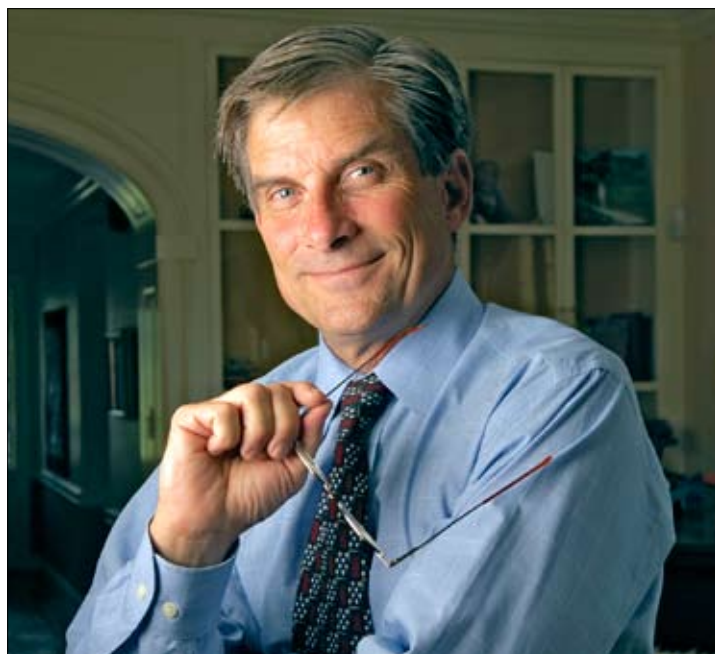


Colby



2006-2007
ANNUAL REPORT
OF THE PRESIDENT



FRED FIELD

President William D. Adams

The 2006-2007 academic year was great for Colby. The College received the largest gift in its history, opened a new building for the social sciences and interdisciplinary programs, completed construction on a space that has become the heart of campus for students, achieved records in fund raising and in endowment, and most importantly, of course, sustained a superior environment for teaching and learning.

In May, Overseer Peter '56, D.F.A. '98, and Trustee Paula Crane Lunder, D.F.A. '98, announced that the Lunder Collection of American Art will come to Colby. The Lunder Collection, comprising approximately 500 objects, including 464 American art works, is among the most magnificent gifts ever given to a liberal arts college. This collection will transform the Colby museum in some ways that we can imagine—we will construct new exhibit and storage space to house it—and in many that we cannot imagine. It will have a profound and lasting impact on our ability to teach art history and studio art, it will be a force throughout the curriculum as faculty work with museum staff members to use the collection in classes and research, and it will present unprecedented opportunities for the people of Maine to experience fine art in central Maine.

Thanks to the value of the Lunders' gift, the Board of Trustees voted at its May meeting to increase the goal of Colby's Reaching the World capital campaign to \$370 million, making the campaign the most ambitious in Maine history. Pending successful achievement of that breathtaking goal, the campaign will conclude on June 30, 2010.

The planning process that preceded the capital campaign set both the campaign's priorities and the strategic priorities for Colby as a whole. We set our sights on increasing the size of the faculty (modestly, but in areas of largest need and impact), increasing access to Colby through financial aid endowment, improving the College's physical plant in support of academic and administrative functions and student life, and enhancing the College's academic profile and reputation.

We made strides in all of these areas in 2006-07:

- As of June 30, Colby's endowment had reached \$599 million, a \$117-million increase over June 30, 2006, reflecting a 21.9-percent investment return and gifts and transfers totaling \$31.4 million.
- Colby has added seven faculty positions since the strategic plan was initiated, including, most recently, positions in mathematics and international studies.
- The Diamond Building, which houses a variety of social science departments and interdisciplinary programs and the Goldfarb Center for Public Affairs and Civic Engagement, opened in January 2007. The building has a dozen classroom and seminar rooms, 50 faculty offices, a 180-seat auditorium, a Geographic Information Systems lab, and 17 student research offices.
- We completed construction of the Pulver Pavilion and the renovation of adjacent spaces in Cotter Union in summer 2007. The pavilion provides the informal student gathering and meeting spaces called for in the strategic plan and features a snack bar, café, and lounge area in a 7,000-square-foot space that bridges the two sides of Cotter Union and makes interaction among students and between students and faculty more fluid.
- We began construction on another wing of Cotter Union to house the Colby bookstore, which will move from its current location in the Roberts Building next summer.
- We continued planning for the renovation of the Roberts Building and the Roberts Row dormitories, the last residence halls to be addressed in a process that has seen significant renovations to all other residential space on campus.



BRIAN SPEER

The Diamond Building, housing a variety of social science departments and interdisciplinary programs as well as the Goldfarb Center, opened in 2007.

With the new buildings, renovations, increase in faculty positions, and aggressive plans for recruiting top-achieving students, we improved the academic profile of the College. This improvement will be supported and enhanced as the Student Affairs Division rolls out a new plan called Colby 360. The plan has many elements, and once it has been in place for a year I will report on it more thoroughly. Essentially, though, it aims to blur the lines between students' lives inside and out of the classroom and offer a wide range of opportunities for learning and growth to all students.

Another major effort the College undertook this year was to prepare for our decennial re-accreditation from the New England Association of Schools and Colleges (NEASC). The accreditation process is time-honored in American higher education and is one of its most resounding success stories, with colleges and universities devising, promulgating, and enforcing standards that have assured high quality and choice for students. For individual schools such as Colby, however, especially those with the financial and other resources necessary to provide superior educations to highly qualified students, accreditation can be much more than a credential or an avenue to federal funds and programs. It can be—as it was for us this year—a period of deep reflection leading to important changes.

The process began in 2005, when the members of Colby's senior administrative staff, faculty leaders, and I began meeting to discuss what format Colby's required self-study should take. All schools must address thoroughly NEASC's 11 Standards for Accreditation, which cover virtually every area of a college's work and ask us to describe what we do, to describe both our methods of appraising our work and our findings from that appraisal, and to discuss plans for the future.

That in itself is a rigorous and revealing process. But NEASC also offers colleges and universities the chance to add areas of special emphasis to their self-studies, and this seemed to us a unique opportunity to dig even more deeply into subjects of critical importance to the College's mission.

Several themes emerged as discussions proceeded, the most persistent of which were contained in a series of questions about the way Colby is experienced by its students: What is the intellectual and social climate on Colby's campus, and how does that climate affect students? What can we do to improve the academic experience and aspirations of our students? How well do we prepare students to meet the challenges they encounter when they leave Colby?



These questions go to the heart of residential liberal arts education, a setting in which students are expected both to pursue academic goals and to build extra-academic communities in their co- and extracurricular activities, in their residences, and in the other places where they study and socialize. They cross all disciplinary lines and affect every Colby student as well as all members of the College faculty and staff, whose work is almost entirely in support of undergraduate education.

We determined that the most effective way to look at those questions and others like them would be to focus on two important transitions in our

students' lives—the transition to college from high school and the transition from Colby to the world of advanced study or work. I appointed two subcommittees to the accreditation steering committee. One, chaired by Professor of Economics Michael Donihue '79, looked at the ways in which Colby introduced first-year students to college and college-level academics and how that introduction and the progress in the first year might affect students' Colby careers. The other, chaired by Miselis Professor of Chemistry



FRED FIELD

The Pulver Pavilion and renovated Cotter Union have already become a hub of campus life.

D. Whitney King, looked at how well the College prepares students for careers, for advanced study, and for other aspects of life after college. Faculty from the humanities, social sciences, and natural sciences served on each subcommittee, along with Colby

administrators. Student opinion was represented in surveys (some conducted specifically for the subcommittees' work and some that are conducted annually by the College), and in a qualitative study of the Class of 2010 supported by a grant from the Teagle Foundation.

Both subcommittees found room for improvement in several areas germane to student transition. These were some of the key recommendations:

Transition to Colby

- Revise the first-year student advising system so students receive faculty advice before registering for their first courses at the College.
- Insure that orientation has a focus on academics.
- Make better use of Jan Plan, partly to insure that students' academic momentum is not interrupted in the first year.
- Increase social programming that does not involve alcohol.
- Reconsider the practice of encouraging students to declare a major at the end of the first year.

Transition from Colby

- Concentrate on insuring that students graduate confident of their abilities in self-presentation, including writing and speaking.
- Establish objective measures of student learning and skills development that are independent of grades.
- Consider requiring all students to complete an academic "capstone" project in their senior year so they will have a better sense of working toward a clear pinnacle throughout their undergraduate experience.
- Insure that all students have opportunities to conduct independent research, since those who do research are most likely to display the poise and intellectual passion that employers and graduate schools want to see.

The subcommittees presented preliminary findings and recommendations to several faculty groups throughout the spring semester. At its April meeting, the faculty voted to empanel an Ad Hoc Curricular Planning Committee, which was charged with:

- Determining a limited number of curricular priorities for review and possible revision in the next one to two years, drawing on accreditation self-study reports and other data.
- Determining processes to be used in addressing specific curricular planning issues, e.g., formation of special committees or working groups and formulation of charges to those groups.
- Determining sequence and timing of curricular priorities to be addressed.



FRED FIELD

Colby sustains a superior environment for teaching and learning and the College's academic profile continues improving, according to various measures and benchmarks.

- Setting curricular priorities processes in motion, with special committees or working groups charged with addressing specific issues, recommending initiatives in response to those issues, and reporting to faculty (directly or via Academic Affairs Committee), dean of faculty, and president.



LING ZHU '09

Each fall Career Services organizes a graduate and professional fair on campus. Increasing numbers of Colby graduates pursue advanced degrees.

In a recent interim report presented at a faculty meeting, the committee indicated that three broad areas encompassing many of the major recommendations of the accreditation subcommittees are under consideration. They are:

- Curricular oversight and the academic progression.
- Teaching and assessment of student communicative and quantitative skills.
- Project-based and faculty-mentored learning.

Vice President for Academic Affairs and Dean of Faculty Edward Yeterian and I are eager to learn the planning committee's final recommendations and to pursue the highest priorities in consultation with faculty working groups and the faculty as a whole.

Whatever the recommendations may be, however, I agree with the special-emphasis subcommittees that certain issues must be addressed by the College in the near term. I have gone on record several times in favor of looking at the ways in which Colby teaches students communications and self-presentation skills. It appears that the curricular planning group will recommend this issue for review. But if that does not happen, I believe the College will nevertheless need to place it under consideration within the next few years. Likewise, since both subcommittees detailed a variety of concerns with the January Program, I will include that on our administrative agenda.

Colby's nearly 200-year-old culture of improvement pervades our work, whether we are students striving in the classroom, administrators working strategically to enhance student learning inside and outside of the classroom, faculty members looking openly at pedagogy and possibilities, staff working to support the academic enterprise, alumni and others assisting us with their resources and time, or trustees and overseers insuring that Colby has the effective and stable leadership it needs in order to thrive.

We do what we do very well. We strive to do better. And as always, we are grateful for the participation of all the inspiring people who are "Colby."



Financial Highlights

	Fiscal '07	Fiscal '06
Summary of Current Fund Operations		
Revenues	121,039,000	112,727,000
Expenditures and Transfers	120,806,000	112,532,000
Net Income	233,000	195,000
Gifts and Bequests		
Annual	9,906,000	11,945,000
Capital	14,517,000	18,889,000
Life Income	958,000	1,317,000
In Kind	199,000	605,000
Total Gifts and Bequests	25,580,000	32,756,000
Colby Student Financial Aid		
Scholarships	19,671,000	18,440,000
Student and Parent Loans	1,529,000	1,545,000
Campus Employment	1,337,000	1,225,000
Student Financial Aid Awarded	22,537,000	21,210,000
Endowment and Similar Funds		
Market Value as of June 30	598,729,000	482,019,000
Life Income Funds		
Market Value as of June 30	36,259,000	32,431,000
Physical Plant		
Net Investment in Plant as of June 30	153,295,000	139,719,000
Indebtedness as of June 30	66,008,000	54,748,000

The Corporation: 2006-2007

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African Studies (November 5-7, 2006): Laurie Haley Allen '87, chair; Douglas Davis, Haverford College, consultant; Clifton Clais, Emory University, consultant.
Women's, Gender, and Sexuality Studies (November 12-14, 2006): Claudia Caruso Rouhana '71, chair; Elizabeth McKenna Ainslie '87; Sunka Simon, Swarthmore College, consultant; Sharon Ullman, Bryn Mawr College, consultant.
Chemistry (March 11-13, 2007): Ret. Admiral Gregory G. Johnson, chair; Janice Griffith '62; Marianne Begemann, Vassar College, consultant; Timothy Elgren, Hamilton College, consultant.
Off-Campus Study (April 22-24, 2007): Robert J. Bruce '59, chair; G. Arthur Brennan '68; Michael Monahan, Macalester College, consultant.

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