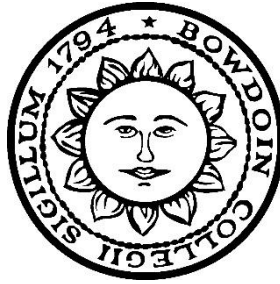




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SEARCH FOR THE DIRECTOR, *THRIVE*

BOWDOIN COLLEGE
Brunswick, Maine

THE SEARCH

Bowdoin College invites nominations and applications for the inaugural *THRIVE* Director. One of the nation's oldest and finest institutions of higher education, Bowdoin seeks an energetic, innovative, and highly ambitious individual to establish and lead a college-wide initiative designed to foster achievement, belonging, mentorship, and transition in support of low-income and first-generation students as well as those traditionally underrepresented on college campuses. A \$5-million gift from Netflix co-founder and CEO Reed Hastings '83 will provide for the development of this new program to substantially transform the college experience, selecting and overseeing an annual cohort and managing a summer institute, improving and streamlining the academic support resources that the College offers. Reporting to the Associate Dean for Academic Affairs, the inaugural Director will engage students as well as faculty and staff across the campus, in an effort to put the College at the forefront of student success.

Bowdoin stands at a significant moment of opportunity and responsibility. Increasingly, College policies have enabled talented students from traditionally underrepresented backgrounds to enroll. The Class of 2021 at Bowdoin College is, by several measures, the most culturally diverse and socioeconomically representative class in the College's history. A record 52% of the class receives financial aid at Bowdoin; 34% are students of color; and more than 16% are members of the first generation of their family to attend college. These students often face challenges navigating the college environment and finding a path to success. While Bowdoin currently provides a wealth of academic and co-curricular resources, these resources will be expanded and made more cohesive, comprehensive and accessible.

THRIVE comprises a range of undertakings, including academic enrichment, service and leadership development, peer-mentoring, financial support, and the newly established *Bowdoin Scholars* program. *THRIVE* will also create physical space on campus where students can gather to discuss their college experiences, learn from one another, and reflect on their academic and co-curricular challenges and accomplishments. Importantly, this space will also serve as a location for students, faculty, staff, and administrators to convene to engage one

another around topics of relevance to low-income, first-generation, and traditionally underrepresented students.

The successful candidate will bring a relentless commitment to supporting students and a desire to help shape the future of the Bowdoin College experience. The Director will be highly collaborative and a visible and engaged member of the campus community. This person will bring deep knowledge of issues pertaining to persistence and success for low-income, first-generation, and traditionally underrepresented students combined with an understanding and appreciation of a liberal arts education.

Bowdoin has retained Isaacson, Miller, a national executive search firm, to assist in this important recruitment. All applications, inquiries, and nominations, which will remain confidential, should be directed to the search firm as indicated at the end of this document.

BOWDOIN COLLEGE

Founded in 1794, Bowdoin has maintained its commitment to the liberal arts for nearly 214 years. Bowdoin's reputation as a preeminent liberal arts college rests on the excellence of its faculty, students, and staff; intimate size; strong sense of community; and connections to the people, history, and natural beauty of Maine.

William DeWitt Hyde's "The Offer of the College" lies at the heart of the institution. Written in 1906 by the seventh president of the College, this offer spelled out a vision of the aspirations of a liberal education appropriate to the early twentieth century, and it is as relevant as ever. Bowdoin facilitates intellectual development and personal growth in the context of an active and engaged learning community focused on the common good. To prepare students for a complex and ever-changing world, the College provides a foundation that challenges them to understand, analyze, appreciate, and contend with the challenges and opportunities they will face, and to do so by effectively engaging those with differing experiences, perspectives, and values.

Students graduating today enter career paths as varied as arts and communications; consulting and finance; education; government, law, and policy; health and medicine; marketing, insurance, and sales; the non-profit sector; science and the environment; and technology and start-ups, among others.

Bowdoin's campus is situated in a beautiful natural setting. Located in Brunswick, Maine, a town of approximately 20,000, the College is on the Maine coast, twenty-five miles from Portland and 120 miles from Boston. The 207-acre main campus is organized around a central quadrangle and comprises nearly 120 buildings. They range from Massachusetts Hall, built 1799–1802, to the College's newest academic building, the Robert H. and Blythe Bickel Edwards Center for Art and Dance, which opened in 2013 as the new home for visual art and dance at the College. The campus also features LEED-certified residence halls; the state-of-the-art John J. Studzinski Recital Hall; Sidney J. Watson Arena, the first LEED-certified hockey arena in the United States; and the Peter Buck Center for Health and Fitness, the College's 45,000-square-foot health and wellness facility. Bowdoin's Schiller Coastal Studies Center occupies a 118-acre coastal site with 2.5 miles of shoreline that is twelve miles from campus on Orr's Island. The College's current major capital project, to construct an academic building for the study of the environment, began construction in May 2017. The Roux Center for the Environment is scheduled to open in the fall of 2018.

LEADERSHIP

Clayton S. Rose took office as the fifteenth president of Bowdoin on July 1, 2015 and was inaugurated officially on October 17, 2015. As president, he has underscored the essential importance of the liberal arts education and the themes of discourse and inclusion. Specifically, that a central mission of the College is to foster an environment of vigorous and respectful engagement on the most challenging and uncomfortable ideas, where students question their beliefs and develop the skills, knowledge, and disposition to become “intellectually fearless.” Rose also continues to stress that Bowdoin must be a community where everyone will have the opportunity for an equally robust experience, regardless of their economic status, background, or identity. Rose previously served as a member of the faculty at Harvard Business School after a highly successful twenty-year leadership and management career in finance.

ACADEMICS

The College expects students to seek breadth and depth in their education. Bowdoin’s distribution requirements oblige students to take at least one course covering each of the following: mathematical, computational, or statistical reasoning; the natural sciences; exploring social differences; international perspectives; and the visual and performing arts. Students select from among forty-two majors offered by departments and interdisciplinary programs, providing them with a deeper understanding of an area of study. The top ten declared majors in fall 2016 were government and legal studies, economics, mathematics, biology, computer science, neuroscience, environmental studies, psychology, history, and sociology. Thirty-two percent of students had a declared double major in fall 2016. During their time at Bowdoin, more than half of students undertake research projects in close partnership with faculty.

The Bowdoin academic experience also encourages students to learn from the world around them. More than half of students participate in study-away programs. The College’s Joseph McKeen Center for the Common Good offers students opportunities to explore themes of community responsibility, active citizenship, and informed leadership through service and engagement at the local, national, and international levels. The McKeen Center assists faculty members in connecting their teaching, research, and artistic endeavors to issues of the public good.

STUDENTS

Bowdoin’s student body is vibrant and intellectually engaged. The College enrolls approximately 1,800 students representing forty-eight states, the District of Columbia, Guam, Puerto Rico, and thirty-two foreign countries. Nearly ten percent of the student body either carries an international passport or hails from outside of the United States. Almost ten percent are from Maine. As Bowdoin begins its 216th academic year, the College continues to experience a substantial increase in the number of low-income students, students of color and first-generation college students as a result of need-blind admissions, full-need/no-loan financial aid, and targeted outreach to underserved student populations. The College has joined the [American Talent Initiative](#), a growing alliance of colleges and universities dedicated to substantially expanding opportunity and access for low- and moderate-income students. Bowdoin will provide \$38.5 million in need-based financial aid to all students this year, with an average grant of \$42,206. The College has not required loans in its financial aid packages since 2008. Admission to

Bowdoin is highly selective: the College admitted under 15 percent of the more than 7,200 students who applied for admission to the Class of 2021.

Bowdoin is a residential college; almost ninety percent of students live on campus. All first-year students live in one of eight residential halls. The College, which has not had a Greek system since 2000, has an inclusive house system that serves as a cornerstone of the residential experience. Established in 1998, today's eight College Houses are a hub for student social, cultural, and educational programming.

The Bowdoin academic experience is complemented by opportunities for leadership and service in student organizations and on athletic teams. The College offers 132 registered student organizations across a wide array of artistic, cultural, political, athletic, and social interests. The Bowdoin Polar Bears compete in thirty-one varsity sports in the NCAA Division III New England Small College Athletic Conference.

FACULTY

Bowdoin's 234 faculty members are nationally regarded scholars, dedicated educators, and skilled advisors with a deep commitment to the liberal arts and to teaching undergraduates. Ninety-eight percent of faculty members hold a PhD or other terminal degree. Approximately half of the faculty are women, and 16 percent are faculty of color. The student-faculty ratio is 9:1, and 68 percent of class sections have fewer than twenty students.

In addition to their role as teachers and scholars, faculty serve as key advisors to students throughout their four years of study. Faculty advise on major and minor course selection, independent study and honors project ideas, career and graduate school opportunities after Bowdoin, and more generally on navigating the College.

ACADEMIC AND STUDENT SUPPORT

Bowdoin College has numerous programs that support learning and teaching throughout the curriculum. These programs work cooperatively to complement Bowdoin's curricular resources and enhance students' academic achievement (and experience). The Center for Learning and Teaching programs include the Baldwin Program for Academic Development, the Quantitative Reasoning Program, the Writing Project, Writing and Rhetoric, and professional tutoring in English for Multi-Lingual Students. In addition to serving as a location for tutoring, mentoring, advising, and study groups, the Center also offers a space for studying during its open hours.

Bowdoin has created additional programming to aid students in their transition to a rigorous academic environment and provide ongoing support, particularly in the first year.

Bowdoin Science Experience (BSE) is committed to developing the talents of all students interested in science and mathematics—especially those from groups underrepresented in the sciences—including students of color, women, and first-generation college students. The major goal of this orientation program is to provide an effective head-start to science or math careers while learning about a wide range of campus resources and discussing study strategies and course offerings. BSE offers students the opportunity to gain early insights into science and math at Bowdoin, become

familiar with faculty, the campus, and build a network of peers. Throughout the first year, the program offers ongoing activities, such as lunches, dinners and social outings, to bring participants together to explore topics that will help make the most of their time at Bowdoin.

Bowdoin Advising Program in Support of Academic Excellence (BASE) is an intensive advising program for students who may face above-average challenges in adjusting to academic life at Bowdoin. Since its adoption in 2010, nearly one-third of the faculty have been trained as BASE advisors. The program is designed to enhance the academic experience of students and support academic excellence through more structured, integrated, and comprehensive academic advising, with opportunities for goal setting and self-reflection. In Fall 2016, the College adopted a new structure and level of resources for BASE to include forty-five students and fifteen advisors, with committed support for maintaining this size for three years. BASE faculty advisors receive a research stipend as well as extensive, ongoing training and support from the faculty liaison for advising and the dean of first-year students.

Bowdoin Science Scholars (BSS) is a pilot program designed to support students who come to Bowdoin with great promise but for any number of reasons do not do as well as hoped in their first-semester science course(s). The pilot, taking place on campus during the last two weeks of the 2017-18 winter break and continuing throughout the spring semester, will focus on cross cutting concepts that apply to all STEM disciplines, such as effective reading, problem solving and reasoning, and quantitative analysis. It includes cultivating scientific habits of the mind, study skills, and key scientific practices such as constructing models to describe phenomena. Students are invited to participate in the Bowdoin Science Scholars program upon nomination by a faculty member (including course instructor, pre-major advisor, or other interested faculty).

THRIVE ADVISORY GROUP

In support of *THRIVE*, Bowdoin has assembled a group of four educators who will stay up-to-date on the initiative's progress, offer insights and support to leadership and meet on campus annually to interact with students. These educators have deep experience with traditional public, charter and private schools, and with the challenges facing less well-prepared students and students from economically disadvantaged backgrounds. The advisory group, in addition to Reed Hastings, includes:

- **Ronald C. Brady '89, P'19**, director of Democracy Prep Public Schools in Camden, N.J., and a current Bowdoin trustee;
- **Geoffrey Canada '74, H' 07**, president of the Harlem Children's Zone in New York City and a former trustee of the College;
- **Maggie O'Sullivan '92**, long-time public school teacher, founding school leader at Rainier Prep in Seattle, Wash., and the recipient of Bowdoin's 2017 Distinguished Educator Award;

- **Laura W. Perna**, James S. Riepe Professor and executive director of the Alliance for Higher Education and Democracy at the University of Pennsylvania.

THE COHORT PROGRAM

Each spring, sixteen members of the entering class will be chosen from those invited to apply to become *Bowdoin Scholars*. This cohort will arrive on campus six weeks prior to the beginning of their first semester and participate in an academic and co-curricular enrichment institute. The institute will include coursework that establishes constructive habits for critical thinking, with a focus on reading, analytical writing, quantitative literacy, and visual and oral presentation. The institute will also introduce students to the wide range of offices and staff that support student success at Bowdoin, including those in the Center for Learning and Teaching, and the offices of Student Affairs, Residential Life, and Health and Wellness. On-campus housing and transportation to campus are included and, upon successful completion of the institute, each *Bowdoin Scholar* will receive a stipend.

Students will remain *Bowdoin Scholars* over the course of their four years at Bowdoin. During their first year, students will enroll in the same first-year seminar and participate in a series of workshops on college resources and opportunities. In their sophomore year, students will receive individualized guidance in selecting an academic major and considering off-campus study options. Students will also meet regularly with staff in the college's Career Planning to receive support in identifying employment and internship opportunities as well as the Director of the Office of Student Fellowships and Research to receive support in selecting and applying for summer fellowship opportunities. During their junior and senior years, *Bowdoin Scholars* will become peer-mentors, providing guidance, advice, and assistance to first-year and sophomore cohorts.

OPPORTUNITIES AND CHALLENGES

The primary opportunities and challenges for the *THRIVE* Director will include the following:

Launch THRIVE

Many students from underrepresented backgrounds who attend selective colleges and universities describe their academic experience as one of "survival." The *THRIVE* initiative looks to facilitate a connected and robust college experience for participants, redefining how underrepresented groups and first-generation students experience higher education. While there are many strong elements in place, there is now an unprecedented funding opportunity providing for long-term, transformational change to make Bowdoin a place where all manner of students can learn in all manner of ways. The inaugural Director will play a central role in establishing the initiative on campus and setting direction for the first cohort of *Bowdoin Scholars*. This person will direct a re-envisioned college-wide peer-mentoring program, currently part of the [Baldwin Program](#), that will be incorporated into *THRIVE* activities and collaborate with Student Affairs offices and staff on the creation of programming for first-generation students. This person will also administer the college-wide [Chamberlain Scholarships](#), a prestigious award given to promising students in support of non-credit bearing activities at Bowdoin.

Enhance collaboration across campus to ensure coordinated and outstanding student support

All corners of the Bowdoin campus are engaged in this initiative with top-to-bottom institutional alignment in support of the program. The Director will need to build partnerships at all levels across campus with faculty and staff to increase program visibility and forge relationships with alumni, college success organizations, and families. Bowdoin currently offers multiple student support programs and is a small enough institution that faculty, staff, and program directors and coordinators are frequently in contact regarding students and their needs. However, there is still relatively little coordination between programs, and activities can be isolated. The Director will leverage and connect existing programs, such as *BSS*, *BASE* and *BSE*, with the *Bowdoin Scholars* program and have the opportunity to envision how resources can be aligned in the future to maximize impact. For those students who have been away from campus as a result of academic suspension, the Director will collaborate closely with the Dean of Students office to facilitate successful “re-entry”.

Enhance program assessment and drive measurable outcomes

While the College has anecdotal evidence of the success of existing supports for underrepresented groups and first-generation students, and survey data indicate that students generally are satisfied with their learning experiences, much more rigorous assessment needs to be conducted. The Director will have the opportunity to establish a more robust system of evaluation to help guide future investments. This person will leverage technology and use data to inform decision-making. Ultimately, the program seeks to improve on four-year graduation and retention rates as well as the results of student satisfaction surveys.

THE SUCCESSFUL CANDIDATE

Bowdoin will search nationally for candidates who are dedicated to enabling students, regardless of background or life experience, to make full use of their potential and possess the vision and energy to help shape the future of the institution. The successful candidate will have many of the following:

- A relentless commitment to making higher education accessible and manageable for all students; a dedication to helping students from underrepresented groups and first-generation students achieve success;
- A commitment to diversity, empathy and sensitivity to the needs of diverse students, and a track record of individual action and institutional leadership to advance diversity;
- Highly developed listening and influencing skills, and a passion for communicating the vision and mission of the work;
- Experience working with students needing academic support; knowledge and understanding of academic support and pedagogical best practices pertaining to underrepresented and first-generation students;
- Energy and creativity to inspire students as well as partner with faculty and staff;
- A networker, connector and highly-relational individual with courage and an entrepreneurial spirit;
- A deep understanding of and commitment to the liberal arts and the undergraduate, residential liberal arts college experience;

- Proven ability to thrive in a collegial, collaborative, and consensus-based environment
- Honesty and commitment to the highest ethical standards;
- Bachelor's degree required; Master's degree and/or Ph.D. preferred

TO APPLY:

Inquiries, nominations, and applications should be sent in strict confidence to:

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Electronic submission is strongly encouraged

Bowdoin College complies with applicable provisions of federal and state laws that prohibit unlawful discrimination in employment, admission, or access to its educational extracurricular programs, activities, or facilities based on race, color, ethnicity, ancestry and national origin, religion, sex, sexual orientation, gender identity and/or expression, age, marital status, place of birth, genetic predisposition, veteran status, or against qualified individuals with physical or mental disabilities on the basis of disability, or any other legally protected statuses. For further information about the College please visit our website: <http://www.bowdoin.edu>.