areas still needing work. We also ask that each professor write a short reflection on the experience, discussing his or her perspective on how the experience went in terms of teaching the class generally and teaching writing specifically. Many of these are especially moving, as they speak to the ability of faculty to do what they always wanted to do but never could without the W-I setting. Indeed, one of the most promising developments of the W-I initiative has been the development of a course model that blends content and writing in a much more effective and efficient way for faculty.

Two programs, Biology and Philosophy, are moving forward with plans to require a W-I course for their major and our Curriculum Committee will discuss formalizing the W-I initiative this spring. Assuming a positive outcome of these discussions, our next institutional challenge will be to develop an assessment protocol for the Writing Intensive Course Initiative.

Appendix 2.C.1-1

Admissions and Graduation Data

Table 2.C.1-1 (1): Application and Enrollment Figures 2002-2011

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Applications	3118	3497	3603	4142	4828	4980	5459	5510	5570	5670
Enrolled	391	437	441	532	523	531	550	584	568	553
Male	43%	38%	44%	39%	46%	38%	37%	40%	48%	46%
Female	57%	62%	56%	61%	54%	62%	63%	60%	52%	54%
First Year	344	392	389	517	504	494	518	505	502	497
Transfer	47	45	36	15	19	37	32	79	66	56
Wait list	250	272	276	412	768	479	542	565	435	264

Table 2.C.1-1 (2): Graduation Figures by Division 2002-2011

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
ARTS	111	105	105	123	107	83	117	119	123	125
LANG/LIT	69	64	56	61	52	62	63	87	89	88
SCI/MATH/CS	14	22	16	17	26	23	27	36	48	39
SOC ST	78	87	113	107	99	139	111	143	158	132
MULTI	6	2	4	12	5	8	3	3	1	5
DOUBLE	9	9	12	10	35	19	17	15	12	14
TOTAL	287	289	306	330	324	334	338	403	431	403

Table 2.C.1-1 (3): Percentage Graduation Figures by Division 2002-2011

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
ARTS	38.7%	36.3%	34.3%	37.3%	33.0%	24.9%	34.6%	29.5%	28.5%	31.0%
LANG/LIT	24.0%	22.1%	18.3%	18.5%	16.0%	18.6%	18.6%	21.6%	20.6%	21.8%
SCI/MATH/CS	4.9%	7.6%	5.2%	5.2%	8.0%	6.9%	8.0%	8.9%	11.1%	9.7%
SOC ST	27.2%	30.1%	36.9%	32.4%	30.6%	41.6%	32.8%	35.5%	36.7%	32.8%

Notes:

1) In Table 2.C.1-1 (2), double majors are counted twice—once in each division in which they graduate.

Appendix 2.C.1-2

<center>**Report on Posse**</center>

Bard College Posse
Report to the Trustees
January 2012

Bard College entered its fourth year as a partner with the Posse Foundation with the addition of a second partner city, New Orleans, Louisiana. Presently the college has thirty Posse scholars from Atlanta on campus. In September we will welcome two Posse cohorts bringing the total number of scholars on campus to fifty. Over the next three years the addition of a second city will bring the total number of Posse scholars to eighty. This will be a significant increase and will, likely, have an even greater impact on college access, diversity and the development of student leaders at Bard. The Posse Foundation has three central goals:

- To expand the pool from which top colleges and universities can recruit outstanding young leaders from diverse backgrounds.
- To help these institutions build more interactive campus environments so that they can be more welcoming for people from all backgrounds.
- To ensure that Posse Scholars persist in their academic studies and graduate, so they can take on leadership positions in the workforce.

Thus far Bard has successfully begun to meet these goals and its relationship with Posse is poised, as it enters its dual-city partnership, to galvanize continued positive change in the areas of diversity and college access in particular. The college will hold the third Posse Plus Retreat (PPR) on Gender and Sexuality in Saratoga Springs, NY in early March. The PPR is a three-day retreat that draws faculty, staff and students together to examine an issue related to diversity and understand its role in campus life. The aim is to implement strategies to improve the campus climate surrounding the particular issue and to give faculty, students and staff skills for tackling potentially difficult conversations when they return to campus.

Presently the Posse scholars at Bard have an overall GPA of 3.1. They are involved in every corner of campus life from the presidents of student clubs to peer counselors to the top students in their academic programs. Kimberly Sargeant, Posse 2, exemplifies the Posse scholar at Bard. Celia Bland, Posse mentor 2 writes,

> "Kim is in Dean Dominy's words, "an ambassador for the Posse program." She earned an A in "Proofs and Fundamentals," A-'s in both her "Intermediate German" and "Photographic Processes" classes, and B+ in her American history course. She is majoring in mathematics, and will pursue either German or Gender Studies in a second moderation. She currently has a cumulative GPA of 3.7. She was a director of the Peer Health Organization and the Fashion Club (which is planning another runway show for this year's Spring Fling). She worked in the registrar's office this fall. She was not only asked back as counselor and workshop leader for the Exploration Senior Program at Yale University, an academic camp for high school students, but also offered a promotion; this summer she will be their daily accountant. Kim is the third Posse Scholar in Bard Posse 2 to be a peer counselor this year, and she returned to Bard in early January for the Citizen Science Program."

Posse has inverted the admissions demographics at Bard with the majority of students admitted through Posse coming from underrepresented groups. Through Posse Bard has admitted 12 African American Females, 8 African American Males, 2 Hispanic females, 3 White males, and 5 white females. We have retained all but two African American males and one white male. 12 out of the 28 Posse scholars are low-income and/or the first in their family to attend college. The addition of the New Orleans Posse will continue this trend toward increasing racial, ethnic, and socioeconomic diversity at Bard. The New Orleans Posse is comprised of four African

<center>154</center>

American males, four African American females, 1 Hispanic female and 1 White female. Nine out of the ten New Orleans Posse scholars are low-income and will be the first in their family to attend college. They are all top students in their high schools and will bring to Bard solid academic preparation that, with support, we hope will enable them to thrive at the college.

Thus far the partnership with New Orleans has been excellent and the staff seem to have a good understanding of Bard and the kinds of students that may successfully contribute to the academic and social life of Bard. Stephen Tremaine has, generously, helped the Posse staff in New Orleans understand the culture and expectations of Bard and to identify potential nominating high schools. The finalist candidate pool was very strong with twenty-five scholars for the selection committee to choose from. Given the weakness of the secondary education system in New Orleans, the selection committee thinks that the pool was academically strong, socioeconomically diverse and that the scholars will bring to Bard perspectives and experiences that are very different from the traditional Bard student. Professor Kenji Fujita has agreed to serve as the mentor for this first New Orleans Posse and is very excited to work not only with the scholars but also with the city of New Orleans to expand upon Bard's well-established relationship.

The transition of Posse scholars at Bard has not always been easy for the scholars or for the institution. Because the mission of the program and Bard's decision to participate stems from the desire to bring students who would not necessarily be admitted nor consider Bard as a college choice in order to change the campus climate, things are sometimes challenging. Bard is a highly individuating institution and the presence of a cohesive group with a defined mission and identity was, at first, a bit of an anomaly. However, as the numbers of students grow the presence of Posse has become increasingly normalized and positive. The role of the mentor and a strong supportive network has enabled most Posse scholars to transition to Bard successfully moving from the belief that "Bard is not a place for someone like me" to "Bard is the right place for me". The relationship with Posse has also caused Bard to open to the insights and lessons that bringing a more diverse student population to the campus provides. Thus far the impact of Posse at Bard is pointing in the direction of positive albeit challenging change for the college. It is my recommendation that next year the college undertake a five-year assessment in order to see clearly if the relationship with the Posse program has enabled the college to achieve its goals in the areas of racial, ethnic and socioeconomic diversity, college access and creating a more hospitable campus for a broader array of students and families. With the addition of the New Orleans Posse it is my feeling that Bard is entering an important and pivotal year for the Posse program at the college one that should prove to be overwhelmingly positive.

Ariana Gonzalez Stokas, PhD
Assistant Dean of the College for Equity Initiatives/
Director of the Bard Educational Opportunity Program

Appendix 2.C.1-3

Comparative TOEFL Scores

Table 2.C.1-3 (1): TOEFL Scores Required for Admission at Other Colleges and Universities

College or University	Paper-based	Computer-based	Internet-based
Amherst	600	250	100
Bates	637	270	100
Bennington	577	233	91
Brown	600	not known	100
Chicago	600	not known	104
Hampshire	577	233	91
Kenyon	600	not known	100
Middlebury	615	281	103
Skidmore	590	243	97
Vassar	600	250	100
Yale	600	250	100

Appendix 2.C.2-1

Retention Data

Table 2.C.2-1 Retention Data

	Sophomore Persistence	Junior Persistence
Fall 2007	87.55%	79.14%
Fall 2008	83.30%	78.11%
Fall 2009	87.04%	74.75%
Fall 2010	89.88%	79.11%
Fall 2011	87.70%	80.36%

Notes:

1) The data shows the persistence rates from the entering cohort; for example, for fall 2007 the sophomore cohort shown entered in 2006, the junior cohort in 2005.

Appendix 2.C.3-1

Wabash National Study of Liberal Arts Education

To: The Assessment Committee
From: Peter Gadsby, Mark Halsey, and David Shein
Cc: Michèle Dominy
Date: February 1, 2011
Re: Wabash National Study of Liberal Arts Education Initial Findings

The Wabash National Study of Liberal Arts Education (WNSLAE) connects student experiences, described as "good practices", to 12 measurable outcomes (see http://www.liberalarts.wabash.edu/study-research/). In August 2006, 196 of our first year students completed the initial assessment in the WNSLAE. In April 2007 these students were invited to complete a second assessment and 122 returned. In spring 2010, 87 complete a final assessment. From the data collected we can see the initial attitudes, skills, and dispositions of the 196 first year students admitted to the college. In addition, we can measure longitudinal change data for the 87 students who persisted in the study and thereby assess the impact of the college experience on student learning.

We start out slightly higher or substantially higher on a number of outcome measures in comparison with our peer institutions in the study. In raw scores we start higher, in particular in moral reasoning and critical thinking. Positive attitude toward literacy and contribution to the arts are very high in absolute terms as well.

In all good practices directly connected to classroom experiences and the curriculum we score at least as well our higher as our peer institutions by the end of the first year with the notable exception of the practice of cooperative learning. In that same review we score well below our peer institutions in the practices concerning co-curricular involvement, interaction with student affairs staff, and contact with faculty outside the classroom. The pattern of the first year seems to be our students reporting less structured interaction with peers, faculty, and staff than at other small schools except we are in line with the degree of positive peer interaction.

From fall 2006 to spring 2007 we see a significant positive increase in Moral Reasoning. In all other regards, like other small institutions, we see small shifts down or no change. From spring 2007 to spring 2010, we see small and medium shifts up in five out of twelve outcome measures and there is a small decline in Moral Reasoning. None of the changes between spring 2007 and spring 2010 are statistically significant. However, we note the following:

Between any two separate time points, there are no outcome measures in which Bard goes up and the Small Institutions (SI) average goes down.

There are cases where the Bard outcome measure average goes down and SI average goes up.

Bard is only lower than the SI spring 2010 average on Contribution to the Sciences and Psychological Well-Being.

From fall 2006 to spring 2010 we see a drop in Academic Motivation, Openness to Diversity, Contribution to the Arts, Contribution to the Sciences, and Political and Social Involvement.

From fall 2006 to spring 2010 we see an increase in Moral Reasoning, Positive Attitude toward Literacy, Need for Cognition, and Universality-Diversity Awareness. Our averages for these outcome measures end up higher than the SI averages for spring 2010.

In our initial pass through the data we have tried to separate the outcome measures into three broad categories: academic/curricular; co-curricular; and well being/engagement. In the first of these categories all of the outcome measures increase by the senior year.   In the second category the outcome measures decline. In the third category the results are mixed. The work for us going forward is to try to make deeper sense of the data for it is quite rich. In addition, the stated mission of the college should guide our further investigations.

We could add our CIRP data to the account and ACT will integrate data from our registrar; including GPA, test scores, academic progress, credits earned, and financial aid status. Given the relatively small sample size of our spring 2010 cohort in might make sense to do a more robust academic biographic sketch of the sample to see how representative it is. We should also look at the students in the original 196 who left Bard before graduation. Student focus groups will be essential as we move forward.

Appendix 2.C.3-3

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Report on Teagle Grant Thesis Reading Activity

<u>Assessing the Senior Thesis to Improve Teaching and Learning</u>
Bard College Report on May 2009 Teagle Grant Thesis Reading Activity

</div>

Introduction

Work in assessment and accreditation identifies the senior capstone as a singularly important locus for the evaluation and improvement of teaching and learning in college. In particular, senior theses provide excellent opportunities for authentic, embedded assessment that directly measures student capabilities while generating student-learning data that are of broad interest to faculty and other campus constituencies. This report presents this grant consortium's first comparative assessment of senior theses written at Hampshire College, Bard College, Bennington College, Colorado College, New College of Florida, Smith College, and Wellesley College. "Senior theses" occupy a variety of different curricular positions at these seven institutions – they are required of all students at Hampshire, Bard, and New College, and elective at Bennington and Colorado, while Smith and Wellesley have honors theses only. For the purposes of this project, therefore, we intend "senior theses" to include all these permutations.

In prior work carried out within the CIEL consortium[1] we developed a rubric for evaluating the senior thesis that—in addition to assessing writing—also comprises evaluative categories for rationale, methodology, scholarly context, insight, and several aspects of argumentation. The rubric was also designed to be useful across all analytic disciplines, from experimental sciences to literary criticism. Our work with CIEL partners, at a NEEAN conference presentation[2], and at New College showed that it is indeed useful across disciplines. The May 2009 assessment activity used the current version of this rubric, which had been improved by discussion at all three of the above events. The rubric as used for the current project is attached to this report as an appendix.

Process

On May 28-30, 2009, 20 faculty readers from across the seven colleges convened at Hampshire College. Each institution had brought 60 recently written theses, approximately evenly distributed across the humanities, social sciences, and natural sciences. Each thesis had been coded so that it was unidentifiable to readers from other colleges. On the first evening, everyone read the same thesis from Hampshire College, chosen for its accessible topic and its relative brevity. The group then discussed the thesis using many of the components of the rubric, with individuals sharing the scores they had assigned and the reasoning behind them.

After that, each reader evaluated between 10-23 theses, with an average of 16 per reader. 320 evaluations were done, including 25 theses that were read twice each. Double reads will be counted separately in the following analysis. Readers were asked to read topics related to their own fields, so long as they felt that their own disciplinary knowledge was sufficient to evaluate undergraduate work in that field. Thus, some literature faculty read some art history, physical scientists read some lab or field projects in biology, etc.

Results

Table 1: Papers Read

Paper From	Humanities	Social Sciences	Natural Sciences	Total

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[1] CIEL is The Consortium for Innovative Environments in Education. Our partners included New College of Florida, Alverno College, and the Honors College of Miami University of Ohio.
[2] NEEAN is the New England Educational Assessment Network. Steve Weisler and Carol Trosset presented "Assessing Senior Theses: Comparing Multiple Methods" in November 2006.

Bard	18	7	21	46
Bennington	16	10	18	44
Colorado	17	15	13	45
Hampshire	14	11	21	46
New	19	7	17	43
Smith	19	13	14	46
Wellesley	18	13	19	50
Total	121	76	123	320

*Note: discipline counts are approximate since the participating colleges do not always assign particular fields to the same area.

Table 2a: Frequencies and Percents of Assigned Sub-Scores (percents do not all sum to 100% because some scores were missing)

	Level 1	Level 2	Level 3	Level 4	Mean	Standard Deviation
Rationale	24 (8%)	114 (36%)	131 (41%)	40 (13%)	2.6	.81
Complexity	43 (13%)	117 (37%)	122 (38%)	38 (12%)	2.5	.87
Approach	55 (7%)	148 (46%)	92 (29%)	24 (8%)	2.3	.83
Context	57 (18%)	138 (43%)	105 (33%)	19 (6%)	2.3	.82
Position	46 (14%)	162 (51%)	81 (25%)	31 (10%)	2.3	.83
Argument	40 (13%)	142 (44%)	117 (37%)	20 (6%)	2.4	.78
Evidence	20 (6%)	132 (41%)	133 (42%)	32 (10%)	2.6	.76
Insight	34 (11%)	150 (47%)	105 (33%)	27 (8%)	2.4	.79
Usage	3 (1%)	31 (10%)	184 (57%)	100 (31%)	3.2	.64
Organization	20 (6%)	120 (37%)	144 (45%)	35 (11%)	2.6	.76
Style	20 (6%)	119 (37%)	148 (47%)	33 (10%)	2.6	.76

Table 2b: Frequency and Percents of Assigned Grades (mean=3.12, SD=.91, median 3.33)

	Frequency	Percent
A+	17	5%
A	60	19%
A-	55	17%
B+	40	12%
B	53	17%
B-	31	10%
C+	17	5%
C	21	7%
C-	4	1%
D	14	4%
F	6	2%

There were statistically significant differences between average scores on every parameter between theses written by students at the seven colleges.

Table 3: Average Scores by Parameter and College where Thesis was Written

	Bard						
Rationale	2.1	2.9	3.0	2.5	2.4	2.6	2.8
Complexity	1.9	2.7	2.8	2.5	2.1	2.6	2.7
Approach	1.7	2.6	2.7	2.1	2.0	2.3	2.5
Context	1.7	2.5	2.6	2.2	2.1	2.4	2.4
Position	1.7	2.5	2.8	2.3	2.0	2.2	2.5

Argument	2.0	2.6	2.7	2.2	2.1	2.4	2.6
Evidence	2.2	2.7	2.9	2.4	2.3	2.6	2.7
Insight	1.9	2.6	2.7	2.5	2.1	2.4	2.5
Usage	3.0	3.4	3.4	3.0	3.1	3.2	3.3
Organization	2.3	2.8	2.9	2.5	2.3	2.8	2.7
Style	2.3	2.8	2.9	2.4	2.4	2.7	2.9
Grade	2.51	3.48	3.51	2.99	2.76	3.10	3.47

Continuing to use the assigned grade as a proxy for the overall quality of an individual thesis, the following table shows what percent of each college's theses were assessed at each general level of quality. This way of framing the results shows how many of the students are doing excellent, good, marginal, or poor work. Clearly, these percents vary across the different institutions.

Table 4: Percent of Grades at Each Level, by College where Thesis was Written

Paper From	A+, A, A-	B+, B, B-	C+, C, C-	D, F
Bard	11%	43%	33%	13%
	54%	41%	5%	0%
	39%	39%	13%	9%
	58%	34%	8%	0%
	31%	35%	16%	18%
	38%	44%	13%	5%
	59%	36%	5%	0%

What aspects of the theses make up these differences? Perhaps institutions differ in the extent to which their teaching and advising emphasizes different aspects of thesis-writing.

Table 5: Percent of Theses Receiving the Highest Possible Score on this Parameter

	Bard						
Rationale	7%	11%	7%	29%	2%	16%	17%
Complexity	7%	9%	7%	20%	11%	17%	12%
Approach	2%	9%	5%	18%	4%	7%	7%
Context	2%	0%	7%	16%	2%	4%	9%
Position	2%	9%	11%	26%	2%	4%	12%
Argument	4%	7%	2%	10%	7%	7%	7%
Evidence	9%	9%	14%	20%	4%	9%	5%
Insight	4%	4%	14%	16%	0%	9%	12%
Usage	15%	33%	23%	50%	20%	33%	44%
Organization	7%	13%	5%	22%	7%	13%	9%
Style	7%	15%	9%	16%	0%	15%	9%

Table 6: Percent of Theses Receiving the Lowest Possible Score on this Parameter

	Bard						
Rationale	24%	7%	0%	9%	2%	9%	2%
Complexity	35%	11%	0%	29%	4%	9%	7%
Approach	41%	27%	2%	29%	6%	13%	2%
Context	41%	20%	7%	23%	10%	9%	16%
Position	41%	11%	2%	24%	4%	15%	2%
Argument	33%	16%	0%	22%	4%	11%	2%
Evidence	13%	16%	0%	9%	2%	2%	2%
Insight	35%	12%	0%	22%	2%	9%	2%
Usage	2%	2%	0%	2%	0%	0%	0%

Organization	15%	9%	2%	13%	2%	2%	0%
Style	11%	16%	2%	11%	0%	4%	0%

The real benefit to be derived from Tables 5 and 6 comes not from comparing institutions, but from looking within each column to identify a particular institution's strengths and weaknesses.

Another way of looking at the results involves factoring in the typical academic ability of the students attending the different colleges. While it is to be hoped that college students move beyond their entry-level skills by the time they write senior theses, it is still reasonable to suppose that the caliber of students attracted to an institution would still be reflected in their senior-level work. One simple way to do this is to plot institutional SAT scores against various rubric scores or assigned grades. While there are undoubtedly many factors that should be considered in interpreting this type of analysis, the following graphs suggest that institutional student bodies with similar selectivity or entering SAT profiles do not always end up producing work of similar quality. We found, too, that what percent of the student body writes theses does not correlate closely with average quality. In each case, the institutions in the upper left quadrant give evidence of the most "value added."

Average Grade by Average SAT
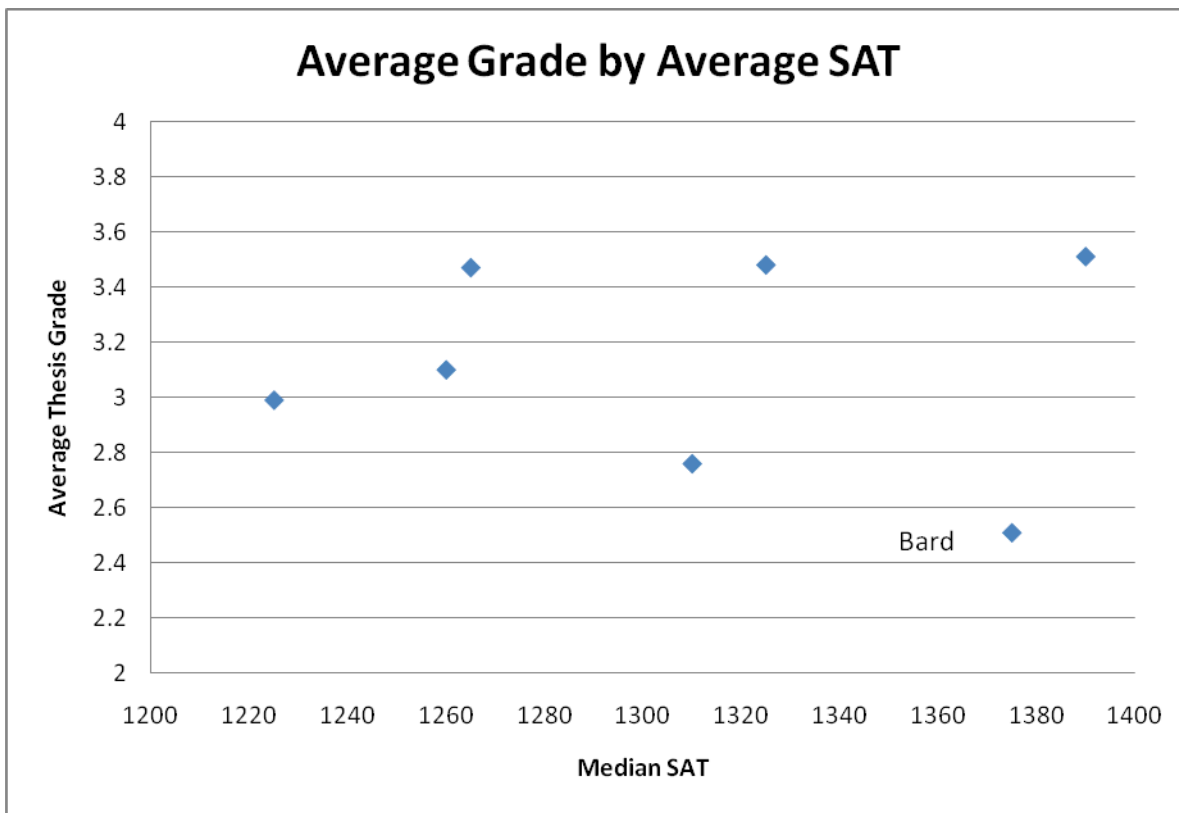
Average Grade by Selectivity

Institutional Selectivity

Average Thesis Grade

Bar
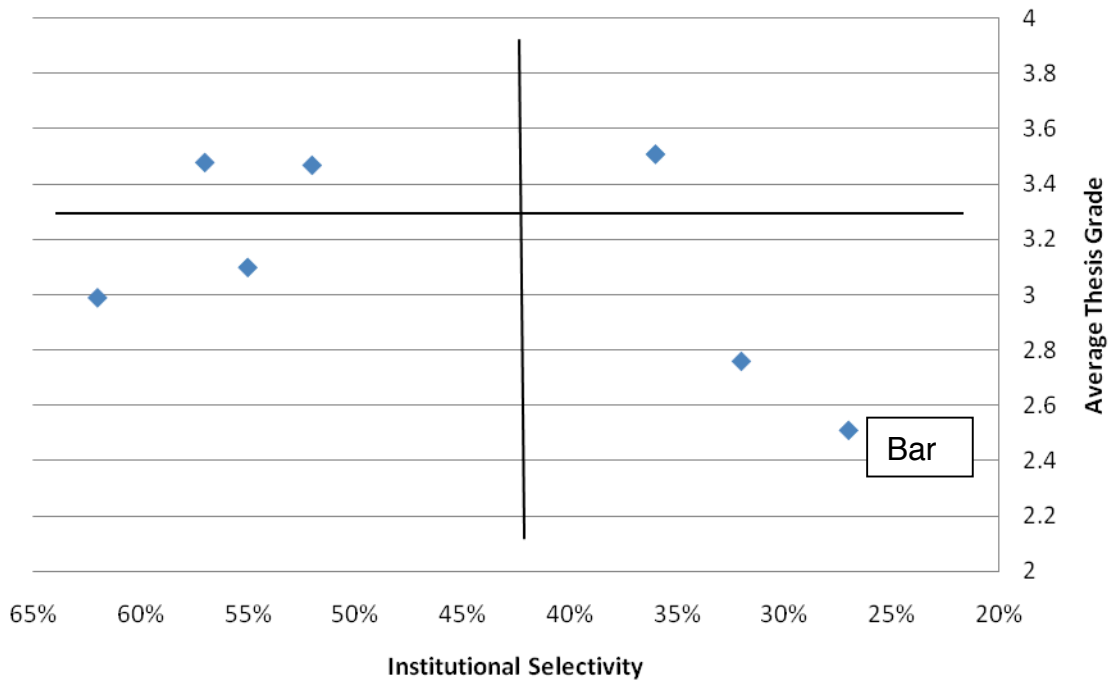
Appendix: Senior Thesis Rubric, Hampshire College

	Level 1	Level 2	Level 3	Level 4
Rationale/ Motivation	no clear rationale or a weak rationale for the project	some rationale presented, begins to motivate the work	provides and discusses a suitable rationale	persuasive and creative rationale
Scope/Dealing with Complexity in Framing a Topic	frames complex questions as simple ones	invests question with some complexity, may over-simplify or over-extend	reasonable balance between focus and complexity	frames the topic with a full appreciation of its complexity while retaining appropriate focus
Approach/ Methodology/ Context	not clear what was done or why, or an inappropriate method	approach is generally appropriate and properly executed	clearly described and justified, well-chosen and appropriate, and well-executed	creative and sophisticated methods
Scholarly Context	author does not demonstrate awareness of the scholarly literature, may over-rely on too few sources	author demonstrates a reasonable awareness of the literature	author demonstrates broad awareness and situates own work within the literature	author does these things and makes a contribution to the field, or identifies a new direction for investigation
Position	does not take a clear or defensible position or draw a clear conclusion	states and/or critiques a position that may already be in the literature	thoroughly and effectively supports, tests, extends, or critiques a position that may already be in the literature	develops a clear and defensible position of his/her own, draws a significant conclusion
Argument	weak, invalid, or no argument, perhaps a simple assertion	some arguments valid and well supported, some not	main arguments valid, systematic, and well supported	arguments both well supported and genuinely compared to conflicting explanations
Use of Data/Evidence	draws on little or no evidence, mostly relies on assertions or opinions, or evidence not clearly presented	some appropriate use of evidence but uneven	feasible evidence appropriately selected and not over-interpreted	fully exploits the richness of the data/evidence/ideas, and is sufficiently persuasive
Insight, Seeing Patterns and Connections	treats related ideas or data as unrelated, or draws weak or simplistic connections	begins to establish connections and perceive implications of the material	brings together related data or ideas in productive ways, thoroughly discusses implications of material	develops insightful connections and patterns that require intellectual creativity

Writing Mechanics				
grammar and spelling, usage	significantly impairs readability	frequent or serious errors	some minor errors	virtually no errors
organization	needs significant reorganization	structure is of inconsistent quality, may have choppy transitions and/or redundancies or disconnections	structure supports the argument, clearly ordered sections fit together well	structure enhances the argument, strong sections and seamless flow
clarity, style, readability (as appropriate to genre and discipline)	gets in the way of reading for content	beginning to be comfortable with appropriate conventions, style is inconsistent or uneven	effective prose style, follows relevant scholarly conventions, emergence of voice	mastery of the genre, including elegant style, established voice

If this were a thesis at my institution, I would give it a grade of: A+ A   A- B+ B B- C+ C C- D   F

Appendix 2.C.3-2

Analysis of Bard College's Wabash National Study Results

Report on Analysis of Bard College's Wabash National Study Results
Carol Trosset, June 2011

What kind of student succeeds at Bard?

There are two kinds of data in the Wabash Study that can be used as measures of success: whether students report having good experiences in college, and whether they demonstrate growth on the study's outcome measures. There are many things colleges do that contribute to both kinds of success, but the incoming characteristics of the students are also a factor in determining their experiences and outcomes. This section of the report examines what we can learn about which incoming characteristics predict success at Bard, and discusses how these findings could be used by the Admissions Office.

Having Good Experiences

The Wabash Study defines sixteen Good Practices scales, each measured late in the students' first year and late in the fourth year. To these scales, I have added the following additional good experiences: high quality advising, number of hours per week spent studying, how the student evaluates his/her entire experience at the college, and whether s/he would be likely to choose Bard again.

All of the Wabash Study's outcome measures can also be used as input characteristics, as measured at the beginning of the first year. All input measures were correlated with each Good Practice scale and with the other selected experiences. While any single correlation, even if statistically significant, could be meaningless, the point of this analysis was to see if any input characteristic correlated with a large percent of the 40 identified good experiences. While academically good students tend to do well academically at all institutions, my preliminary work with Wabash Study data suggest that different non-academic input qualities are predictive at different institutions.

At Bard, two characteristics correlate significantly with more than half of the 40 good experiences. Both are part of the Ryff Psychological Well-Being test. Purpose in Life (having one and acting to further it) predicts 63% (25) of the good experiences, and Environmental Mastery (being able to navigate complex environments and organize your life in a satisfying way) predicts 53% (21). Both predict a wide range of academic and social experiences (though neither is predictive of either positive or negative diversity experiences).

Six measures correlate significantly with 40-45% of the good experiences (sometimes including diversity experiences):

- Ryff Positive Relations with Others (seeing yourself as good at getting along with people)
- Socially Responsible Leadership Scale Commitment (making commitments and acting on them)
- High School GPA
- Ryff Personal Growth (valuing it and working on achieving it)
- SRLS Citizenship (believing that you have obligations to your community)
- SRLS Collaboration (valuing working with others)

Notice that most predictive inputs are personal characteristics rather than intellectual ones. A factor analysis of the above eight inputs shows that all the Ryff and SRLS variables tend to co-vary; that is, at some level they constitute a single quality. High school GPA is independent of the others and should be considered a separate quality predicting which students are likely to seek out and have good experiences at Bard.

Improvement on Outcomes

70 individuals had outcome scores for both Fall 2006 and Spring 2010. Change scores were calculated for each outcome. These change scores were summed for all outcomes except CAAP and DIT-2, both of which were taken by only half of the test population and both of which use very different scoring scales. The summed change score included measures of academic motivation, need for cognition, attitude toward literacy, openness to diversity and challenge, importance of political and social involvement, importance of professional success, Miville-Guzman Universality Diversity Scale, Ryff Psychological Well-Being, and the Socially Responsible Leadership Scale. This overall change score showed no correlation with change on the DIT-2 (which measures moral reasoning style), and a significant negative correlation with the CAAP (which measures critical thinking skills). This suggests the rather surprising result that students whose critical thinking skills improve are likely to show negative change on the outcome measures overall. Change on the CAAP does not correlate with change on academic motivation or need for cognition. It does significantly correlate negatively with change in attitude toward literacy.

The resulting summed overall change score showed:

- 30 individuals with net negative change (sum change score of -0.4 or less)
- 9 individuals with no net change (sum change score between -0.4 and +0.4)
- 31 individuals with net positive change (sum change score greater than 0.4)

Mean scores on all input measures were compared for the groups showing net negative and net positive change. Some inputs were significantly different between the two groups, and in every case, those students showing positive change had entered with lower scores on that measure. This is not surprising, as nationally, the best predictor of an output score is the corresponding input score. So all we learn from this is that those entering students who are weaker on a particular measure have a greater likelihood of improving on that dimension.

No significant demographic or pre-college differences were found between groups showing negative and positive change, including gender, ethnicity, US/foreign citizenship, high school behavior, financial aid status, and highest intended degree. In other words, there is so far no indication of any pre-college characteristics that predict positive growth on the outcomes measured in the Wabash Study.

How do Bard students score on the predictive inputs?

Returning to the characteristics that predict having good experiences at Bard, it is important for the admissions office to know whether they are being successful at attracting and selecting students with those qualities.

Entering Bard students, on average, score significantly higher than the national average on the following inputs:

- CAAP critical thinking
- DIT-2 moral reasoning
- Need for cognition
- Attitude toward literacy
- Importance of political/social involvement
- Importance of contributing to the arts
- Openness to diversity and challenge
- Miville-Guzman Universality Diversity Scale

They score significantly lower than the national average on Importance of Contributing to the Sciences and Importance of Professional Success. Bard students' average entering score on Academic Motivation is typical of the national average.

However, all of the inputs that predicted having good college experiences came from the Ryff Psychological Well-Being scale and the Socially Responsible Leadership Scale. On most of these measures (Purpose in Life, Environmental Mastery, Positive Relations with Others, Commitment, Citizenship, and Collaboration), Bard entering students score at approximately the national average. Only on the Ryff Personal Growth score do entering Bard students score significantly higher than the national average (in fact, first of all 31 colleges).

Since Purpose in Life and Environmental Mastery are such important qualities in having a successful Bard experience, it matters that Bard students are not exceptional in these regards. The admissions office should pay particular attention to evidence of these qualities when considering the desirability of applicants.

Out-of-Class Intellectual Life

To discover whether there are different types of out-of-class intellectual life, I ran a factor analysis on a variety of such experiences (separately for year one and year four). This analysis (which identifies groups of questions that tend to be answered in a consistent way by respondents) resulted in the following factors:

FY1 = First-Year Student-Faculty Interaction

- Discussed ideas with faculty out of class
- Worked with faculty on non-course activities
- Worked with faculty on a research project
- Non-class interactions with faculty had a positive effect on intellectual growth
- Most faculty have been willing to spend time with students out of class

FY2 = First-Year Out-of-Class Intellectual Life

- Out of class experiences had a positive effect on intellectual growth
- Out of class experiences helped connect classroom learning to life events
- Relations with other students had a positive effect on intellectual growth
- Discussed ideas with non-faculty out of class

SR1 = Fourth-Year Student-Faculty Interaction

- Discussed ideas with faculty out of class
- Worked with faculty on non-course activities
- Worked with faculty on a research project

SR2 = Fourth-Year Intellectual Life and Academic Work

- Relations with other students had a positive effect on intellectual growth
- Discussed ideas with non-faculty out of class
- Hours per week studying
- Prepared multiple drafts of papers
- Did not come to class without completing assignments

Bard students vary widely in how much of these things they are experiencing. In each case the students in the quartile reporting the highest level of these experiences are having experiences that are statistically very significantly different, and better, from students in the lowest quartile.
To discover what kinds of students were having better experiences in these areas, I compared the entering characteristics of students in the top and bottom quartiles of the factors listed above. The table below shows which characteristics distinguished between the two groups of first-year students.

FY1 – First-Year Faculty Student Interaction			
Entering Characteristic	ANOVA Significance	Top Quartile Average Score	Bottom Quartile Average Score
Importance of Professional Success	0.003	2.49	1.93
High School Involvement scale	0.025	3.89	3.64
Ryff Psychological Well-Being	0.017	4.85	4.51
Socially Responsible Leadership Scale	0.024	4.20	3.98
SAT Math score	0.054	666	610
FY2 – First-Year Out-of-Class Intellectual Life			
Entering Characteristic	ANOVA Significance	Top Quartile Average Score	Bottom Quartile Average Score
Openness to Diversity and Challenge	0.004	4.57	4.25
Importance of Contributing to the Arts	0.000	2.79	2.13
Importance of Contributing to the Sciences	0.003	1.58	2.25
Importance of Political/Social Involvement	0.009	3.01	2.71
Positive Attitude toward Literacy	0.002	4.24	3.74
Miville-Guzman Universality Diversity Scale	0.007	5.31	5.02
Need for Cognition	0.000	4.25	3.75
Ryff Psychological Well-Being	0.002	4.88	4.41
Socially Responsible Leadership Scale	0.000	4.28	3.96
SAT Verbal score	0.020	693	635
Expected major field area		(Humanities)	(Sciences)

Entering characteristics are less likely to predict fourth-year experiences. However, seniors who had entered with higher Autonomy and Citizenship scores were more likely to have better experiences of Fourth-Year Student-Faculty Interaction. The best non-experiential predictors of Fourth-Year Intellectual Life and Academic Work turned out to be Psychological Well-Being, Commitment, high school GPA, and first-semester Bard GPA. Also, seniors who had majored in the arts or humanities tended to have better out-of-class intellectual experiences, and those who had majored in the social sciences had lower levels of these experiences.

Note that first-year faculty-student interaction is higher for students with higher Math SAT scores (who might, perhaps, be taking more science courses, though we don't know that for sure). However, science students tend to score lower on first-year out-of-class intellectual life (a factor which has less to do with faculty and more to do with other students and connections between the classroom and the rest of one's life).

More work could be done to see if other types of experiences are likely to correlate with out-of-class intellectual life. The above analysis only examines entering student characteristics as predictors.

Values and Behavior in relation to Leadership and Civic Engagement

The question posed here is whether students who express a desire for and commitment to leadership and civic engagement are actually more likely than other students to act on these commitments. I selected four measures, as follows:

Values	Behaviors
Importance of helping others in difficulty	Did community service/volunteer work
Importance of doing volunteer work	
Importance of being a community leader	Help a leadership position in a campus group
Enjoys and believes in the importance of talking with people with different views and backgrounds	Has had serious discussions with other students and with faculty who hold different views and/or come from different backgrounds

In the following tables, T1 = first-year fall, T2 = first-year spring, and T3 = fourth-year spring.

Importance of helping others at T1	Did community service during first year	Importance of helping others at T1	Did community service while at Bard	Importance of helping others at T1	Did community service while at Bard
Not imp	0%	Not imp	100% (n=1)	Not imp	25% (n=1)
Somewhat	35%	Somewhat	14%	Somewhat	29%
Very imp	33%	Very imp	49%	Very imp	56%
Essential	42%	Essential	78%	Essential	61%

Importance of volunteering at T1	Did community service during first year	Importance of volunteering at T1	Did community service while at Bard	Importance of volunteering at T1	Did community service while at Bard
Not imp	0%	Not imp	0%	Not imp	20%
Somewhat	30%	Somewhat	26%	Somewhat	21%
Very imp	29%	Very imp	62%	Very imp	65%
Essential	60%	Essential	83%	Essential	80%

Clearly, students who say they value volunteering and helping others are more likely to do community service while at Bard. The value placed on volunteering is statistically more predictive than the value placed on helping others. (To interpret this, it would help to know what kinds of volunteer work the students are engaging in. Not all volunteer work provides social services; some, for example, might involve preserving the environment.)

How much do students' values change over the four years of college? The next table shows that about half the respondents continued to place the same level of importance on helping others in difficult (regardless of the original level of importance), while slightly less than a quarter came to value this more, and slightly more than a quarter came to value it less.

Imp of helping others	T1 to T2 (n=122)	T2 to T3 (n=70)	T1 to T3 (n=70)
Got more important	19%	25%	19%
Stayed the same	54%	46%	47%
Got less important	27%	29%	34%

60% of those whose value on helping others increased during the four years did community service, compared with 51% of those whose views showed no change, and 42% of those whose value on helping others decreased while in college.

The next table compares the value placed on becoming a community leader with how many students held a leadership position on campus during their four years at Bard. Although there is tendency for those who value leadership more highly to assume leadership positions, statistical significance is weak.

Importance of becoming community leader at T1	Held leadership position on campus	Importance of becoming community leader at T2	Held leadership position on campus	Importance of becoming community leader at T3	Held leadership position on campus
Not imp	37%	Not imp	24%	Not imp	43%
Somewhat	57%	Somewhat	70%	Somewhat	47%
Very imp	71%	Very imp	60%	Very imp	70%
Essential	57%	Essential	71%	Essential	77%

Do those who say they value discussion actually talk with others more?

I calculated a "values discussion" score and a "has discussion" score by summing the scores of related questions. The "values discussion" question was computed for T1 and T3; the "has discussion" score was computed for T2 and T3.

Values Discussion:

- The extent to which R believes contact with individuals whose backgrounds (for example, race, national origin, sexual orientation) are different from Rs own is an essential part of Rs college education
- The extent to which R believes that learning about people from different cultures is a very important part of Rs college education
- The extent to R enjoys talking with people who have values different from theirs because it helps better understand self and values
- The extent to which R agrees that the real value of a college education lies in being introduced to different values
- How often R had discussions regarding inter-group relations with diverse students while attending this college
-

Has Discussion

- How often R had serious discussions with faculty whose political, social, or religious opinions were different from R's own
- How often R had serious discussions with other students about different lifestyles and customs
- How often R had serious discussions with other students about major social issues such as racial diversity, human rights, equality, or justice
- How often R encounters diverse perspectives outside the classroom
- During current school year, how often has R had serious conversations with students who are very different from R in terms of their religious beliefs, political opinions, or personal values
- During current school year, how often has R had serious conversations with students of a different race or ethnicity than R
- How often R had serious discussions with staff whose political, social, or religious opinions were different from own

Returning to our original question, do students who enter Bard valuing discussions with others who are different from themselves actually engage in more of these discussions? In fact, no. The "values discussion at T1" score shows no correlation at all with either "values at T3," "has discussion at T2," or "has discussion at T3."

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However, having discussions at T2 and at T3 are highly correlated (0.459, significance 0.000). And valuing discussion at T3 is highly correlated with both having discussions at T2 (in the first year) and at T3 (in the fourth year). It appears that having these serious discussions with those who are different has more impact on how much students value this than their original values about discussion have on their subsequent behavior.

Bard Learning Commons Report

Memo

To:	**Executive Vice President Dimitri Papadimitriou**
	Vice President and Dean of the College Michèle Dominy
	Associate Dean of the College Mark Halsey
	Dean of Studies David Shein
	Director of College Writing Phil Pardi
From:	**Jim Keller, Director of the Learning Commons**
Subject:	**Learning Commons Report for Fall 2011**
Date:	**January 24th, 2011**

Overview

Assuming the mantle of the former Academic Resources Center this last August, Bard's new Learning Commons expanded its support services, helping students to develop an even broader range of academic and co-curricular skills. During the summer session of the 2011 Language and Thinking program, we offered extensive drop-in writing support, seeing more students than in any previous summer. In the fall, the Learning Commons developed and put into practice ten new workshops, with the goal of helping students to master the college environment by realizing the benefits of cooperative learning, co-curricular involvement, and structured interaction with peers – in line with the initial findings of the Wabash National Study of Liberal Arts Education. The Learning Commons has configured various writing-to-learn methods from Bard's Institute for Writing and Thinking to a number of related student goals: to motivate and refine academic writing; to develop habits of close reading, reflective note-taking, and general study skills; to apply critical thinking skills to time management and planning; and to provide tools for reflecting on personal goals during and after college. The Learning Commons remains dedicated to offering a series of programs geared to meet the needs of an increasing and increasingly diverse group of students.

While initiating a number of new programs, the Learning Commons continues to provide a substantial array of drop-in services to the entire Bard community (formerly provided by BARC). We continue to offer our customary complement of seven credit-bearing courses, as well as support for qualitative literacy tests, support and assistive software for students with learning disabilities, and English as a Second Language development programs. Our directorship also continues to offer numerous senior project consultations, offering writing-rich support for senior projects, ongoing into the spring. (Please see appendix 1.)

Just as before, the Learning Commons continues to consult with seniors on their projects one-on-one, in addition to offering our new senior project writing workshops (for which, please reference appendix 2). We provide peer tutors in all subjects taught at the college; and drop-in tutoring continues to be offered in writing, math, physics, chemistry, economics, and biology writing.

Our writing fellows program has expanded its support for students in sections of first-year seminar (bringing the number of first-year seminar writing fellows to 20), as well as in writing-intensive courses from across the curriculum. And we are proud to offer a writing fellowship for a new writing-intensive math class, to be led by Professor Greg Landweber in the spring. The Learning Commons also continues to proctor exams for students who have missed class due to illness or who have been allotted extra time owing to a learning disability.

Professional Staff

The professional staff of the Learning Commons consists of Dr. Jim Keller, director, and Jane Smith, assistant director. Our Director of Qualitative Literacy is Dr. Maria Belk. Disabled Student Services continue to be provided by our Disability Support Coordinator, Amy Shein. English as a Second Language continues under the supervision of Ester Flaim, our ESL Coordinator. David Gruber, Visiting Assistant Professor of Writing, facilitates our "Essay and Evidence" and "Essay and Revision" courses; and Alex Batkin serves as our writing center intern and tutor coordinator.

Learning Commons Courses:

The Learning Commons' teaching philosophy comes from a conviction that prioritizes both student-centered learning and instructor research.

Our courses encourage active learning insofar as our teachers have not only mastered a chosen field but also to practice an additional set of innovative methods for teaching as well. In our classes, we offer students the benefit of teacher expertise, but we also encourage students to develop critical perspectives out of their own experiences and creative engagements with the course subject matter, be it pre-calculus or thesis research.

We have therefore designed a significant number of practices intended to expand the range of student inquiry, to encourage students to think through writing, to interact with cultural production in multiple genres, and to develop a sense of conversational inquiry and imaginative experiment. We have found that narrowing the difference between a lecture class and an interactive, inquiry-based classroom need not reduce the value of either teacher expertise or student experience.

In line with this ethos, the Learning Commons' offered seven quite popular courses this past fall: Intensive ESL (8 hours per week for all new Conservatory students, Foreign Language Exchange students, and conservatory fellows); Essay & Revision (in 2 sections – which this last fall included 4 BOP students, 6 non-native-speaker students, 1 Posse student, and students ranging from first-years to seniors); Essays & Evidence; Composition Theory and Pedagogy (for tutor and writing fellow training); the Algebra Workshop (for 2 credits); and a Pre-Calculus Workshop (2 credits). (The course listing for these classes – currently listed as ARC – will change over in the fall of 2012 to the new heading of BLC, representing the transition from the Academic Resources Center to the Bard Learning Commons.) Most of these courses will add a new library-research component this coming spring.

In addition, the Learning Commons will proudly offer an additional, new course in the spring 2012: ARC 305: "Writing and Research," will be led by Jane Smith. This course focuses on methods for developing a lengthy research paper and is designed for moderated juniors preparing to begin work on their senior projects.

We at the Learning Commons take our teaching as a form of scholarship, and from this basis we indicate to students that not only are we trying to learn what is already known, but we are also striving to extend the boundaries of our present knowledge and understanding, through individual research as well as collective inquiry. We believe that the process of understanding self and world implies an ongoing re-creation of both, through intense dialogue and collaboration and through student-led inquiry.

Academic and Co-curricular Workshops:

The Learning Commons' faculty contributed three tutorials and served on one senior project board for December graduates. We also continue to place tutors in collaboration with other Bard groups – such as CCE and TLS – to provide tutoring at the Red Hook Residential Center. The Learning Commons also trained students

who volunteered their time over this past winter break to serve as writing tutors for high school students in the Early College in New Orleans Program.

To enhance student methods of studying, reading, and engaging classroom material, the Learning Commons developed and conducted 10 new writing-to-learn workshops this past semester that served over 80 students.

Each workshop was designed to provide practice in co-curricular skills such as calendar planning, crafting reflective personal statements, and time management – for senior projects and for college life more broadly.

A list of these themed, writing-intensive workshops, facilitated by Dr. Keller, follows:

1. Writing-to-Learn Calendar-Planning Workshop;
2. Workshop on Crafting the Personal Statement (Watson Fellowship);
3. DOSA Workshop on Grammar;
4. Weekend Workshop on the Senior Project (6-Sessions);
5. Radical Revision Workshop;
6. Miss the First Calendar Workshop? No Fear: "Work Smart …" workshop (Repeat);
7. TLS Tutor-Training Workshop;
8. "These Papers Are Writing Themselves" (for Amii Legendre's "Tuesday Lunch Talks: Self and Psychology," co-sponsored by Wellness, DOSA, and Counseling Services);
9. Crunch-Time-Management Workshop;
10. Workshop in Fine-Tuning Language.

These workshops ask students to think critically about their academic and broader social environment as well as their customary ways of engaging it. In the spring of 2012, the Learning Commons looks forward to bringing back many of these workshops, in addition to organizing a series of new projects, many of which will be oriented toward improved writing on senior projects, in line with recommendations offered by a recent Teagle Foundation grant.
Several additional workshops may also be designed to accompany the Department of Languages and Literature's new senior project colloquium series. And Jane Smith will be leading writing-in-the-disciplines workshops for senior projects in the social sciences. Jane has coordinated with Dr. Rob Culp concerning the disposition of these workshops.

Peer Tutoring Program

This fall semester, The Learning Commons employed over 100 peer tutors, working in various capacities. All new tutors participated in at least one of 6 new-tutor training sessions. And new writing tutors were enrolled in a 4-credit course on writing and pedagogy.

L&T Tutoring: This past August, 8 peer tutors (writing drop-in) and our tutorial center intern held more than 100 sessions with first-year students participating in the Language and Thinking Workshop. This represents an increase from 40 sessions held the previous year. A little more than half of the students seen were ESL students.

Drop-In Writing Tutoring: We continue to offer drop-in hours at the Learning Commons from 7:00 p.m. to 11:00 p.m. every day of the week, though this schedule is – as always – subject to change, in order to meet increased demand during peak times of the semester. A total of 293 drop-in writing sessions were held with students in the Learning Commons' tutorial center last fall. The average session length was 52 minutes.

Drop-in tutors attended 5 training sessions during the semester, including a Saturday training session in December.

An additional 20 sessions were held in the Multi-Purpose Room of the Campus Center to provide tutoring for final essays in the Language and Thinking program.

<u>Math Study Room</u>: Math tutors were available in RKC from 7:00 p.m. to 10:00 p.m., Sunday through Thursday. More than 600 sessions were held during these tutoring hours, sometimes individually and sometimes in groups. More than 100 one-on-one math-tutoring sessions met.

<u>Drop-In Science Tutoring</u>: Drop-in hours were offered in biology, chemistry, physics, and computer science. More than 250 sessions were held with students.

<u>ESL Tutoring</u>: Most incoming international Conservatory students were required to enroll in Intensive ESL and to work with a peer tutor. ESL tutors participated in individualized evening tutor trainings. More than 220 sessions were held. Our ESL director, Ester Flaim, also led 3 tutorials for ESL students in Basic English.

<u>Economics Drop-In Tutoring</u>: We continued to offer two nights of economics tutoring a week. The five tutors who staffed these drop-in hours covered introductory and intermediate macro. More than 59 sessions were held with students.

<u>Subject Tutors</u>: Although we are still experimenting with offering more drop-in hours and fewer one-on-one sessions, we continue to offer peer tutoring in every subject taught at the college. This semester, more than 143 sessions were held in foreign languages, particularly Chinese, and 137 in the sciences.

<u>Writing Fellows</u>: First-year seminar, writing-rich, and writing-intensive classes worked with a total of 32 of The Learning Commons' writing fellows this semester. More than 720 writing conferences were held with students. The average session length was 36 minutes. The classes included courses drawn from such fields as religion, biology, and literature. Writing fellows attended five 90-minute training sessions during the course of the semester. The feedback for the writing fellows program, from faculty and students alike, continues to be quite positive.

Professional Staff Work with Students

The Learning Commons' professional staff works individually with students who need specific or personalized support. During the fall semester, the professional staff worked with both seniors and non-seniors for more than 300 sessions, and the ESL Coordinator met with Conservatory students on all manner of academic and social issues. The Disabilities Support Coordinator worked regularly with students with registered disabilities. And the Director of Quantitative Literacy administered the Math Placement Diagnostic this year. It was taken by 495 incoming students over the summer before coming to Bard. The ESL Coordinator met with Conservatory students on a wide range of issues pertaining to their studies and their lives at the College.

Faculty Development

The Director of College Writing, Phil Pardi, provides all faculty development services. But enough of Phil's work overlaps with our own to mention that Phil continues to work with faculty by offering both individual meetings and workshops (which are attended whenever possible by Learning Commons personnel). The Learning Commons continues to provide support for the writing-intensive initiative as well: nine writing-intensive courses were offered this fall semester, in Biology (4 classes), Religion (1 class), Literature (1 class), and the Introduction to Literary Studies (3 classes).

Director's Note:

In almost every area, the work of the Learning Commons has continued the expansion begun under the leadership of the Bard Academic Resources Center. The Learning Commons, though, still faces many of the challenges that confronted BARC. I list three of these challenges below:

1. Last year, the Learning Commons worked with Bob Martin to establish a new and more rigorous program for exceptional admit students who need ESL instruction. The result was an expansion of our ESL course offering (from 4 to 8 credits each semester); but our staffing in the area of ESL continues to be less than ideal: as the Conservatory ESL program has expanded, a second ESL specialist is needed to accommodate the many regular admits with ESL needs.

2. In a related observation, various members of the faculty struggle with the needs of ESL students – with ways to support their growth as students and with questions concerning how to fairly assess their work. These faculty members often come to the Learning Commons, often expecting fluency, sometimes in a degree of frustration. In each case, our only recourse is to meet individually with the faculty member and the student, which is a rich and valuable but time-consuming process. Typically, we then make a plan for the student(s) to work with peer tutors or with our professional staff as necessary. We have increased the number of tutors and the amount of ESL raining they receive; but an increasing number of ESL students have come to the Learning Commons directors specifically for assistance with their senior projects, which suggests both a need for ESL support throughout the four-year college experience and (again) the need for a second ESL specialist. As our population becomes more diverse, and the Conservatory continues to thrive, the demand for ESL support can only increase.

3. While few students consider the support services offered by the Learning Commons as "remedial" any longer, writing seems still to be conceived among faculty largely as a "communication skill" or a conduit for thinking – attendant upon other skills and isolable from "content" – rather than as a core process in the development of critical thought and a path toward integrating course content. This understanding speaks from what writing theorist John Bean refers to as a "positivist model" of both writing and thinking. It has been our work at the Learning Commons to change this model. Rather than comprising a set of isolated skills, student writing remains inseparable from thinking – both thinking about course content and critical thinking more broadly. And we espouse a view of academic life in which writing serves as a tool for discovery and a way of joining conversations among peers who are jointly seeking answers to shared questions and questions of shared import.

    It seems, though, that a good number of students still come to the Learning Commons misinformed about the relation between the tutor and the student's writing – and about the relation between expression and thought. In terms of ESL, for example, we certainly do "do grammar," and we consistently help students to clarify their language usage; but if a draft requires major revision at the level of organization and ideas, then we indicate – often to the student's confusion – that it seems premature to worry about sentence-errors.

    For these reasons, one of our main goals is to educate students about the circular relationship between revision and composition, and to educate faculty about the similarly recursive relationship that exists among the student's composition process, their thought process, and their mastery of course content. And to this end, our writing workshops and the writing intensive program have proven highly instrumental.

Summary:

This is a time of measured growth for the Learning Commons, facilitated largely through the use of writing-to-learn practices and structured social interaction – provided by ARC/BLC classes, tutoring sessions, moderation and project consultation, and all manner of writing-based curricular and co-curricular workshops. Through the sustained use of these venues and best practices, the Learning Commons will continue to innovate on student-centered learning methods that encourage students to apply critical thinking skills to the mastery of their academic environment. The transition from BARC to the Learning Commons, in our view, has added new progress to progress accomplished.

Thank you for your consideration.

Sincerely,

Dr. Jim Keller
Director, Bard College Learning Commons
Visiting Associate Professor, The Written Arts Program
PO Box 5000
Bard College
Annandale-on-Hudson, NY 12504

Appendix 1: List of Senior Projects Supported by The Learning Commons

Jane Smith and Jim Keller worked with the following students over the course of the fall semester, some more regularly than others, but all at least three times. A typical conference lasted an hour. Many will continue to meet with us next semester.

As the May 2nd deadline for the Senior Project approaches, we will face a growing demand for conferences as students and faculty recognize how little time remains and how much remains to be done. Some seniors can be referred to our outstanding drop-in tutors (senior II students), but many will require coaching skills that perhaps only Jim and Jane can provide.

We will continue to give priority to students referred to us by Dean of Studies, the DOSA Staff, and our Disability Support Coordinator.

The list of senior project follows:

1. Murray Buckley   Arabic and Religion
2. Laura Cramer   Anthropology
3. Celia Feldman   Anthropology
4. Raquel Hardy   American Studies
5. Alley Mazzullo Anthropology
6. Irina Rogova   History
7. Ilya Smirnoff   History
8. Nicki Stein   Art History
9. Cate Zange   Religion
10. Nate Zeitlin   Religion
11. Keziah Goudsmit   Art History
12. Amy Freeman   Art History
13. Farah Akhtar   Biology
14. Yue Sun   (work on ESL)
15. Hannah Rikoon Creative Writing (fiction)

Appendix 2: Learning Commons (Proposed) Schedule of Workshops for the Spring Semester, 2012:

In the spring of 2012, the Learning Commons looks forward to bringing back many of our fall workshops, in addition to organizing a series of new projects, led by Jim Keller. A good portion of these workshops will be geared toward improved writing specifically on senior projects:

1. The Senior Project: Getting Well Under Way (4 sessions) – Saturday, February 11, 9am – 4:30 pm, location TBA;
2. Time Management and Calendar-Planning Workshop – Monday, February 13, 5-6:30 pm,

3. The Senior Project in Close Reading – Wednesday, March 7, 5 - 6:30 pm, location TBA;
4. "These Papers Are Writing Themselves," an Inquiry-Based Workshop in Generating Ideas for Essays (bring in a draft that you are working on) – Wednesday, March 28, 5-6:30 pm, location TBA;
5. The Senior Project and Multi-Stage Revision – Wednesday, April 18, 5-6:30 pm, location TBA;
6. Workshop on Public Speaking and (Self-) Presentation OR Workshop in Fine-Tuning Language for Essays (bring in a draft that you are working on) – Wednesday, May 9, 5-6:30 pm, location TBA;
7. Writing-to-Learn workshop on Grammar (bring in a draft that you are working on) – Wednesday, May 16, 5-6:30 pm, location TBA;
8. [Possible supplemental workshop. Topics under consideration: "[Crunch-] Time Management; Library Research; Personal Statements (Why We're Doing What We're Doing); OR Final Revisions – Monday, May 14, 5-6:30 pm, location TBA.]

Appendix 2.C.5-1

Free Speech Policy

The content and nature of interaction among community members is taken seriously at Bard College. The prevailing ethos encourages open discussion and the expression of individual opinion. The College defends the rights of free speech and expression, dissent and protest. There can be no intellectual debate without honesty and integrity. Honest debate is often uncomfortable. While that is no reason to avoid difficult themes, it is reason to ask that the discomfort be mitigated by the good intentions of all involved. For this reason:

- Speech or conduct that employs force or the threat of force is prohibited. Deliberate conduct that egregiously interferes with another's speech, particularly in the regular academic and intellectual pursuits of the College, is prohibited.

- Threats, harassment, coercion, and acts threatening or causing physical harm are prohibited at Bard, as they are in the public community.

- Speech or expression that is not prohibited, but is rude, lacking in respect, disruptive, or hateful is discouraged. The College may voice its disapproval of such expression through private communications, public condemnation, the organization of public forum and calls for more speech and open debate.

Appendix 2.C.5-2

Community Standards of Behavior

Everyone who lives, works, or studies at Bard is here by choice and, as part of that choice is encouraged to behave civilly. Participation in the College's intellectual and social activities contributes to the community's vibrancy. In an open educational environment there will be a frequent and often intense exchange of ideas, even ones that are unpopular and can make others uncomfortable. Each of us should bear this in mind when considering our interactions with others in Annandale-on-Hudson and all places where the College is engaged. The community is strengthened when each member fosters civil interactions.

Bard believes firmly in free speech. All members of the College are responsible for maintaining and promoting an open academic and living community. When conflicts arise they should be resolved among the affected parties. The community is designed to support informal resolution through its members including peers, faculty, administrators and staff.

Behavior that violates policies articulated in the *Student Handbook* or in the Bard College *Catalogue* is not accepted and formal procedures may be initiated in accordance with the *Student Handbook*.

Program Development Associate/Faculty Grants Officer Report

Middle States Review: Grants
Sue Elvin-Cooper
April 25, 2012

It is Bard College's earnest desire to provide its faculty and staff with the support services needed to successfully pursue and obtain grants to support faculty, program, and institutional development. To this end, in 2011, the Office of Program Development was re-named the Office of Institutional Support (OIS), and organizational and procedural changes were implemented. Its Director, Karen Unger, and her staff of four offer assistance with grants for undergraduate programs, graduate faculty, satellite programs, and all institutional grants; centrally monitor all of Bard College's fundraising activities with individual donors, foundations, corporations, and government agencies; and store original contracts, copies of all applications, grant reports, and written communications with the funder to satisfy the requirements of Bard College's auditors. One staff position is now devoted to researching funding possibilities, an administrative staff position has been upgraded to a grant writer, and three students provide an additional 20 hours per week of support that is targeting increasing efficiency and quality of information.

Sue Elvin-Cooper provides dedicated support for undergraduate faculty in their quest for individual grants, for projects as varied as curricular innovations, academic research, conferences, public programs, and other professional work. As a Program Development Associate (part-time, 28 hours) in the Office of Program Development commencing in September 2010, this position represented an increase of eight hours of support for undergraduate faculty. Late in 2011, Sue was promoted to Faculty Grants Officer (full time, 35 hours), reporting to the Dean of the College to better serve the needs of faculty.

During 2011, the Faculty Grants Officer and staff in the Office of Institutional Support encouraged grant activity by sending targeted emails to faculty and the broader community that highlighted promising funding opportunities potentially applicable to an individual's subject expertise, to a program's needs, or institutional development. All undergraduate faculty with sabbaticals were contacted early in advance of any funding need. The Faculty Grants Officer provided 76 faculty with support for their individual grants, to include one-on-one meetings with 34, and an additional 14 receiving assistance with team-created program initiatives. This represents 45% of the 200 strong undergraduate faculty. Email-based grant support alone resulted in a number of awards to include the $60,000 Henry Dreyfus Teacher-Scholar Award. Staff and administrators also were offered and received support, and some students who asked for grant advice received limited support, such as sources of funding information, templates, and procedures.

To assist with the formulation of departmental goals and plans for the expansion of grant funding, all divisions received a presentation on grant support available, and meetings were held with further program or department heads expressing priority funding needs, for example, in support of physics, film and electronic arts, environmental and urban studies, and the Hannah Arendt Center for Politics and Humanities (awarded the NEH Challenge Grant of $425,000 in December 2011 to endow programs).

All faculty that need assistance are provided with it, carefully tailored according to the stage of the grant life cycle: prospect selection, application creation, submission, and post-award management. Procedures are being improved or new ones introduced. Specific examples of support include the formulation of strategies to reach out and cultivate potential donors; clarification of funding agency guidelines; creation of an application template, checklist, calendar of action steps and support throughout the proposal creation and submission process; the provision of training or information modules, such as what to include in a letter of inquiry, how to write a successful research application, and advice on the format and content of narrative and financial reports; a review and copy-edit of grant documentation and modification as appropriate, such as letters of inquiry,

proposals, application forms, budgets, and reports; assistance with the completion of application forms, certifications, and institutional materials; the collation of all award information in a grant management checklist; and guidance on public relations.

Existing Bard grant related resources (such as its website on funding at http://inside.bard.edu/grants/, a bi-annual newsletter including awards, and an annual email offering grant support guidelines issued by the Dean of the College), were boosted by the introduction of grant and funding strategy workshops, a dedicated workspace for faculty to work on grants alongside the Faculty Grants Officer, and a campus wide subscription to the Foundation Center's Research Database at the highest level of service, enabling the search for sources of funding that go far beyond what was provided previously (IRIS and The Grant's Advisor).

A database is kept monitoring all grant activity for the undergraduate college. From this, the following table has been created, offering amounts of grants in support of individual undergraduate faculty projects since 2007.

Year	Amount
Completed 2007	$278,168
Completed 2008	$533,624
Completed 2009	$145,157
Completed 2010	$238,399
Completed 2011	$404,173
Total 2007-2011	$1,599,521
Grants Active in 2012	$2,955,252
Grants 2007-2011 plus Active in 2012	$4,554,773

Notes:

1) The data includes:
   - Grants that relate to applications made by members of our undergraduate faculty to organizations that allow or request applications and request reporting.
   - Grants projects that reflect the professors' individual professional interests and needs e.g. for curricular innovation, conferences, travel and accommodation, research, equipment.

2) The data excludes:
   - Large grants for programs that may support a whole program or one or more professorship, and related activities.
   - Any donations from any family foundations such as much of the funding offered to The Hannah Arendt Center to date (apart from the recent NEH Challenge Grant that we were awarded).
   - Gifts from individual donors.
   - May not include every application made by faculty for their individual, because some members of faculty may have been successful with their application for grants or awards, and may not have advised the College.

Appendix 2.C.7-1

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Whistle-Blower Policy

WHISTLE-BLOWER POLICY

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BARD COLLEGE is committed to the highest possible standards of ethical and legal conduct. Consistent with this commitment, this Whistleblower Policy aims to provide avenues for employees to raise concerns about suspected misconduct, dishonesty, and fraud and to provide reassurance that employees will be protected from reprisals or victimization for whistle-blowing in good faith.

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PROCEDURE

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Reporting

Employees and any other person who has a concern relating to suspected misconduct, dishonesty or fraud may make a report. Bard College wants to be informed of all possible problems in these areas.

Concerns of suspected misconduct, dishonesty or fraud may be reported by telephone, email or regular mail, at the employee's or reporter's preference:

Bard College has appointed its Vice President for Administration, Jim Brudvig, as its staff representative to receive reports. Mr. Brudvig may be contacted by telephone at 845-758-7429, by email at brudvig@bard.edu or by regular mail at Bard College, Annandale-on-Hudson, NY 12504. All reports received by Mr. Brudvig, unless resolved by Mr. Brudvig to the satisfaction of the complainant or reporter, will be discussed by Mr. Brudvig with the Chair of the Audit Committee of the Board of Trustees as soon after the report is received as possible.

An employee can contact the Chair of the Audit Committee directly. The current chair of the Audit Committee is David E. Schwab II. Mr. Schwab may be contacted by telephone at 914-945-0580, by email at davidschwab@prodigy.net or by regular mail at Post Office Box 2524, Briarcliff Manor, NY 10510.

Investigating the Concern

Following the receipt of any complaint, the Audit Committee will investigate each matter so reported and take corrective and disciplinary actions if appropriate.

The Audit Committee may enlist committee members, officers or employees of the College and/or outside legal, accounting or other advisors, as appropriate, to conduct any investigation of complaints regarding financial reporting, accounting, internal accounting controls, auditing matters, or any other form of misconduct, dishonesty, or fraud. In conducting any investigation, the Audit Committee, if so requested, shall use reasonable efforts to protect the confidentiality and anonymity of the complainant.

Further Information

The amount of contact between the complainant and the body investigating the concern will depend on the nature of the issue and the clarity of information provided. Further information may be sought from the complainant.

Report to Complainant

The complainant will receive a report of the position of the College with respect to his or her concern within thirty days:

- Acknowledging that the concern was received;
- Indicating how the matter has been or will be dealt with;
- Giving an estimate of the time that it will take for a final response; and
- Telling the complainant whether further investigations will follow, and if not, why not.

Document Retention

The Audit Committee shall retain as a part of the records of the Committee any such complaints or concerns for a period of at least seven years.

SAFEGUARDS

No Retaliation

No trustee, officer, employee or other person who in good faith reports a violation shall suffer harassment, retaliation or adverse employment consequence. Any person who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment. This policy is intended to encourage and enable employees and others to raise concerns within the College prior to seeking resolution outside the College.

Additionally, no employee shall be adversely affected because he or she refuses to carry out a directive which, in fact, constitutes corporate fraud, or is a violation of state or federal law.

Confidentiality

Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation. Every effort will be made to protect the complainant's identity.

Anonymous Allegations

Employees are encouraged to put their names to allegations because appropriate follow-up questions and investigation may not be possible unless the source of the information is identified. Concerns expressed anonymously will be investigated, but consideration will be given to:

- The seriousness of the issue raised;
- The credibility of the concern; and
- The likelihood of confirming the allegation from attributable sources.

Acting in Good Faith

Anyone filing a complaint shall act in good faith and have reasonable grounds for believing the information reported indicates misconduct, dishonesty, or fraud. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly false will be viewed as a serious disciplinary offense.

DEFINITION OF TERMS

For purposes of this policy, the definition of misconduct, dishonesty, and fraud includes but is not limited to:

- Acts which are inconsistent with written policies of the College
- Theft or other misappropriation of the College's assets

- Misstatements or other irregularities in the College's records
- Incorrect financial reporting
- Misuse of the College's resources
- Illegal activities
- Immoral activities
- Forgery or alteration of documents
- Any other form of fraud

Bard College reserves the right to modify or amend this policy at any time as it may deem necessary.

Appendix 2.C.7-2

Employee Data

Table 2.C.7-2 Employee Data

Campus	Number of Employees
Main Campus	733
Bard Graduate Center	101
Bard High School Early Colleges (all three)	57
Levy Economics Institute	19
Bard Globalization and International Affairs Program	4
Delano, CA, Programs	3
New Orleans Programs	3
Al-Quds University Programs	2
American University of Central Asia	2
Simon's Rock	120
Longy School of Music	60
Total	1,104

Notes:

1) The data does not include the European College of the Liberal Arts, which was affiliated with Bard too recently to have been included in Bard's Human Resources data.

Appendix 2.C.8-1

Academic Technology Update

Classroom Technology

In 2010, Bard College began to make significant investments in technology infrastructure on campus and to prioritize technology upgrades in existing classroom and lab spaces. In fall 2011, Bard Information Technology Services undertook a detailed inventory of teaching spaces and classrooms at Bard, with the goals of better anticipating equipment upgrades and increasing the overall number of media-capable classrooms on campus. Computers and equipment in three of the college's four general-use lab spaces were upgraded in 2011, with the fourth computer lab/classroom space slated for equipment replacement within the next year. Two new media-rich teaching spaces were created and added to the classroom inventory in fall 2011, while computers and A/V equipment were replaced in four additional classrooms during this same timeframe. The college's language lab (the Center for Foreign Languages and Cultures) was completely upgraded during this time, with lab computer workstations, server and encoding equipment replaced. Due to the ever-increasing pace of technological change, investments in classroom technology have led us to rethink standard classroom technology configurations and to experiment with more minimal, flexible classroom technology designs.

Video Conference Courses

During the last two years, Bard expanded upon its existing Virtual Campus (between Bard College in New York and Smolny College in St. Petersburg, Russia), linking classrooms at Bard with Al-Quds University in Palestine via the Al-Quds Bard Honors College for Liberal Arts and Sciences partner program. In Fall 2010, Media & Society, a seminar-style class, met weekly in a video conference-equipped room that connected a Bard professor and students with an Al-Quds professor and students. Between fall 2010 and spring 2012, additional video-conference courses were initiated and supported, linking Bard College classrooms with Simon's Rock (Classical Chinese in fall 2010, Lu Xun and Modern Chinese Fiction in Spring 2012) and with Bard High School Early College Queens (Subcellular Biology in Fall 2010).

Academic Technology Services

Beginning in 2008, staff changes in Academic Technology, and within the whole of Bard's Information Technology Services, brought about a reassessment of the role of the college's Academic Technology department. Previously focused upon the primary task of supporting the college's learning management system, this office has extended support to a variety of curricular tools for faculty, including desktop video conferencing, self-publishing, media-integration, citation-management, and calendaring. Academic Technology Services works in a liaison-capacity with information technology librarians, desktop support/user services staff, media curators, and with faculty committees, such as the Center for Faculty and Curricular Development.

Visual Resources Center

The Bard Visual Resource Center (VRC) maintains a collection of over 36,000 digital images that are available online via the Madison Digital Image Database (MDID), adding an average of 7,000 digital images to this collection each year. Through MDID, the undergraduate college and the Bard Graduate Center are able to share visual images. VRC supports faculty in the teaching of art history, architecture, visual culture and related disciplines, and provides instruction in the use of digital images, including tutorials on the use of databases such as MDID and ARTstor. A new Curator of Visual Resources came to Bard in spring 2010, and she has reconfigured the Visual Resources Center, and added three computer workstations, a second film scanner and a

large format flatbed scanner. These changes have allowed VRC to increase its capacity for image capture and better manage the digital workflow. The new curator has expand Bard's collections in MDID with a focus on marketing the collections and services beyond the traditional arts communities. She created a website and blog for VRC that utilizes social media (Facebook) to provide news about acquisitions, technical tips, web resources and various other topics that will appeal to all users and creators of visual materials across campus. In late 2011, VRC began providing technical support for Omeka, an open-source web-publishing platform for archiving and exhibiting library, museum, and scholarly collections; a faculty pilot project using Omeka is currently underway.

Ongoing and Priority Projects

1) **LMS (learning management system)**

In spring 2012, Academic Technology provided a Bard-hosted installation of its learning management system, along with administrator training, to a focus group of interested BHSEC (Bard High School Early College) faculty and students. In summer 2012, Bard College will prepare for a major version upgrade to its current learning management system, which will include server installation and testing, interface redesign, faculty focus groups, and new training workshops for faculty and staff.

2) **Mobile and Geo-location Apps**

Ongoing projects include a joint Bard-RPI (Rensselaer Polytechnic Institute) collaboration on a campus map mobile application with the addition of an archival/local history narrative layer (this project is still in the feasibility-study stage).

3) **Digital Senior Projects**

In spring 2011, after a year-long pilot project, Bard College began collecting its 360 senior projects online, via student self-submission. This institutional repository allows us to collect and present media projects in addition to traditional print projects, which furthers the initial goal of creating a digital archive to preserve the intellectual production of the Bard community.

Appendix 2.C.9-1

Study Abroad Data

Table 2.C.9-1 (1): Study Abroad Data

Academic Year	Study Abroad	Summer and January Language Programs	Total
2006/2007	90	87	177
2007/2008	101	80	181
2008/2009	99	78	177
2009/2010	63	88	151
2010/2011	65	76	141

Notes:

1) Study abroad refers to Bard undergraduates who spend one or two semesters abroad.

2) Summer and January language programs are run by Bard, and are taken by students as part of language intensive courses.

2) The summer language programs are counted as part of the previous academic year.

Appendix 2.C.12-1

Comparative Endowments

Table 2.C.12-1 (1): Comparative Endowments

Rank		FY2010	FY 2009	% Change*
Bard and peers: Changes in endowment value, year-over-year				
		(In $000's)	(In $000's)	
37	Williams College MA	1,526,571	1,409,056	
47	Wellesley College MA	1,306,796	1,266,437	
49	Grinnell College IA	1,264,834	1,076,250	
50	Swarthmore College PA	1,249,254	1,128,675	
51	Smith College MA	1,243,561	1,096,322	
83	Middlebury College VT	783,225	699,684	
89	Vassar College NY	699,492	658,585	
101	Oberlin College OH	618,104	550,263	
107	Macalester College MN	586,581	545,932	
111	Bryn Mawr College PA	573,674	521,878	
115	Carleton College MN	563,439	517,310	
118	Hamilton College NY	552,768	488,817	
128	Colby College ME	502,076	452,990	
142	Davidson College NC	427,775	369,376	
157	Reed College OR	358,664	311,162	
159	Haverford College PA	355,500	336,086	
190	Union College NY	290,543	283,984	
199	Dickinson College PA	277,993	244,579	
205	St. Olaf College MN	274,304	247,922	
211	Franklin and Marshall College PA	266,339	248,592	
**	**BARD COLLEGE** (Annandale only)	**255,400**	**239,815**	
236	Gettysburg College PA	207,835	192,692	
282	Kenyon College OH	158,752	151,056	
461	Sarah Lawrence College NY	65,903	59,071	
681	Hampshire College MA	25,044	23,486	
* Percentage reflects net change in value, including additions, withdrawals, investment gains/losses, and fees.				
** Not reported to NACUBO.				

Notes:

1) The information is from the National Association of College and University Business Officers (NACUBO). The rankings are out of all colleges and universities that NACUBO considers, though only a selection of Bard's peer institutions have been listed here.

Table 2.C.12-1 (2): Comparative Endowments per Undergraduate

ENDOWMENT per STUDENT: Bard and Selected Peers			
(Basis for selection: Liberal arts colleges with little or no graduate presence)			
	FY2010	**FY2010**	**FY2010**
	ENROLLMENT	ENDOWMENT	ENDOWMENT per
	FT Degree-seeking UG	(In $000's)	FT Degree-seeking UG
Swarthmore College PA	1,509	1,249,254	$827,869
Grinnell College IA	1,602	1,264,834	$789,534
Williams College MA	1,994	1,526,571	$765,582
Wellesley College MA	2,284	1,306,796	$572,152
Macalester College MN	1,451	586,581	$404,260
Middlebury College VT	2,489	783,225	$314,675
Haverford College PA	1,177	355,500	$302,039
Hamilton College NY	1,841	552,768	$300,254
Vassar College NY	2,392	699,492	$292,430
Carleton College MN	1,991	563,439	$282,993
Colby College ME	1,825	502,076	$275,110
Reed College OR	1,408	358,664	$254,733
Davidson College NC	1,739	427,775	$245,989
Oberlin College OH	2,901	618,104	$213,066
Union College NY	2,150	290,543	$135,136
Dickinson College PA	2,357	277,993	$117,944
Franklin and Marshall College PA	2,279	266,339	$116,867
Kenyon College OH	1,618	158,752	$98,116
St. Olaf College MN	3,096	274,304	$88,599
Gettysburg College PA	2,462	207,835	$84,417
BARD - UG's (Annandale only)	**1,876**	**$99,297**	**$52,930**
Bard Graduate Center	*56*	*$156,103*	*$2,787,554*
Simon's Rock	*403*	*$21,465*	*$53,263*
Total of the above plus BHSEC	*2,872*	*$276,865*	*$96,401*
Hampshire College MA	1,505	25,044	$16,641
Sources:	Institutions' 2010/11 Common Data Sets, except: UCAN for Colby and Franklin & Marshall	2009/10 NACUBO - Commonfund Study of Endowments (Issued 1/27/11)	

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Appendix 2.C.13-1

Sustainability in the Context of an Academic Institution

Sustainability, on institutional, local, national or global scales, means assuring that the needs of the earth's large and growing human population can continue to be met over time. Why might current social and economic processes be unsustainable? In the 21st century, rapid growth in both per capita consumption of resources, and in global population, are straining natural resource supplies, and threatening the health of the environment that is critical to human well-being. Areas of concern include climate stability, fresh water, air quality, oil, fisheries, biodiversity, forests, top soil, and arable land.

The study of sustainability is inherently interdisciplinary, involving underlying scientific processes, ethical and aesthetic questions, and social relationships, sometimes shorthanded as the 3E's: environment, equity and economy. At the same time, for the college to become a model of sustainability will require students, faculty and staff to engage with both the campus and community as laboratories, seeking ways to reduce the ecological footprint of the college, while enhancing economic stability and social well-being.

In the context of higher education, students, as future leaders and citizens, must think critically about the concept of sustainability itself and how engagement with the term requires understanding different socio-economic contexts and power relationships. Meeting "human needs" requires access to food, housing, clean air and water, security, political freedom, health care, education, electric power, transportation, productive interactions with other species, and with well-functioning ecosystems. These relationships are complex. Sustainability is a contested idea that may be challenged and redefined by biophysical and cultural realities on an increasingly crowded and increasingly affluent planet.

Appendix 3-1

Comparative Non-Faculty Staff

Comparison of Non-faculty and Faculty Staffing Levels: Bard and Peers								
				Total FTE NON-			Ratio of Students to NON-	Ratio of Students to	Ratio of Non- Faculty
Institution Name	06/30/2006 Endowment		Instruction/ research and public service FTE	FACULT Y STAFF		FTE Student Enrollment	FACULT Y STAFF	FACULT Y	Staff to Faculty
FALL 2007	(in $000's)								
For reference: Bard College W/O cleaning service	**$99,259**		**193**	**274**		**1,705**	**6.2**	**8.8**	**1.4**
Amherst College	$1,337,158		214	568		1,683	**3.0**	7.9	2.7
Bard College WITH cleaning service	**$99,259**	*	**193**	**314**	**	**1,705**	**5.4**	**8.8**	**1.6**
Barnard College	$173,362		240	492		2,313	**4.7**	9.6	2.1
Bates College	$234,386		166	496		1,660	**3.3**	10.0	3.0
Bowdoin College	$673,346		195	609		1,712	**2.8**	8.8	3.1
Carleton College	$571,955		225	360		1,994	**5.5**	8.9	1.6
Grinnell College	$1,471,804		193	390		1,635	**4.2**	8.5	2.0
Hamilton College	$587,582		208	393		1,823	**4.6**	8.8	1.9
Haverford College	$452,933		131	396		1,169	**3.0**	8.9	3.0
Macalester College	$577,060		177	355		1,891	**5.3**	10.7	2.0
Mount Holyoke College	$510,032		250	592		2,174	**3.7**	8.7	2.4
Pomona College	$1,457,213		216	364		1,547	**4.3**	7.2	1.7
Swarthmore College	$1,245,281		214	559		1,487	**2.7**	6.9	2.6
Vassar College	$741,655		311	746		2,424	**3.2**	7.8	2.4

Wellesley College	$1,412,410		318	672		2,294	**3.4**	7.2	2.1
Whitman College	$340,803		173	261		1,467	**5.6**	8.5	1.5
AVERAGE:	**$742,890**						**4.0**	**8.6**	**2.2**
MEDIAN:	$582,321						3.9	8.7	2.1
STANDARD DEVIATION:							1.1	1.0	0.5

Notes:

* Bard endowment counts only holdings supporting programs for degree-seeking undergraduates, which is not
   the entire endowment.

** Non-Faculty number includes 40 cleaning staff FTE's, which other colleges may or may not count.

1) Bard numbers reflect only Annandale-on-Hudson undergraduate programs.

2) Basis of peer selection: Institutions with no post-baccalaureate/graduate presence.

3) Sources: Bard - Registrar/DoC Lists   Peers - IPEDS data

Appendix 4-1

Financial Trends and Projections

	Unaudited Actual Jun 30, 2011	Budget Fiscal Year 2012	Projection Fiscal Year 2013	Projection Fiscal Year 2014	Projection Fiscal Year 2015	Projection Fiscal Year 2016	Projection Fiscal Year 2017
INCOME							
EDUCATIONAL & GENERAL							
Tuition & Fees - Undergraduate	76,653,842	80,070,000	83,273,000	86,188,000	89,205,000	92,327,000	95,558,000
Tuition & Fees - Graduate	6,414,459	6,956,000	7,234,000	7,487,000	7,749,000	8,020,000	8,301,000
Center for Curatorial Studies Museum	1,124,705	1,300,000	1,300,000	1,400,000	1,500,000	1,600,000	1,700,000
Music Conservatory	149,796	165,000	165,000	170,000	175,000	180,000	185,000
Bard Center	395,633	381,000	381,000	388,000	390,000	395,000	400,000
Other Educational & General	1,208,253	600,000	600,000	600,000	600,000	600,000	600,000
Civic Engagement Center	6,000,000	6,000,000	6,000,000	6,000,000	6,000,000	6,000,000	6,000,000
Endowment/Investment	2,000,000	2,000,000	0	1,000,000	1,500,000	2,000,000	2,000,000
Gifts & Grants - Graduate	693,685	775,000	775,000	775,000	800,000	800,000	800,000
Gifts & Grants	8,984,663	9,357,000	11,300,000	8,900,000	7,300,000	5,700,000	4,400,000
Total Educational & General	103,625,036	107,604,000	111,028,000	112,908,000	115,219,000	117,622,000	119,944,000
AUXILIARY ENTERPRISES							
Room and Board	16,980,827	17,820,000	18,533,000	19,182,000	19,853,000	20,548,000	21,267,000
Other	**427,885**	**450,000**	**450,000**	**455,000**	**455,000**	**460,000**	**460,000**
Total Auxiliary Enterprises	17,408,712	18,270,000	18,983,000	19,637,000	20,308,000	21,008,000	21,727,000
TOTAL INCOME	**121,033,748**	**125,874,000**	**130,011,000**	**132,545,000**	**135,527,000**	**138,630,000**	**141,671,000**
EXPENDITURES							
EDUCATIONAL & GENERAL							
Instruction - Undergraduate	27,452,810	27,780,000	29,584,000	30,472,000	31,386,000	32,328,000	33,298,000
Music Conservatory	1,369,109	1,338,000	1,356,000	1,397,000	1,439,000	1,482,000	1,526,000

Instruction - Graduate	3,997,013	4,207,000	4,298,000	4,427,000	4,568,000	4,705,000	4,846,000
Music Conservatory Graduate	640,147	662,000	679,000	699,000	720,000	742,000	764,000
Civic Engagement Center	4,954,462	6,000,000	6,070,000	6,252,000	6,440,000	6,633,000	6,832,000
Center for Curatorial Studies Museum	1,128,273	1,298,000	1,326,000	1,366,000	1,407,000	1,449,000	1,492,000
Bard Center	529,374	520,000	520,000	536,000	552,000	569,000	586,000
Academic Support	5,246,457	5,457,000	5,543,000	5,709,000	5,880,000	6,056,000	6,238,000
Student Services	4,953,973	5,230,000	5,328,000	5,488,000	5,653,000	5,823,000	5,998,000
Capital Campaign	175,137	176,000	181,000	186,000	192,000	198,000	204,000
Institutional Support	12,015,162	12,268,000	12,552,000	12,929,000	13,317,000	13,717,000	14,129,000
Operation & Maint. of Plant	8,800,615	9,421,000	9,654,000	9,944,000	10,242,000	10,549,000	10,865,000
Financial Aid - Undergraduate	29,915,402	31,330,000	32,603,000	32,747,000	32,993,000	33,286,000	33,439,000
Financial Aid- Graduate	2,561,604	2,550,000	2,652,000	2,620,000	2,712,000	2,807,000	2,905,000
Total Educational & General	103,739,538	108,237,000	112,346,000	114,772,000	117,501,000	120,344,000	123,122,000
AUXILIARY ENTERPRISES							
Room and Board	9,174,472	9,650,945	9,760,000	10,053,000	10,355,000	10,666,000	10,986,000
Rental of Temporary Housing	649,275	522,000	522,000	538,000	554,000	571,000	588,000
Other	503,693	587,000	587,000	605,000	623,000	642,000	661,000
Total Auxiliary Enterprises	10,327,440	10,759,945	10,869,000	11,196,000	11,532,000	11,879,000	12,235,000
LONG TERM DEBT INTEREST							
PAC interest payments	2,635,800	2,610,500	2,580,800	2,529,500	2,517,300	2,483,700	2,446,800
Auxiliary Enterprises Interest LTD	**3,289,000**	**3,242,055**	**3,203,300**	**3,076,100**	**3,022,300**	**2,981,700**	**2,939,100**
Other interest payments	1,038,000	1,024,500	1,011,900	971,400	954,400	941,600	928,100
Total Interest Payments	**6,962,800**	**6,877,055**	**6,796,000**	**6,577,000**	**6,494,000**	**6,407,000**	**6,314,000**
TOTAL EXPENDITURES	**121,029,778**	**125,874,000**	**130,011,000**	**132,545,000**	**135,527,000**	**138,630,000**	**141,671,000**
NET OPERATING INCOME/(LOSS)	**3,970**	**0**	**0**	**-0**	**-0**	**0**	**0**

LONG TERM DEBT PRINCIPAL							
Total Principal Payments	2,037,796	2,092,796	2,167,796	2,242,796	2,322,796	2,412,796	2,502,796
CAPITAL PROJECTS	1,928,632	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000

Appendix 4-2

Enrollments

Bard College Undergraduates (registered and billed)					
		2008	**2009**	**2010**	**2011**
Annandale-on-Hudson	Full-time	1761	1838	1871	1874
	part-time	54	49	53	43
Bard in New York		17	13	7	11
Bard Study Abroad programs		12	11	4	11
total		**1844**	**1911**	**1935**	**1939**
Graduate Programs					
		2008	**2009**	**2010**	**2011**
MFA		80	81	82	81
BGC		58	54	50	48.5
BCEP		24	31	37	56.5
CCS		29	28	26	29
Conductors' Institute		6	5	5	10
ICP		21	22	22	25
MAT (Annandale)		39	52	57	49
MAT (California)				18	13
Vocal Arts		13	14	13	13
total		**270**	**287**	**310**	**325**

Appendix 5-1

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Psychology Program Handbook
(Excerpt)

SENIOR PROJECT

</div>

Senior Project is a unique opportunity at Bard College that provides Seniors with a year-long intensive academic experience in which you gain expertise in an area of particular interest to you. For the Psychology Program, you may choose to do a senior project that entails an empirical study or a theoretical analysis. Both are considered research projects in which you will develop a question of interest and gather information (i.e., data) to help you address that question. For those of you doing a theoretical analysis, the literature you evaluate will serve as your "data." For those of you doing an empirical project, "data" either will be collected by you and/or gleaned from already existing datasets. Regardless of the type of project you choose, your question must be novel, in an area of strong interest to you, and grounded in your academic background.

Project Milestones

a) Regular (e.g., weekly) meetings with Senior Project Advisor – You should consider your meetings with your project advisor as a regular class time. This is a valuable opportunity to work one-on-one with your advisor. Attend meetings prepared! Ask questions, discuss progress, and work through specific challenges.

b) Senior Project Statement – This is an important component in the development of your senior project. Talk to your advisor frequently about it during the first few weeks of the semester.

c) Senior Project Midway Paper – Your midway paper should describe the background and significance of your work. In some situations, other information may be included such as research design, specific methodologies, or other project plans. Prepare your paper according to the APA writing guide.

d) Senior Project Midway Meeting – Your meeting with your committee is an opportunity to receive additional feedback and suggestions for your work. The more thoughtful and detailed your proposal is at this point, the better feedback the committee can offer.

e) Midway Senior Project PowerPoint Presentation – This is an opportunity to present your ideas to the program faculty and your peers. It can be a challenge to distill your ideas into a 5 minute presentation!

f) Final Senior Project Powerpoint Presentation – Use this venue to present the key findings of your senior project and to celebrate your accomplishments!

g) Final Senior Project Board – see below

Expectations

a) *Effort* – You are expected to work on your project a minimum of 12 hours per week, every week, except during college breaks, from the start of the fall semester until the project is due at the end of April (or, in the cases of those of you starting Senior Project in the spring semester, from the start of spring semester until the project is due at the end of November). You may work during the January break (or during summer break), but you cannot make up for low effort during the first semester of your project. For most projects in the first semester, you will be doing a lot of background reading, refining your research question, and developing your thesis and experimental design. For projects that require collection of data, data collection should begin by the end of the first semester. In the second semester, library research and

writing should continue. In addition, data collection should end at least 5-6 weeks prior to the due date for the final paper so that data analysis, data interpretation, and final report writing can proceed. Your advisor may have additional expectations (e.g., attendance at a weekly lab meeting).

b) *Independence* – You are expected to develop a measure of independence over the course of the year. It is expected that you will need help with research question and thesis formulation, experimental design, and techniques early on, but by the time you write the project you should be proficient in all aspects of your projects – able to understand research methodology, troubleshoot problems, and interpret results with little to no help – and you should understand the background literature in the field and the implications of the work you have done and integrate this material in your final discussion.

c) *Quality of the Work* – You should approach your project in a way that maximizes the likelihood of success. Plan ahead, be careful, and take good notes. In empirical projects, sloppy work results in inconsistent or uninterpretable results. Always include appropriate controls. Keep all of your raw data. Back up data and manuscript drafts regularly! Mistakes in the research process are common and are not in and of themselves cause for despair – if you have documented your procedures carefully and maintained good records and data backups, you will be able to minimize the impact of those mistakes. For all Senior Projects, if you have developed a well-reasoned project, planned the work thoughtfully and systematically, and worked steadily on your project throughout the year, your results and conclusions should be clear and readily interpretable.

d) *Final Project Report* – The Final Project Report should be professional and follow the format described at: http://inside.bard.edu/campus/departments/doso/senioryear/guide/seniorproject_preparation.s html. You should use APA style and follow all the formatting practices within the APA guide to writing. If applicable, attach your submission to the Institutional Review Board (as well as the final letter of approval) and final data analyses as appendices to your project. A 250-word abstract should be inserted before page one of the project. The due date for senior projects is posted on the academic calendar (http://inside.bard.edu/academic/calendar/). Every member of your board must receive a hard copy of the written project by 5:00 p.m. that day. For each day the project is late, a letter grade reduction will be applied. Your grade will be based on what you turn in the day the project is due (as well as your process of working on the project throughout the year); no revisions or addenda will be accepted without a grade reduction. Keep in mind that many other students are facing the same deadlines as you – plan ahead for seeking help or using resources that are likely to be in high demand in the days and weeks leading up to the deadline (e.g., seeking out additional statistical or writing help, copying, and binding).

e) *Final Senior Project Board* – Your final project board meeting will take place some time during the last three weeks of the semester. This meeting is an opportunity to discuss your project with your board and to demonstrate your mastery of the field. The board is comprised of at least one member of the psychology program and at least two other faculty from Bard. Additional persons, such as staff or persons from other institutions may serve on the board. The Psychology program will determine the final board schedule in consultation with students.

Senior Project Grading

The Final Senior Project Grade will be determined by all members of the project board and will be based on the rubric provided below. Performance on all aspects of the project, including the final senior project board and Powerpoint presentations, will be assessed. The Board will inform the student at the end of the meeting whether the Project has received a passing grade. The Board will then discus and finalize grades in conjunction with all faculty in the Psychology Program later in the week (or following weeks). Once the final grade is determined, advisors will contact advisees to schedule meetings to share the grade and provide additional feedback.

In some situations, the project advisor or student may request that the project be graded as pass/fail. This decision must be made and agreed upon by the project board prior to the beginning of the final board meeting.

Senior Project Assessment Guidelines

Grades will be based both on the quality of the project and on the effort put into the project.
Please note that final grade determination will be based on quality and effort demonstrated across semesters!
Thus, for example, strong effort in second semester cannot make up entirely for poor effort during first semester, and consistent and prolific production of writing in second semester cannot make up for a relative lack of writing during first semester. Details are provided below.

Quality

a) Novel research question is stated clearly and is suitable for a year-long project in Psychology.

b) Study (either via empirical or literature review approach) is well-designed, well-executed, and organized.

Empirical Projects: Study design directly assesses the research question, is free of significant confounds, and incorporates valid measures (when available). IRB approval for human subjects is documented (when applicable). Appropriately suitable statistics are conducted as dictated by the necessity of individual projects.

Theoretical Analysis: Literature included directly addresses the research question and is comprehensive in scope while maintaining linear clarity.

c) Literature supports the research question and makes apparent the necessity of and rationale for the question.

d) Literature included is comprehensive (i.e., project draws from most relevant and up-to-date scholarly work), derived from academic search engines (e.g., PsycInfo and PubMed), and is well-integrated; arguments are clear and structured in an organized manner.

e) Literature is reviewed critically (i.e., in addition to providing summaries of the literature, the benefits and limitations of such literature are noted).

f) Interpretations of evidence (empirical or literature) are offered; discussion clearly follows from the evidence presented and provides an integration of prior literature and personal interpretations.

g) Thoughtful suggestions for future work are made.

h) Powerpoint presentations (both midway and final) are thoughtful and clear (please see subsequent sections for further details about presentations).

i) Final project incorporates feedback obtained during the midway board meeting (or provides a clear rationale for why such feedback was not incorporated).

j) APA format is followed (i.e., references, headings/subheadings), and project is proofread carefully (e.g., devoid of typographical errors, consistently formatted).

k) Mastery over material is demonstrated during final board meeting (e.g., student demonstrates awareness of relevant scholarly literatures and is able to integrate such literatures with one's own work in meaningful and novel ways that were not necessarily already included in the project itself; student demonstrates thoughtfulness and sophistication in conveying criticisms of own work).

Effort

a) Student takes initiative to schedule and attend regular meetings with advisor according to agreements established at the beginning of the semester, and proposes additional consultations from other knowledgeable individuals in the field, including other members of your board, when appropriate.

b) Student responds well to and incorporates feedback (as demonstrated by continual additional work - both revised and novel - that is brought to meetings with advisor throughout the year).

c) Student attends meetings prepared with questions and demonstrates initiative of both thought (e.g., questions about material) and process (e.g., student independently attempts statistical analyses and literature integrations prior to asking for help).

d) Student works steadily on the project throughout year and exhibits clear evidence of continual, consistent work (e.g., written notes, outline of content, statistical findings if applicable, drafts of narrative sections).

e) All deadlines outlined by Psychology Program are met (i.e., project summary for Program approval, midway paper, final version of paper, timely attendance at midway and final Powerpoint presentations, timely attendance at midway and final board meetings).

f) Student establishes greater independence in thought and work as the year progresses.

Appendix 5-2

Handbook for Senior Projects in Political Studies

If you are reading this document chances are that you are either contemplating writing a political studies senior project or already immersed in the process of writing one. In either case, this short document is intended to guide your through the process of writing your senior project. In what follows, you will find information about how to structure your project, the composition of the senior project board, the purpose of the midway review, and a list of important deadlines to ensure a smooth and successful senior project experience.

PART I: FORM, STRUCTURE AND LENGTH

It is the hope of the politics faculty that your senior project will approximate research that is characteristic of the discipline of political science with respect to its overall structure, analytical orientations, and length. This generally means a piece of writing that is driven not by a general interest in any subject but rather by a compelling question or puzzle and work that is analytical rather than descriptive in nature. This section of the handbook will outline these expectations.

Form of the Project. All Politics senior projects should have the following in common. First, it should be motivated by a *puzzle* or *problem*. A puzzle is something that doesn't make sense upon first glance or begs for further explanation. For example:

- Why did Argentina, a country blessed with plenty of national resources and high levels of social and political modernization, find it so difficult to erect a stable democracy?

- Has the global expansion of democracy in recent decades led to a more peaceful and orderly world as expected by "Democratic Peace Theory"?

- Why did France and Germany, having fought total wars in the preceding 30 years, choose to integrate their economies after WW2?

- What can political theory tell us about the meaning of freedom, the sources of political authority and the obligations of citizens to the state or society?

- How can we explain the absence of democratic breakdowns, so common in Western Europe and Latin America, in American political development?

- Why are African states so prone to civil war and ethnic conflict?

Second, your senior project must have a clearly stated research question. Your research question should be analytical in nature, not descriptive (in other words, reasonable people should be able to disagree about what the answer to your question is). Finally, all senior projects must have a clearly articulated methodology. Your methodology is your plan for how you're going to answer your question and what sorts of evidence you plan to gather to support your claims.

Structure of the Project. Research projects in politics usually follow a similar structure, and therefore, all senior projects should include the following elements. Deviations from this structure should be made in consultation with your advisor.

- *Abstract*: an abstract is a short summary of your completed research. An abstract should be no more than 300 words and should succinctly summarize the basic argument and findings of your paper.

- *Introduction*: the introduction to your senior project should describe the puzzle or problem that is basis of your paper, pose a clear research question, briefly summarize the argument of the paper, and describe the methodology that you will use to answer your question. The introduction should conclude with a short (one-paragraph) road map that lays out the major sections of the paper.

- *Chapters*: the chapters of the senior projects are the main substantive sections of the paper that together constitute your argument. The contents of the body of the paper and the type of argument you make will vary depending on what subfield of political science your research lies in, what type of senior project you chose to write and the methodology.

- *Conclusion*: the conclusion of the paper should summarize the general findings of your project, articulate their significance (e.g. how the work you did contributes to scholarly or policy debates) and gesture toward further research or articulate additional questions that your analysis has raised.

- *Bibliography*: a bibliography is a list of all the material you consulted while preparing your senior project, regardless of whether or not a particular source is directly cited. Bibliographies should be arranged alphabetically, by the author's last name.

Length and Formatting: Part of the skills you will develop in writing a senior project relate to formatting and citation and being able to succinctly execute a piece of research. Thus, all senior projects should conform to the following length and formatting standards.

- *Length*: in general, you should aim for a senior project that is 12,-20,000 words in length. In exceptional circumstances, and in close consultation with your advisor, projects may exceed these guidelines. You should commit at the beginning of the project, to a target length within the above range.

- *Spacing, Margins and Font*: your senior project should be double-spaced, with one-inch margins, and written in a normal 12-point font.

- *Footnotes and Citation Style*: all references should be footnoted and the citation style consistent throughout the paper. The program does not require a particular kind of citation style and the decision on what to use should be made in consultation with your advisor. We recommend using either MLA (see the MLA Handbook) or Chicago (see the Chicago Manual of Style); handbooks for both are available at the Library:

- *Page Numbers*: please include page numbers on your project.

PART II: PRIMARY ADVISOR AND BOARD MEMBERS

You should start developing your senior project ideas in your junior year. It is a good idea to pick classes in your junior year (especially 300-level classes) that will give you the chance to explore your ideas, and to practice organizing, investigating, and writing—and revising!—a 20+ page research paper. The more comfortable you are with writing, the easier the senior project process will be for you. In your courses listen for and think about puzzles and problems that you encounter in the class material, which could be the basis for your senior project.

Start talking about your senior project ideas in your junior year as well, with a number of your professors. The sooner you get started on thinking about your senior project, the more advice you will get as to where to find useful sources, and possibly even resources for you to conduct research over the summer before your senior year.

Primary Advisor. As you discuss your ideas, think about who it makes the most sense for you to work with as your primary advisor. Your primary advisor is the main person you will be working with on the senior project. He/she will have expertise in the particular subject you've chosen and will be able to guide your research.

As you begin to narrow your senior project topic, think about which faculty member would be an ideal primary advisor, and before going into your senior year, confirm their willingness and availability to serve as your advisor. In most cases, your primary advisor will be a member of the Politics faculty. Exceptions to this rule are rare, and require the consent of the program chair. You will be asked near the end of spring semester of your junior year to provide the program with a short description of your proposed senior project topic and a list of potential advisors.

Different faculty members have different advising styles. It is important that you meet with your advisor early on in the process and make sure his/her expectations are clear.

Board Members. Your senior project board will consist of three faculty members, at least two of who should be faculty in the Political Studies program.

When choosing board members, think about who will be able to give you the most useful advice on your project based on their regional, disciplinary, or methodological expertise. Your board members may not be available to give you feedback on every draft of your senior project, but you should check in with each of them periodically to get feedback on how your research and thinking is progressing during both semesters.

PART III: THE MIDWAY BOARD AND ORAL DEFENSE

Midway board. Your midway review should be scheduled before the end of classes in the first semester of your senior year (typically during moderation week), with each board member receiving written materials at least ONE week before the meeting. The purpose of the midway review is for you to receive as much feedback as possible on your progress and how you might edit/revise your work. The feedback you receive during the midway board will guide the revision and work you do on your senior project over winter break and spring semester.

Note: at the midterm you will not receive a letter grade, but a 'satisfactory' or 'unsatisfactory' evaluation of your senior project progress.

Oral defense. The final senior project board takes place between the deadline for senior project submissions and the end of the semester, usually during moderation week. In most cases, the same faculty members who served on your midway board will also serve on the final senior project board. You may opt to receive either a letter grade or a pass/fail grade for the project. If you choose the pass/fail option, you must declare so at the beginning of the final senior project board.

You will learn immediately after the oral defense if your senior project has passed, however, a final grade will not be determined until after the faculty consult as a group.

The grade you receive on the project will be filed with the registrar shortly after the oral defense and filled in on your transcript under PS 401 and PS 402.

Appendix 5-3

Financial Aid Data

Table 5-3 (1): Students Seeking Financial Aid

	2008-09	2009-10	2010-11	2011-12
a. Number of degree-seeking undergraduate students (CDS Item B1)	517	505	497	486
b. Percentage of students in (a) who applied for need-based financial aid	**64.8%**	**71.7%**	**71.8%**	**70.4%**
c. Percentage of students in (b) who were determined to have financial need	89.9%	92.8%	92.4%	90.6%
d. Percentage of students in (c) who were awarded any financial aid	100.0%	100.0%	100.0%	100.0%

Table 5-3 (2): Students Receiving Financial Aid

	2008-09	2009-10	2010-11	2011-12
Percentage of students receiving Bard aid	53%	58%	60%	64%

Table 5-3 (3): Discount Rate

	2008-09	2009-10	2010-11	2011-12
Discount rate (NACUBO methodology)	34.0%	38.2%	39.2%	40.0%

Notes:

1) In Table 5-3 (1), the data is from the Common Data Set.

Appendix 5-4

Career Development Office Reports

CDO END OF THE YEAR REPORT, JULY 2010 - JUNE 2011
CDO SUMMARY OF SERVICES & DATA from July 1, 2011- June 30, 2011:

One-on-One Counseling and Coaching
553 +   Individual counseling appointments with students and alumni/ae (data gathered from appointment book and counseling notes and not counting walk-in meetings and unscheduled phone calls with students and alumni/ae)
350   Follow-up emails, including resume and cover letter reviews (estimated number)

CDO Career Events
15   Student centered, including career days and resume/job search skills workshops
12   Employer information sessions/tables
5   Employers interviewing on-campus
12   Graduate school information sessions/tables, practice tests, and application prep
3   Job training
3   Career fairs
50   Total number of CDO sponsored and co-sponsored events

Employer Development & Employers/Organizations Recruiting Bard Students
354   Employers who registered during past year on College Central (www.collegecentral.com/bard)
1003   Jobs/internships/volunteer opportunities posted at www.collegecentral.com/bard
63   Employers with recruiting opportunities at our sponsored career events including the Teaching Panel, Business Expo, Morningstar, Federal Career Fair (co-sponsored with Vassar and Mid-Hudson Colleges) and various recruiters on-campus

Attendance at Career Events
551   Students who attended career fairs, workshops, and events
        (not including graduate school information sessions)

2011-2012 CDO Initiatives
- **FOCUS 2:** CDO has purchased a two-year subscription to FOCUS 2 a self-paced online career and education planning tool. Students can take the online assessment that will help them identify their interests, values, skills and possible majors and careers. CDO will offer a training program for faculty and staff who are interested in using FOCUS 2 with students who are having difficulty moderating and selecting an academic concentration.

2011-2012 CDO Initiatives

- CDO is collaborating with the EOP Program to deliver special career workshops for BEOP students. This fall CDO is launching the *CDO Career Circle*. CDO will meet monthly with BEOP students and lead a topic for each roundtable lunch. Topics will include Focus 2, networking, resume and cover letter writing, job/internship search skills, and more. The workshop series extends through spring 2012 and homework assignments will be given each week. A primary goal is to get BEOP students prepared for the job/internship search and teach them networking skills.

- CDO is partnering with Alumni/ae Affairs to develop a new alumni/ae mentoring program for students including connections and events. CDO and Alumni/ae Affairs will co-host a January 2012 Winter Break event in NYC and offer a networking mixer that brings together BEOP students and alumni/ae.

- CDO is working with the Student Employment Office, SEO, to centralize the posting of all on-campus student employment jobs at CDO's online job board www.collegecentral.com/bard.edu. This change in posting jobs will occur in July 2011. SEO will still handle all student questions and paperwork regarding on-campus student employment and work with students and faculty/staff regarding the payroll. CDO's role is to help students and Bard staff/faculty employers navigate the online posting of jobs.

- CDO is expanding and promoting its online resources, including www.collegecentral.com/bard, to the Bard community. For the first time the entire incoming class of 2015 will be registered at www.collegecentral.com/bard before they arrive for L&T. Mid July 2011 CDO is mailing a postcard to the home of each first-year student with a welcome message announcing that each student is registered at College Central and broadly promoting our career services.

- CDO for the second year will participate in the Mid-Hudson Career Consortium's (MHCC) Federal Career Fair to be held at Vassar College in the spring 2012. CDO will partner with other MHCC colleges to bring more federal agencies to the Hudson Valley to recruit college students in our area.

- CDO is committed to partnering with and supporting academic programs and offices that have an internship initiative. CDO will be proactive in contacting Bard colleagues heading up internship programs and will offer to share online resources, internship search handouts including resume and cover letter guides, and will make a concerted effort to track internship placements. As needed, CDO will support the internship component of the Civic Engagement and Environmental & Urban Studies programs, as well as other internship programs at the College.

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CDO, Career Events Internal Working Calendar
2010-2011

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Fall 2010

CDO BEOP Welcome
Wednesday, August 4, 2010

Resource Center for Accessible Living (RCAL) Information Table
Tuesday, September 7, 2010

CDO Senior Reception
Tuesday, September 7, 2010

Student Advisory Board
Wednesday, September 8, 2010

Kaplan Information Table
Monday, September 13, 2010

Duke University, Nicholas School of the Environment
Information Table
Tuesday, September 14, 2010

Washington University Graduate School Information Session

George Warren Brown School of Social Work
Tuesday, September 14, 2010

Career Development Information Table
Wednesdays 9/15, 9/22, 9/29, & 10/6, 2010

First-year Career Tea
Mad Hatter Tea Party
Thursday, September 16, 2010

Morningstar Development Program Information Session
Tuesday, September 21, 2010

Department of State Information Session
Tuesday, September 21, 2010

Working in the Peace Corps Information Session & Information Table
Monday, September 27, 2010

Japan Exchange and Teaching (JET) Program Information Session
Tuesday, September 28, 2010

Kaplan Free Graduate School and Professional School Practice Tests:
General GRE, MCAT AND LSAT Exams
Friday, October 1, 2010

Northern Dutchess Career Fair and Business Expo
Tuesday, October 5, 2010

Morningstar Development Program Interviews
Friday, October 8, 2010

Resource Center for Accessible Living (RCAL) Training Session
Thursday, October 14, 2010

Exploration School, Inc. Information Table
Monday, October 18, 2010

Careers in Teaching Panel
Monday, October 18, 2010

Exploration School, Inc. Interviews
Tuesday, October 19, 2010

Kaplan Information Table
Wednesday, October 20, 2010

Environment America Information Table
Tuesday, November 2, 2010

Environment America Interviews
Tuesday, November 2, 2010

BARC Informal Q&A
Tuesday, November 2, 2010

Pre-Law Panel
Wednesday, November 3, 2010

Stetson University College of Law Information Table
Wednesday, November 3, 2010

Carney Sandoe Interviews
Wednesday, November 10, 2010

Free LSAT & GRE Preview Classes
Friday, November 12, 2010

Council on Foreign Relations Information Table
Monday, November 15, 2010

Social Entrepreneurship
Thursday, November 18, 2010

Exploration Inc. Interviews
Thursday, November 18, 2010

Money Management Workshop for Seniors
Tuesday, November 30, 2010

Spring 2011

Opportunity Programs Presentation: Internship/Fellowship Information
Friday, February 4, 2011

Red Hook Library Open House Internship Fair
Thursday, February 10, 2011

Omega Information Session
Wednesday, February 16, 2011

Kings College London Post Graduate and Graduate Study Information Table
Monday, February 21, 2011

Human Rights Campaign Information Table
Thursday, February 24, 2011

University of Edinburgh Scotland Graduate Programs Information Table
Monday, February 28, 2011

College Central/Civic Engagement Consortium
Monday, February 28, 2011

Government/Public Service Career Day
Wednesday, March 2, 2011

Art History Career Day
Friday, March 11, 2011

Enterprise Rent-a-Car Information Table
Tuesday, March 15, 2011

Sterling Publishing Information Session in Manhattan
Wednesday, March 23, 2011

Environment America Information Table and Interviews
Wednesday, March 30, 2011

Opportunity Program Presentation: How to Choose a Major
Tuesday April 12, 2011

Fordham University MBE Program Information Table & Session
Tuesday, April 19, 2011

CDO Senior Open House
Tuesday, May 3, 2011

Appendix A-1

Citizen Science

Changes/Improvements to the Citizen Science curriculum for 2012

The Citizen Science program, run for the first time in January of 2011, was designed to expose students to, and facilitate student learning in the topic of scientific evidence and scientific literacy. We developed and analyzed student and faculty assessments specifically for the Citizen Science program, which included the following: an end-of-rotation assessment for immediate curricular adjustments (qualitative); a student assessment of programmatic elements (numerical and qualitative); a faculty assessment of student work and participation (numerical and qualitative); a student completed pre- and post-program (matched).

The pre and post matched student assessment instrument was designed to test abilities of students to understand, articulate, and interpret strengths and weaknesses of models, experiments, and correlations as approaches to doing science. This assessment is a tool that will build towards a measurement of scientific literacy. Initial results from this assessment revealed a significant post-test improvement by the students in recognizing the methods for evaluation of evidence, even when questioned about topics outside of the scientific field.

Changes were made to the Citizen Science programmatic structure and curriculum in response to student and faculty feedback gathered.

Feedback	*Response*
"Classes too long," "day too long, with too long of a break in between sessions"	Day shortened; two class periods that are more condensed in the center of the day (primarily from 10-3); lab class length remains same
"Course material is too easy"	Textbook eliminated in favor of a Bard designed anthology of primary literature, review papers, and science articles for the general public; integrated themes with clear links between laboratory activities, case studies, readings and computer modeling exercises; 12 chapters to select from (allowing for student and faculty choice)
Students wanted to learn more about what faculty did for research when not at Bard	Instituted a Faculty Seminar Series, in which all 24 faculty members will be giving 20 minute meeting style talks to groups of students
More accountability for students	Students will now be required to complete homework (envisioned as completing reading assignments prior to arrival in class) in order to make in-class time more effective
More in-class civic engagement type activities	Inclusion of science education sessions within the class day, to introduce Bard students to the concepts of teaching science and science literacy to others

Comparative Percentage of Students Living on Campus

Bard	**74%**
Bowdoin	92%
Brandeis	80%
Bryn Mawr	95%
Bucknell	87%
Colby	94%
Colgate	94%
Connecticut College	99%
Franklin & Marshall	99%
Hamilton	98%
Marist	73%
Middlebury	97%
Skidmore	85%
Swarthmore	95%
Vassar	97%
Wesleyan	99%
Williams	93%