



Colby



ANNUAL REPORT OF THE PRESIDENT
2002-2003

The Plan for Colby, a framework for the development of Colby's programs and physical plant over the next decade, represents a vision for making one of America's great colleges better. If you visit the campus any time soon you will see evidence of the plan in action. Work has begun on the Colby Green district, the most ambitious physical plant project to take place since the College's move to Mayflower Hill.



President William D. Adams

Putting the plan together gave all of us the chance to think deeply and critically about what we do at Colby and why we do it. Every organization probably ought to engage in this process on a regular basis, and I believe that is particularly true at colleges, which must be dynamic and self-critical in order to best serve students.

One of the key questions we asked ourselves as we undertook the strategic planning process was whether the residential liberal arts college is still a valuable—and viable—option for students in today's technologically advanced world. Our commitment to financial aid helps make this kind of education accessible to qualified students, but how does one quantify the value of living in a community of scholars and learners?

Research among alumni/ae conducted for Colby as part of the planning process told us definitively what we knew intuitively: that nothing has yet appeared in the education universe to replace the residential liberal arts college. There is something immeasurably valuable about pursuing academic and extracurricular activities in this setting, and the value lasts a lifetime.

One persistent and highly antiquated view of colleges such as Colby is as places apart from the "real world." Perhaps there was a time when teachers and students could withdraw from the demands of everyday life and devote themselves entirely to the life of the mind, but if so, that time is past. Today's Colby students and faculty are vitally engaged with the campus, the local community, the nation, and the world.

Recognizing that this engagement is now central to a liberal arts education as provided by Colby, our strategic plan called for the establishment of an academic center to link teaching and research at Colby with contemporary political, economic, and social issues and problems in ways that strengthen the undergraduate experience and enhance the national and international academic profile and reputation of the College. I am pleased to report that thanks to a wonderful gift from Trustee Bill Goldfarb '68, the Goldfarb Center for Public Affairs and Civic Engagement is up and running, with William R. Kenan Jr. Professor of Government Sandy Maisel as its director.

Faculty associated with the center are now dispersed throughout the campus, but if current plans hold, by 2007 many of their departments will be housed together in a new social sciences and interdisciplinary studies building. Colby Trustee Robert E. Diamond Jr. '73 recently pledged the project's lead gift, and Colby is deeply grateful to him.

These are new initiatives, but Colby's engagement with the world is not. The College has an extraordinarily firm foundation on which to compound its strengths in this arena.

In—and Beyond—the Classroom

During the spring semester of her senior year, Tracy Schloss '03 worked with David Simon (art) on a proposal to create the South End Learning Center to serve underprivileged youth in that section of Waterville. Even in the wake of Schloss's graduation, a group of Waterville residents and Colby community members is moving the project forward. An increasing number of Colby professors from a variety of academic disciplines are choosing to incorporate elements of service-learning and other types of community outreach into their courses. Biology students design and lead workshops for the Waterville-based Hardy Girls Healthy Women program. Students in the education program work at the Alford Youth Center coordinating after-school activities for area children or serve as assistant teachers in local classrooms. Economics students study economic/social policy issues confronting the region and share information online. A section of English 115, *Beyond the Bubble*, requires students to perform community service and reflect, in writing, on what they have learned. During Jan Plan last year, a course called *Mentoring: Fostering Resilience in Children* built on knowledge gained in the remarkable Colby Cares About Kids program, begun in 2001 and aiming to pair 300 Colby students with Waterville-area children in mentoring activities. Students of science, technology, and society volunteer in local hospitals for the course *Medical Technologies*. Thanks to Colby's Service-Learning Initiative, which includes an organizing committee of faculty and administrators led by Peter Harris (English), the list grows longer each year.

Colby students, including those who participate in Colby Cares About Kids, also spend hundreds of hours each year volunteering in the region through opportunities provided by the Colby Volunteer Center. The CVC sponsors 13 programs that connect students to community organizations, including *Adults Reading to Children* (a program in which students work with developmentally delayed persons), the Boys and Girls Club, Colby Companions, Head Start, the Waterville-Area Homeless Shelter, Junior High Tutoring,



Residents of Waterville donated the land for Colby's Mayflower Hill campus in the 1930s, and both the College and the city have worked to maintain a partnership over the years. Now through programs like the Colby Volunteer Center, the South End Coalition, and the Colby Cares About Kids initiative, unprecedented numbers of Colby students are involved in the life of the city. The new Goldfarb Center for Public Affairs and Civic Engagement promises to expand the role of students in the surrounding community.

Associate Professor of Education and of Women's, Gender, and Sexuality Studies Lyn Mikel Brown (right) is an expert on girls' development and the author of several books on the subject. She also is a co-founder of Hardy Girls Healthy Women, a nonprofit organization that works to provide "hardiness zones" in Maine—areas where girls can explore, have fun, and feel safe trying new things. Here Brown talks with a middle school student at the annual Girls Unlimited! conference sponsored by Hardy Girls Healthy Women.

the Waterville Humane Society, the area soup kitchen, the Family Violence Project, and the Rape Crisis Center. It also finds volunteers for individual projects like the Halloween Extravaganza, Adopt-a-Family for Christmas, and meeting individual family needs through the Volunteer Connection. Approximately 250 students volunteer through these programs on a regular basis, and as many as 300 more volunteer at least once during the academic year. Still others participate in community-based programs such as Habitat for Humanity. Twenty-five Colby students receive federal work-study funds to provide tutoring through the America Reads and America Counts program, meaning that the monies that help our students pay for college also change the lives and prospects of local schoolchildren.

Engaging the Nation—and the World

Colby faculty members and students are actively engaged in national and international affairs directly from Mayflower Hill. Dozens of lectures, symposia, and colloquia take



place on campus each year, featuring experts from throughout the world and showcasing the expertise of our own faculty and students. The Oak Institute for the Study of International Human Rights, based at Colby, brings a human-rights practitioner to campus for one semester each year. Oak Fellows have included activists from Pakistan, Congo, Colombia, Kosovo, and Sudan. Other events, such as the annual Elijah Parish Lovejoy Convocation and the Morton A. Brody Distinguished Judicial Service Award, also afford this community the opportunity to interact with internationally renowned individuals who model effective connections between ideas and practice.

Colby also brings the world to campus in the persons of our international students. Men

and women from more than 60 countries outside of the United States attend Colby and make up more than 10 percent of each entering class. Most of this surge in international student enrollment is due to Colby's fortunate participation in the Davis-United World College scholarship program, established by the Shelby M.C. Davis family, including Trustee Andrew Davis '85. Under this program, qualified graduates of the United World Colleges—a network of 10 secondary schools on five continents—receive financial aid to cover the cost of a Colby education, if they are in need of aid. The Class of 2007 is the fourth to enroll Davis-UWC scholars, with an average of about 25 students per class. In addition, a grant from the Oak Foundation brings students to Colby from Zimbabwe and Denmark, as well as students whose families have suffered torture or persecution in other



countries. *The Plan for Colby* calls for the College to sustain or increase its current percentage of international students, and Colby must continue to raise significant levels of financial aid to do so. Financial aid endowment will be a critical element of Colby's next comprehensive fund-raising campaign.

Away from Mayflower Hill, Colby faculty members are routinely quoted as experts in the local, regional, national, and international media. During just one month, April 2003, for example, Colby professors were quoted on or had opinion pieces published nationally on topics ranging from fund raising among Democratic Presidential hopefuls (Tony Corrado, government) to the Academy Award's effect on Disney's fortunes (Randy Nelson, economics), aggression among girls (Lyn Mikel Brown, education), the Iraqi *dinar* (Kash Mansori, economics), and over-reliance on college rankings (myself).

Colby students have extraordinary opportunities to become involved in national and international affairs. Heitor Gouvêa '03 and Sarah Barclay '03 worked with Corrado on a groundbreaking study, funded by a grant from the Pew Charitable Trusts, of how people of differing racial, ethnic, and religious backgrounds view political campaigns. Osman Haneef '05 interned with the Pakistan National Rural Support Programme, helping to write a proposal for a village school in Pakistan's Balochistan province, assessing a micro-credit program, and working on gender-tailored sex education materials. Other Colby students spoke to members of the press about women in the Middle East (Aliya Al-Aufy '03) and experiencing war (Ana Prokic '04 and Charles Data '04).

Colby leads many of its peer colleges in emphasizing the importance of global reach. According to statistics gathered by several organizations that track study abroad, a higher percentage of Colby students study away from this country than students at any other NESCAC college. Students may choose to attend a Colby-run program in Spain, Ireland, France, or Russia, a Colby-Bates-Bowdoin program in England, Ecuador, or South Africa, or an approved program sponsored by another college or university or arranged by the student herself. Not coincidentally, Colby ranked second among colleges and universities in the number of graduates who entered the Peace Corps in 2002 and third the year before. A Peace Corps spokesperson attributed Colby's standing on the list partly to its emphasis on international education.

Jeff Lederman '05 was paired with Clinton Elementary School student James Swan (right) through the Colby Cares About Kids program, as were Christine Brennan '05 and Kristen Stewart (left) of the Albert S. Hall School in Waterville. Paired with a youngster for twice-a-week meetings, Lederman, Brennan, and hundreds of other Colby students like them serve as mentors, friends, and confidants to area schoolchildren. Colby Cares About Kids, which has been held up as an exemplary program by the organization America's Promise and by former Maine Governor Angus King, is now in its third year.

Colby faculty research contributes to our national and international engagement as well. To name a very few: Professor of Economics Tom Tietenberg's current work involves designing the flexibility mechanism of the Kyoto protocol on climate change; Cheryl Townsend Gilkes, the John D. and Catherine T. MacArthur Professor of Sociology and African-American Studies, studies the history of African-American churches and



particularly the role of black women in churches and in social change; Mary Beth Mills (anthropology) studies globalization's differing impact on men and women in Thailand, as well as women's participation in that country's emerging labor movement; Ken Rodman (government) is a scholar of the United Nations and of the role and effect of international economic sanctions; Ariel Armony (government) is an expert on civil society, especially in the Caribbean and Central and Latin America, and as a fellow at the Woodrow Wilson International Center for Scholars during 2002-03 he helped win the release of thousands of classified documents that shed light on Argentina's "Dirty War."

No Standing Still

Recently, as part of our planning for the next capital campaign, a group of Colby trustees, alumni/ae, parents, and friends was asked to comment on what they felt were the College's key strengths and weaknesses. It will not

surprise you to learn that Colby's faculty members ranked among its leading strengths, both for their level of teaching and scholarly expertise and for their devotion to students. Those surveyed also remarked favorably on Colby's expanding academic reputation, increasing national visibility, financial stability, and *The Plan for Colby* itself. Identified weaknesses included "a Yankee tendency to undersell" the College and the perceived isolation of its location in Waterville.

Our strategic initiatives are intended to bolster the College's strengths and eliminate or reduce the impact of its weaknesses. We are not going to move the College; but, as I hope I have conveyed in this report, if we are creative, physical space cannot restrict our outreach. Our students are, indeed, receiving an education for their lifetimes.



Financial Highlights

	Fiscal '03	Fiscal '02
Summary of Current Fund Operations		
Revenues	\$96,084,000	\$94,157,000
Expenditures and Transfers	95,978,000	93,967,000
Net Income	\$106,000	\$190,000
Gifts and Bequests		
Annual Fund	\$7,427,000	\$8,653,000
Capital	4,491,000	5,065,000
Life Income	360,000	667,000
In Kind	693,000	40,000
Total Gifts and Bequests	\$12,971,000	\$14,425,000
Colby Student Financial Aid		
Scholarships	\$13,168,00	\$11,420,000
Student and Parent Loans	1,059,000	1,097,000
Campus Employment	1,125,000	1,043,000
Student Financial Aid Awarded	\$15,352,000	\$13,560,000
Endowment and Similar Funds		
Market Value as of June 30	\$321,584,000	\$322,559,000
Life Income Funds		
Market Value as of June 30	\$26,976,000	\$29,023,006
Physical Plant		
Net Investment in Plant as of June 30	\$114,597,000	\$112,715,000
Indebtedness as of June 30	\$31,371,000	\$30,383,000

The Corporation: 2002-2003

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William G. Tsiaras '68, M.D., Barrington, Rhode Island
Barbara Starr Wolf '50, Jamaica Plain, Massachusetts

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