

✓ Student sets his own method - does he also evaluate progress?

How do President and Dean administer when all is democratic?

Low salaries - few graduate degrees

~ 50 high withdrawal rate

Why use rank in class is school if not given at  
Bennington

Library is pathetic

They admit everything

Lots of over selling help

#### REEVALUATION STUDY

review transcripts? is there a  
+ diff?

pp 19-20 class papers are  
typed is really

what are "standards of excellence?"  
graduate progress

NOVEMBER, 1977

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## INTRODUCTION

Bennington College was last visited for reaccreditation in April of 1966. The information provided by the College for that visit, as well as the Reevaluation Report and subsequent correspondence, is available for the Committee in the Dickinson Faculty Lounge.

The most obvious changes that have occurred since that visit include the move to coeducation in 1969, the dedication of a new Science Building in 1971, the adding of a Black Music Division which grew out of our Black Studies program in 1973, and the dedication of an Arts Center in the Spring of 1977. The College has conducted its own self-study during this period, including a Week of Self-Study in the Fall of 1968, and tends to consider its policies as continuously under review.

The materials presented in our current self-study document follow basically the institutional self-study outline provided by the Commission on Institutions of Higher Education, dated December 1974. In keeping with our understanding from Dr. McCleod, the Director of Evaluation, we have modified certain portions of the outline. For example, because we have no faculty rank, statistical faculty information is provided by Division, with information concerning both full and part-time faculty on the same page for ease of reference. The Dean of the Faculty has been the general coordinator of the self-study, with the assistance of all senior administrators in providing general information. The following Committees were responsible for the special self-studies undertaken for this occasion:

TRUSTEE SELF-STUDY COMMITTEE

Francis Keppel, Chairman	Kristen Lippincott
Rosalind Bernheimer	Bevis Longstreth, Vice Chairman
Merrell Hambleton	John McCullough

ADMINISTRATIVE SELF-STUDY COMMITTEE

Joseph S. Murphy, Chairman	Bernard Iser
Donald R. Brown	Michael Rock
	Rebecca B. Stickney

FACULTY PROCEDURES STUDY COMMITTEE

Donald R. Brown, Chairman	Milford Graves
Richard Blake	Leroy Logan
Stanley Cichanowski	Joseph S. Murphy
Nicholas Delbanco	Michael Rock
Vivian Fine	Bonnie Roswieg
Jane Ford	John Sheldon



MEMBERS OF THE VISITING COMMITTEE  
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION  
NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.

Dr. Paul L. Nyhus, CHAIRMAN  
Dean of the College  
Bowdoin College  
Brunswick, Maine 04011

Dr. Shaun Bennett  
Academic Director, World Issues Program  
School for International Training  
Kipling Road  
Brattleboro, Vermont 05301

Ms. Katharine H. Hanson  
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of the Budget  
University of Massachusetts  
One Washington Mall  
Boston, Massachusetts 02108

Ms. Judith Isaacson  
Berkeley Place  
Auburn, Maine 04210

Mr. Mouzon Law  
Director, School of Theatre Arts  
Boston University  
Boston, Massachusetts 02215

Ms. Barbara Turlington  
Dean of Academic Affairs  
Hampshire College  
Amherst, Massachusetts 01002

Mr. Robbins Winslow  
Dean for Educational Services  
Trinity College  
Hartford, Connecticut 06106

November 13-15, 1977

# CHARTER OF THE BENNINGTON COLLEGE CORPORATION

(Issued August 19, 1925, and amended June 14, 1941,  
April 23, 1949 and April 28, 1962)

We, the subscribers, hereby associate ourselves as a corporation under the laws of the State of Vermont, under the name BENNINGTON COLLEGE CORPORATION for the purpose of establishing and maintaining at Bennington in the County of Bennington and State of Vermont an institution of learning for higher education, with power and authority to acquire by gift, grant, bequest or otherwise, and hold property, real and personal, and convey the same; receive, hold, manage and administer gifts and bequests in trust for the purposes of the Corporation; prescribe requirements for admission, graduation and courses of study; confer degrees, diplomas and honors; employ such persons as in the judgment of the trustees may be necessary or requisite for carrying on the purposes of the Corporation; fix student fees for all purposes and do and perform any and all other acts and functions for the proper conduct and administration of an institution for the advancement of science and learning.

The direction and management of the affairs of the Corporation shall be vested in a Board of Trustees of not less than fifteen nor more than thirty-five members. The number of members, between such limits, shall be determined from time to time by the Board of Trustees. The members of the Board of Trustees shall elect successors to Trustees whose terms expire, each for a period of seven years, and shall fill vacancies for unexpired terms. If the Board of Trustees determines to increase the number of Trustees, within the limits above mentioned, new members shall be elected by the members of the Board of Trustees then in office, for such terms as may be determined by them, but not to exceed seven years. If the Board determines to decrease the number of Trustees, within the limits above mentioned, this shall not have the effect of curtailing the term of office of any Trustee then in office, but shall be accomplished by a determination of the members of the Board of Trustees then in office not to elect successors to such Trustees whose terms expire as they may determine.

## AIMS OF BENNINGTON COLLEGE

The following principles have served to guide the College in its educational policy since its founding in 1932:

1. that education is a process continuing through life and persists most effectively throughout the important years of adulthood when one has acquired the habit of educating oneself;
2. that a principal aim of the College should be to accustom its students to the habit of engaging voluntarily in learning rather than of submitting involuntarily at certain periods to formal instruction;
3. that such educational self-dependence can be developed most effectively if the student works at tasks which have meaning, significance, or interest;
4. that continuing education, self-initiated, is likely to take place most surely where the student has attained expertness, or a sense of mastery in some few fields of enduring interest or use, rather than acquired smatterings in a great many fields;
5. that external disciplines such as compulsory class attendance, competitive and publicly-awarded grades and prizes, periodic written examinations on formalized blocks of knowledge, and numerical accumulation of credits to earn degrees interfere seriously with real incentives and internal disciplines related to the student's own developing purposes and interests;
6. that direct experiences--planning, organizing, manipulating, constructing, and investigating--in cooperation with book learning and the acquisition of knowledge are valuable means for developing permanent interests pursued without the necessity of external compulsion;
7. that tools of learning, such as statistics, and the use of English, to have meaning as well as to be most economically mastered, should as far as possible be connected immediately or in the process of learning with the ends or uses for which they are instruments rather than acquired wholesale as separate disciplines related but vaguely to a possible distant use;
8. that there is wide variation between persons and in the same person at different times as to the subjects or problems which, having meaning, will consequently engage the person in active learning which leads to understanding; that, therefore, programs of College work should at all points allow for individual variation;
9. that intellectual development cannot and should not be isolated from the development of the whole personality, and that as far as possible the general College arrangements, especially individual guidance, should give proper weight to physical, emotional, moral, and aesthetic as well as to intellectual factors in personal growth;

10. that the College, jointly with other educational agencies, should accept responsibility for cultivating in its students by all available means attitudes of social responsibility, social participation and cooperation rather than aloofness; that it should promote a sympathetic but objective and realistic understanding of the world of our own day as well as a sense of perspective derived from understanding of the past; an attitude of suspended judgment towards the strange and the new, and tolerance towards persons and customs alien to the student's own experience.



## ORGANIZATION AND CONTROL

## TRUSTEE ORGANIZATION

The ultimate authority for governing the College lies with the Bennington College Board of Trustees. The Board is currently undertaking an extensive reexamination of its organization and responsibilities, and the main themes of their study are indicated later in this document. Individuals are nominated for membership by a nominating committee of the Board, normally for a seven year term but occasionally to fill unexpired terms. No members of the Board receive compensation, either directly or indirectly. The Board meets four times each year, in October, April, and June at the College, and in January in New York. Faculty and students are regularly invited to attend meetings of the various committees of the Board, usually from among those serving on counterpart College committees. Attendance by members at meetings of the Board usually runs between 80 and 90 percent. Following is a list of the current membership:

Mr. Irwin J. Askow  
 Mrs. Walter S. Bernheimer  
 Ms. Jeannette W. Bertles  
 Mr. Albert H. Bowker  
 Mr. Lisle C. Carter  
 Mrs. Maurice A. Deane  
 Mr. Fairleigh S. Dickinson, Jr.  
 Mrs. Alvin C. Eurich  
 Miss Helen Frankenthaler  
 Mr. Robert Gutman  
 Mr. Jon L. Hagler  
 Mrs. T. Edward Hambleton  
 Mr. Lucien M. Hanks  
 Mr. Andrew Heiskell  
 Mr. Joseph S. Iseman

Mr. Francis Keppel  
 Miss Kristen Lippincott  
 Mr. Bevis Longstreth  
 Mr. Joseph F. Lord  
 Mrs. Joan D. Manley  
 Mr. Thomas Matthews  
 Mr. Roberto Meinrath  
 Mrs. Albert Merck  
 Ms. Carolyn C. Merkel  
 Mrs. Stanley G. Mortimer  
 Mrs. John W. Nields  
 Mrs. Albert R. Schreck  
 Mrs. Nathaniel H. Usdan  
 Ms. Mary Ellen Watkin-Houston

The Board is organized as follows:

## OFFICERS and STANDING COMMITTEES

### OFFICERS

Mrs. Hambleton	Chairman
Mr. Askow	Vice Chairman
Mrs. Eurich	Vice Chairman
Mr. Heiskell	Secretary
Mr. Lord	Treasurer
Mr. Iser	Assistant Secretary and Treasurer

### EXECUTIVE

Mrs. Hambleton	Chairman
Mr. Askow	Vice Chairman
Mrs. Eurich	Vice Chairman
Mrs. Bernheimer	
Mr. Gutman	
Mr. Hagler	
Mr. Heiskell	
Mr. Iseman	
Mr. Keppel	
Mr. Longstreth	
Mr. Lord	
Mr. Meinrath	
Mrs. Mortimer	
Mrs. Nields	
Mrs. Schreck	

### ADMISSIONS & FINANCIAL AID

Mrs. Eurich	Chairman
Mr. Keppel	Vice Chairman
Mrs. Bernheimer	
Mr. Carter	
Miss Lippincott	
Mr. Matthews	
Mr. Meinrath	
Mrs. Merck	
Mrs. Watkin-Houston	

### ALUMNI RELATIONS

Mrs. Schreck	Chairman
Mrs. Bernheimer	Vice Chairman
Mr. Askow	
Mrs. Bertles	
Mrs. Deane	
Miss Lippincott	
Mr. Meinrath	
Mrs. Merck	
Mrs. Watkin-Houston	

### BUDGET & FINANCE

Mr. Meinrath	Chairman
Mr. Hagler	Vice Chairman;
	Vice Chairman, Investment Subcommittee
Mr. Bowker	
Mr. Dickinson	
Mr. Longstreth	
Mrs. Manley	
Mr. Matthews	
Miss Merkel	
Mrs. Mortimer	
Mrs. Nields	
Mrs. Usdan	

### BUILDINGS & GROUNDS

Mr. Askow	Chairman
Mr. Hanks	Vice Chairman
Mr. Dickinson	
Mr. Gutman	
Mr. Hagler	
Mr. Heiskell	
Mrs. Manley	
Miss Merkel	

### DEVELOPMENT

Mr. Iseman	Chairman
Mrs. Nields	Vice Chairman
Mrs. Deane	Vice Chairman
Mr. Hanks	
Mr. Heiskell	
Mrs. Merck	
Mrs. Mortimer	
Mrs. Schreck	
Mrs. Usdan	

### EDUCATIONAL POLICIES

Mr. Gutman	Chairman
Mr. Bowker	Vice Chairman
Mr. Askow	
Mr. Carter	
Mrs. Eurich	
Miss Frankenthaler	
Mr. Iseman	
Mr. Keppel	
Miss Lippincott	
Mr. Matthews	
Mrs. Usdan	

NOMINATING

Mrs. Mortimer	Chairman
Mr. Longstreth	Vice Chairman
Mrs. Bertles	
Miss Frankenthaler	
Mr. Hanks	
Mr. Heiskell	
Mr. Iseman	

AD HOC COMMITTEES

SELF STUDY

Mr. Keppel	Chairman
Mr. Longstreth	Vice Chairman
Mrs. Bernheimer	
Mrs. Hambleton	
Miss Lippincott	
Mr. McCullough*	

\*non-Board Member



Profile of the Bennington College Board of Trustees

Breakdown of the Board

Regular Trustees	23
Special Trustees	4
Alumni Association Trustees	2
	29
Men	14
Women	15
Alumni	16

Age Distribution

Over 50 years old	15
In their 40's	7
In their 30's	3
In their 20's	4

Geographical Distribution

New York and environs	13
New Jersey	3
New Haven	1
Boston	2
Vermont	3
California	2
Chicago	2
Washington, D.C.	2
Alaska	1

Categories

Education	7
Law	4
Finance	3
Business	1
Visual Arts	3
Performing Arts	1
Media	1
Publishing	1
Civic Affairs	8

Bennington College Board of Trustees - By Class

1978

Mrs. Bernheimer, Alumni President, two year term  
Mrs. Deane (to complete Mr. Hoving's term)  
Mr. Carter (to complete Mr. McCullough's term)  
Miss Lippincott, Special Trustee, 2 year term  
Mr. Lord  
Mr. Matthews, Special Trustee, two year term

1979

Ms. Bertles, Alumni Vice President, two year term  
Mr. Gutman  
Mrs. Hambleton  
Mr. Hanks  
Mrs. Merck  
Miss Merkel, Special Trustee, two year term  
Mrs. Watkins-Houston, Special Trustee, two year term

1980

Mr. Askow  
Mr. Heiskell  
Mr. Longstreth  
Mrs. Usdan

1981

Mrs. Eurich  
Mr. Iseman (to complete Mr. Darman's term)  
Mrs. Mortimer  
Mrs. Nields (to complete Mrs. Meyer's term)

1982

Mr. Dickinson  
Miss Frankenthaler  
Mr. Keppel  
\_\_\_\_\_vacancy

1983

Mr. Hagler  
Mr. Meinrath  
Mrs. Schreck  
\_\_\_\_\_vacancy

1984

Mr. Bowker  
Mrs. Manley  
\_\_\_\_\_vacancy  
\_\_\_\_\_vacancy

## ADMINISTRATIVE ORGANIZATION

**President:** Responsible to the Board of Trustees for the formulation of College policy and its administration.

**Dean of the Faculty:** Responsible to the President for the formulation of policy relating to the faculty of the College including curriculum planning, the instructional budget, faculty appointments and reappointments, salaries and fringe benefits, sabbaticals, leaves, faculty research funds, faculty committee assignments, the operation of the library, preparation of the agenda for Faculty Educational Policies Committee and faculty meetings, etc.

**Dean of Studies:** Responsible to the President for the formulation of policy in all matters relating to student study including preparation of course materials, establishment and operation of Educational Counseling Committee panels, the academic calendar, and advising, registration for courses, student records and transcripts, and the Non-Resident Term program.

**Director of the Student Services:** Responsible to the President for serving all student extra-curricular needs and seeking to improve the quality of life on campus. Among the office's responsibilities are the following: career counseling and placement, student housing; health service; liaison with student organizations; student employment; keeping a record of activities (plays, concerts, lectures, movies, etc.) which are not part of the regular academic schedule.

**Director of Management:** Responsible to the President for the formulation of policy in all matters relating to the budgetary, financial and legal affairs of the College, College staff, maintenance of the physical plant, including the post office, dining halls and student houses.

**Director of Admissions and Financial Aid:** Responsible to the President for the formulation of policy as well as its administration in all matters relating to college admissions and financial aid.

**Director of College Relations:** Responsible to the President for formulating policy concerning and supervising all relations of the college involving alumni, publications, special projects, grant application and public information.

**Director of the Capital Fund:** Responsible to the President for formulating policy and supervising the administration of the Capital Fund.

ADMINISTRATORS

President

Joseph S. Murphy

Dean of the Faculty

Secretary of the College

Librarian

Donald R. Brown

Florence I. Burggraf

Robert M. Agard

Dean of Studies

Assistant to the Dean

Director of Non-Resident Term

Registrar

Michael T. Rock

Jane Sobel

Alice T. Miller

Gertrude Syverstad

Director of Student Services

Director of Health Services

Housing Coordinator

Jean S. Aldrich

Paul Hamburg, M. D.

Alice Miller

Director of Admissions and Financial Aid

Associate Director

Financial Aid Officer

Assistant Director--Special Projects

Assistant Director--Transfer Students

Assistant Director--Travel

Assistant Director--Interviews

John Nissen

Thelma Bullock

Jeffrey Rossbach

Mary Runyon

Thomas Matthews

Leslie Parke

Thomas Fels

Director of Management

Director of Plant Management

Director of Food Services

Bernard Iser

Russell Lord

Paul Renzi

Director of College Relations

Director of Alumni Relations and Annual Fund

Director of Special Projects

Director of Publications

Grants Officer

Editor, Bennington Review

Christine Graham

Susan Edelmann

Christine Graham

Alex Brown

Roger Kimball

Robert Boyers

Director of Capital Campaign

Assistant to the Director

Rebecca B. Stickney



## ELECTION AND APPOINTMENT OF DEANS

Deans, like faculty members, are formally appointed by the Trustees upon recommendation of the President. In order to afford the guidance of the faculty to the President and Trustees, however, the Dean of the Faculty and the Dean of Studies are appointed from the faculty after the following election procedure:

Faculty members who are in at least their third year of service at the time of taking office are eligible for either position.

Members of the faculty are given a ballot for each office and asked to express their choices preferentially for each position.

Since students are particularly sensitive to the operation of the office of Dean of Studies, their suggestion as to appropriate candidates is informally solicited.

Appointments are recommended to the Trustees by the President from among the first three faculty choices on each ballot. Appointments are for three-year terms, with the understanding that they can be terminated at the end of any academic year at the request of either the incumbent or the President, without affecting the incumbent's regular faculty status. If a term is ended prematurely the President calls for a new faculty ballot.

Reappointments after three years are permissible, the same procedure being followed as in initial appointments.

## PERSONNEL POLICIES AND FRINGE BENEFITS

Personnel policies and procedures for administrative staff, and fringe benefits for faculty and administrative officers are covered in two separate memos dated in July of 1977 from the Director of Management. These memos will be available in the Dickinson Faculty Lounge.

## ORGANIZATION OF THE FACULTY

### Faculty Meeting

The primary organ for the conduct of faculty affairs is the faculty meeting, chaired by the President. Faculty meetings are normally held on the first Wednesday of every month during resident terms, at 4:15 pm.

All regular members of the faculty are obliged to attend. Teaching Assistants may attend. In addition to the teaching faculty, the administrative officers of the College are entitled to attend, the following officers having voting privileges:

- Dean of the Faculty
- Dean of Studies
- Director of Student Services
- Director of Admissions and Financial Aid
- Director of Management
- Director of College Relations
- Director of Capital Fund
- Assistant to the Dean of Studies
- Librarian

The Chair rules as to whether these administrators may vote on any particular issue. (By majority vote, the teaching faculty may override the ruling of the Chair.)

Sixteen selected members of the student body also attend the faculty meeting, but without vote, eight from the Student Educational Policies Committee, and eight from the Student Council.

### Faculty Committees

In order to play its essential role in the day to day conduct of College affairs the faculty is organized into the committees listed below. The Faculty Educational Policies Committee, the Faculty Personnel Committee, the Personnel Review Committee, and the Educational Counseling Committee are elected from the faculty; all others are appointive. Appointments are made by the Dean of the Faculty. The President is an ex officio member of all Committees.

#### Elective Committees

##### Faculty Educational Policies Committee

The FEPC is the policy formulating and review body of the faculty, virtually an executive committee of the faculty. It considers all questions of educational policy, prepares proposals for consideration in faculty meetings, reviews divisional curricula and performance, and approves all new or changed courses proposed by the divisions. Any member of the faculty wishing to put a proposal before the faculty may first put the item on the agenda of the FEPC.

The FEPC is made up of six elected members of the faculty, elected at large. All members of the faculty who are in at least their third year of service are eligible for election to the FEPC. Election is for a two-year period, staggered so that three positions become vacant at the end of each academic year. The Dean of the Faculty and the Dean of Studies are ex officio members, and the committee is chaired by the Dean of the Faculty. Two students elected by the SEPC from its membership attend the FEPC with full privileges.

#### Faculty Personnel Committee

The FPC meets regularly with the President to advise on appointment policy and on all reappointments to the faculty. In addition it consults and advises on the rank order distribution of faculty salaries.

The FPC is made up of five members: four are elected from the faculty at large, and the Dean of the Faculty serves as an ex officio member and chairs. The President does not vote. Faculty members are elected for three-year terms. All faculty members who are at least in their third year of service are eligible for election.

#### Personnel Review Committee

The Personnel Review Committee is charged with hearing appeals from faculty members who have not been reappointed, or who have specific grievances concerning salary, assignment of teaching duties, assignment of space and other facilities, or propriety of conduct.

Three committee members are elected from the faculty at large for three-year terms. All members who are in at least their third year of service are eligible for election to the PRC; however, members of the Faculty Personnel Committee are not eligible.

#### Educational Counseling Committee

The Educational Counseling Committee is composed of ten members of the faculty, one from each division (except that Literature and Languages and Social Sciences each have two), elected by the faculty at large, with the Dean of Studies serving as ex officio member and as chairman. Elections are for a three-year term, and are staggered so that two, and sometimes three new members are elected each year. Faculty in their first year of appointment may not serve on the Committee. After serving a three-year term, a committee member may request that he be ineligible for reelection until two years have elapsed.

The Committee has the following functions: a) recommending to the faculty a College standard of academic performance; b) advising the Dean of Studies concerning the application of that standard; c) advising with any student personally concerning his or her academic



performance and plans; d) sanctioning an individual variation of the College's requirements for the bachelor's degree; e) recommending the award of the bachelor's degree upon the satisfactory completion of the College's requirement for that degree. The operations of the Committee are divided among faculty-chaired panels and the Dean.

The Dean of Studies undertakes the task of periodic review of each student's performance in order to assure that it meets the College's standards of excellence. In cases where there is doubt that these standards are being met, the Dean would bring them to a faculty-chaired panel for review and decision. He is responsible for all correspondence communicating panel decisions and/or parents.

The whole Committee meets with the Dean at least once each term to review ECC policy and the academic standards of the College. Recommended changes in policy are submitted to the faculty for decision. The Committee submits a report to the faculty once each term.

#### Appointive Committees

Each of the following committees has student members:

##### Admissions and Financial Aid Committee

The function of the Admissions Committee is to consult with and advise the Director of Admissions on all matters of policy and individual questions regarding the admission of new students to the College. The committee develops financial aid policy, makes specific grant recommendations, handles appeals and reports to the faculty on problems and procedures relating to financial aid. Faculty appointments are for three-year terms. Seven faculty members serve on the committee, the Associate Director of Admissions and the Assistant to the Dean of Studies are ex officio members. It is chaired by the Director of Admissions and Financial Aid. Appointments are for three-year terms.

##### Art and Architecture Committee

This committee advises the Trustees and the President on all matters relating to College architecture, architects, general maintenance, the design and siting of buildings, and the landscaping of College property. Seven members of the faculty, including the chairman, serve for indefinite terms. The Director of Plant Management meets with the committee as an ex officio member.

##### Library Committee

This committee supervises the Librarian in balancing and strengthening the collection, on policies affecting library service, library resources, and on such other matters as the Librarian may refer to the committee. The committee assumes the responsibility of the faculty as a whole and of the divisions for advising the Librarian on the

status of the collection. The committee includes four members of the faculty, with a chairman appointed from among them by the Dean of the Faculty, and four students selected by the Student Council. Members serve for two-year terms, two retiring each year.

#### Non-Resident Term Committee

This committee has three faculty members, appointed for three-year terms, and is chaired by the Director of the Non Resident Term; the Dean of Studies is an ex officio member. Its responsibility is for reviewing and formulating policies concerning the Non-Resident Term.

#### Other Committees

##### Constitutional Council

The Constitutional Council is the juridical guardian of the constitution. It is composed of three elected faculty members (three-year terms), three elected students, and three appointed administrators.

##### Interdivisional Committee

The Interdivisional Committee, which supervises Interdivisional Majors, is made up of one representative from each division except that Literature and Languages and Social Science each have two representatives. The members of the committee are chosen by their divisions and serve an indefinite term. The chairperson of the committee is chosen by the committee and generally serves for one year.

## General

There are no ranks among faculty at Bennington, in order to encourage productive educational interrelationships unencumbered by artificial distinctions. The same attempt is made not to distinguish decisively between faculty members and major administrators. The implications of this attitude reach throughout the administrative structure, with important examples including: (1) administrators vote at faculty meetings; (2) administrators vote for members of faculty committees, and may be reviewed by the Faculty Personnel Committee at the request of the President; (3) division secretaries have no special, chairman-like role in recruiting or retention review of faculty; (4) all faculty participate equally in divisional decisions on curriculum and budget.

The same general attitude toward inclusion extends to students, who meet regularly with all committees except the Personnel and Personnel Review Committees, and review courses and faculty members through their Student Educational Policies Committee procedure.

In effect, we assume that the College can work at its best only when all constituencies have been heard and agree on major policies and directions.



## ACADEMIC PROGRAM

### REALIZATION OF EDUCATIONAL OBJECTIVES

Bennington College has a number of complex institutional procedures for maintaining academic standards and insuring depth and coherence as well as breadth in the program of each student. At the same time, a distinctive feature of the college is that a program of studies is planned by each student according to his or her individual abilities and interests. The integration of student initiated programs and the maintenance of institutional standards is governed through the following processes:

- 1) A faculty counseling system.
- 2) An academic standards committee - the Educational Counseling Committee.
- 3) Distribution requirements.
- 4) A Plans system for advanced work including a senior thesis/project requirement for most fourth year students.
- 5) A faculty evaluative narrative comment for each course undertaken by the student.
- 6) A non-resident work term.
- 7) The Office of the Dean of Studies.

With respect to the faculty counseling system, every student is assigned a faculty counselor. Usually a faculty member has ten counselees. It is the responsibility of the counselor to be informed about and to assist with the educational progress of the students assigned. It is the responsibility of students to keep their counselor informed about directions of educational plans, the nature of academic work undertaken, and any issues which might arise therefrom. The primary objective of the counseling system is to encourage a dialogue between student and teacher which promotes a continual reassessment by the student of how he or she is using the college.

Assignments of students are made in accordance with their educational interests and needs. Second and third year students taking group tutorials usually work with the tutorial instructor as their counselor. The tutor, of individual tutorials and senior projects, also serves as counselor. Freshmen counseling is of particular importance as an aid in adjustment to the demands of college work.

Additionally, counselors are required to submit a narrative statement on each counselee to the Educational Counseling Committee at the end of each academic term. The purpose of the statement is to inform the committee of the student's overall academic development and to supplement information about the student's educational progress which may not be included in instructors'

comments on course work. The counselor may request ECC review of student progress. If such a review occurs, the counselor is responsible for chairing the meeting. The proceeding is not meant to be an adversary proceeding, but an attempt to obtain a variety of faculty viewpoints on how a student's academic problem might best be resolved.

The Educational Counseling Committee is a ten member faculty committee elected by the faculty at large, with the Dean of Studies serving as chairman. The full committee meets periodically throughout the term to discuss policy issues. One or two panels of the committee meet weekly during the term to review particular student programs or progress. These panels are composed of two members of the Committee and are chaired by the student's counselor. In the past the panels were composed of three members of the Committee with the student's counselor present to provide direct personal knowledge of the student's academic activities which might not have been undertaken in courses. The counselor was also there to provide information about how the student planned to resolve any problems which the panel was reviewing. In reviewing the composition of panels during the fall 1976 term, it was decided by the Committee that the counselor should be a voting member of the panel, because the counselor has the best information about the student under review. Making the counselor chairman of the panel also insures that the counselor and student meet to discuss how the college is working for the student.

Student cases are brought to the attention of the Educational Counseling Committee by the Dean or his assistant, by a faculty counselor, or by a course instructor. The Dean of Studies is responsible for undertaking the periodic review of each student's performance, and where there are doubts that the college's standards of excellence are being maintained, the Dean is expected to panel the student for review and decision. Students have a right to appeal panel decisions, and appeals are heard before the full Educational Counseling Committee.

The Dean's review takes place at the end of each term. A number of student reviews are scheduled for the panels immediately. More often the Dean or his assistant will write to alert a student to a particular concern. In cases where the difficulty is not resolved, the student's work is reviewed by the Committee. The Dean's office sends out approximately 120 letters at the end of each term. Some of the letters represent major concerns about the student's progress. Many of the letters are suggestions on how the student might better use the college. The student is always urged to discuss the issues under question with both the counselor and the Dean or his assistant.

Each term approximately 100 students are reviewed by panels of the Committee. The issues under review usually fall in the following categories: academic standards, graduation date, and proposed program of studies.

To assist the Dean in the periodic review, and to aid the Educational Counseling Committee in decision-making, the college maintains a set of distribution requirements to insure breadth in student programs, and a divisionally focused plans system to insure depth. Each student is required to pursue work in four of the college's eight divisions during the first two years, and to complete one year's work beyond the introductory level in three

*load on Dean*  
*distribution*  
*manages in area of division*



disciplines (two of which may be in the same division) by the time of graduation.

During their fourth term, students are expected to project a Tentative Plan for their final two years of study. Tentative Plans are statements for advanced work, which include a statement of educational purpose as well as a list of proposed courses, submitted for approval to the appropriate division (or the Interdivisional Committee), and then to the Educational Counseling Committee for final action. These Plans usually focus on a single major area, either within one division or across divisional lines. The Tentative Plan for Advanced Work frequently includes independent reading or special tutorials designed to explore areas not covered among regular course offerings. Each division also states its expectations of majors in the college catalogue. These expectations vary from division to division, but often include explicit course requirements for majors, and an indication that advanced work is expected in more than one discipline. In any case, no division can require more than 14 courses in the division of a major, and no student is permitted to take more than 22 courses in the division without ECC approval. Finally, all students except Science Division majors are expected to fulfill a senior thesis/project requirement.

Assessment of student work at Bennington either by the Educational Counseling Committee or by a division acting on a student Plan is based on both a reading of a student's academic folder maintained in the Records Office, and on the personal knowledge of a student's instructors and counselor. The academic folders contain relevant academic admissions data, counselors' reports, any communications between the ECC, the Dean of Studies Office and the student, as well as mid-term and end-of-term narrative evaluations of student work by course instructors.

Bennington does not rely upon either a number or letter grade evaluation of student work in formal courses, but rather on instructor narrative assessments of work, or "comments". In their narrative evaluations instructors are expected to provide for a variety of readers (the student, divisions, the ECC, as well as those outside the institution) a critical assessment of the student's performance in the class. An instructor's "Final Comment" becomes an integral part of a Bennington student's transcript.

Another institutional device for achieving the objectives of a Bennington education is the Non-Resident Term. Reflecting a Deweyan concern for integration of the academic with the practical, most Bennington students are expected to spend nine weeks each winter away from the college in non-resident work activities. During the two 14-week resident terms, the student is living and working in a small, relatively homogeneous academic community. When students leave for the Non-Resident Term, most of them enter professional or business situations where they encounter other values and challenges.

Students work during the NRT for various institutions and enterprises - schools, government and social agencies, research laboratories, hospitals, museums, theaters, offices, and retail establishments. First and second year students seldom have either defined vocational aims or highly developed skills. For these students a non-resident term job is designed to add to their self-



confidence and maturity, to broaden their view of the practical world, and where possible, to point to a prospective major interest. Juniors and seniors usually seek work which is directly related to their major, but may elect to do independent study or thesis research.

Students are urged to work out a Non-Resident Term Plan with the assistance of their faculty counselor and the staff of the Non-Resident Term Office. The Non-Resident Term Office is responsible for working closely with faculty and students in developing jobs in the areas of student interest, as well as in evaluating NRT performance. For the evaluation, students are required to submit a report on their NRT activities to their counselors. The NRT Office also requests an employers' report. Both of these reports are used by the counselor in the assessment of the value of the student's NRT. These reports form a part of the cumulative academic record on the basis of which the degree is awarded.

## NEW PROGRAMS

In 1973 the college added Black Music as a division of the college, and has in the last three years revised the Interdivisional Majors Program, successfully completed a Summer Workshop Program, and is currently constructing a continuing education program for Bennington alumnae who have not obtained their undergraduate degree.

Prior to the Spring term 1975 students wishing to pursue a non-divisional, cross disciplinary major were required to submit their Tentative Plans to the Interdivisional Committee for approval. Approval of a Tentative Plan by the Interdivisional Committee was followed by ECC scrutiny and approval. On the recommendation of the Interdivisional Committee, the Faculty Educational Policies Committee replaced the Interdivisional Committee with a system of faculty sponsorship of interdivisional students. Under this new arrangement all interdivisional programs require sponsorship by a faculty member in the disciplines of concentration, as well as ECC review. In addition, all interdivisional students are expected to complete either a one term senior project for each discipline of concentration or a one year interdisciplinary senior project/thesis. The pre-1975 interdivisional program did not have a thesis/project requirement.

During the past year the college began a modest experiment with the use of its facilities over the summer period. The aims of non-term time use of facilities include better management of the college's resources as well as providing a time for experimentation with the curriculum. This past summer the college offered a series of workshops of varying length in such areas as Creative Writing and music composition and performance. In each case either a regular faculty member was responsible for the course offering or approval in hiring was gained from the Dean of the Faculty. In all cases the FEPC reviewed the curriculum offerings, and evaluation and credit were integrated into the college's normal procedures. Admission was handled through the Office of Special Projects in conjunction with the faculty member offering each course and no students were permitted to take more than one workshop course.



At the initiative of President Murphy and the Director of Special Projects, the faculty has considered and established a committee to investigate the possibility of offering Bennington alumnae who have not completed their undergraduate degrees a program for degree completion. Although only in its early stages, the Alumnae Completion of Degrees Committee has recommended to the FEPC that any such program:

- 1) be limited initially to a pilot program open to candidates who have successfully completed a minimum of three year's work at Bennington and who have been away from the college for a minimum of ten years.
- 2) require a personal interview of each candidate by the Alumnae Completion of Degrees Committee.
- 3) offer a non-divisional degree. This might take the form of empowering the ECC to recommend students for graduation without a divisional recommendation and/or the establishment of a general studies degree. This latter recommendation grows out of an awareness on the part of the committee that it is difficult if not impossible to expect a division to recommend a student for graduation if that student has been away from the college for a long period of time, particularly if that student is unable to spend a significant amount of time in residence to complete the degree requirements. Furthermore, students would not routinely be required to complete a senior thesis/project (this precludes sponsorship of an interdivisional major), although some may elect or be asked to do so. In any event, the expectation is that the ACDC would review students for recommendation to the ECC for graduation.
- 4) be open, as is currently the case for all of our students, to the awarding of credit for studies undertaken outside the auspices of a college or university on a case by case basis.

#### ACADEMIC CREDIT FOR WORK COMPLETED AT OTHER INSTITUTIONS

Consistent with the Bennington ideal of awarding the degree on the basis of individual progress, the college both admits transfer students and encourages its own students to study at other institutions. In both cases, Bennington does not count courses in offering credit for work done elsewhere; rather class standing at Bennington is granted on the basis of the quality of the work done at Bennington. For incoming transfer students this means that a determination of class standing and therefore the prospective date of graduation are determined at the time of approval of the Tentative Plan. For the two year transfer student this normally occurs after the student's first term in residence. Normally, only those transfers who can be expected to progress at the usual rate are admitted, and in all cases an interview with a faculty member of the transfer's major area is required prior to admission. Two year transfers are also encouraged to submit samples of their work to faculty members in the division of major for review.

Although the college maintains no formal affiliation with other



institutions, Bennington students can and do spend time at other educational institutions for which they receive credit. Bennington students wishing to spend some time at another institution petition the ECC and their major division for permission to spend time away in their Tentative and/or Confirmation of Plans. Both the ECC and divisional reviews consider granting approval in principle, while final approval rests with documentation of successful completion of work done away in conjunction with demonstration of advanced standing through classroom performance when re-enrolled at Bennington. These students are expected to provide a transcript or record of work done on leave from the college.

#### EVALUATION OF STUDENT WORK

Prior to 1973 Bennington maintained a dual evaluation system. Conventional letter grade evaluations of student work were used to build a transcript for external purposes. However, a narrative evaluation or "instructor comment" system was used for all internal purposes. Neither faculty members nor students were permitted to see a student's graded transcript, except that students were permitted to see their own after their sophomore year on request. Community-wide dissatisfaction with the dual system led the faculty to eliminate conventional letter grade evaluations in 1973.

Although the faculty was overwhelmingly in favor of eliminating the use of conventional letter grades, some continue to fear that this policy may adversely affect the ability of our students to be accepted into graduate and professional programs. Grading policy was reconsidered in 1976 by the faculty, and the policy was reaffirmed. In an attempt to assess the possible impact of our non-graded system, the Dean of Studies wrote letters to 30 graduate and professional schools asking if such a system would in fact adversely affect our students. The results were mixed, but it does seem clear that the use of a non-graded transcript will require those institutions to rely more heavily on examination scores, letters of recommendation, and experience with other Bennington students. To ease these problems the faculty decided to buttress the non-graded transcript with the narrative evaluations. Currently the Bennington transcript includes not only the Pass-Non Pass designations, but also the end-of-term "Final Comment" from instructors in all courses.

#### GRADUATE PROGRAMS

Bennington has debated the advisability of offering graduate degrees since 1942. In that year the possibility was considered in discussions between the President and the School of Art. The trustees looked favorably on an MA degree in Art, but they were extremely doubtful about the college's offering graduate degrees in other areas. The first systematic college-wide discussion of a Bennington MA program was based on divisional reports to FEPC in 1954. Divisional positions were essentially similar to those of the trustees. Both the Science and Social Science Divisions felt it unadvisable, while Literature thought it possible if library limitations were not too severe. Music, Drama, and Visual Arts endorsed the idea, while Dance preferred the undergraduate fellow program. Since then, there have been a



few MA students in Drama, Dance, Music, and Visual Arts, but in none of these instances has there been a consistent program. In fact, a 1966 Committee on Graduate Study stated in assessing the Bennington MA 'program' that:

"Requests have appeared from time to time for programs of graduate study for individual candidates, and have been handled in an ad hoc, not to say haphazard manner, by the divisions concerned, the ECC, and the FEPC. It would seem that a general policy on graduate degrees would be desirable, if only to . . . clarify . . . objectives and procedures."

Despite this committee's recommendation, we still operate in an ad hoc manner. Admissions procedures, degree requirements, financial arrangements, teaching responsibilities of graduate students, the role of FEPC and ECC, as well as the more general question of the desirability of divisions offering an MA degree at all are handled on a case by case basis.

#### CURRENT POLICY TOWARD GRADUATE STUDENTS

##### (1) Admissions

The admissions decision is made by the relevant academic division. Neither the Admissions Office nor the Dean of Studies Office is involved. The only central administrative constraint on graduate admissions is this policy that Bennington BA's spend some time away from Bennington (usually two years) before enrolling for an MA.

##### (2) Divisions Offering an MA

Currently there are two MA students in Visual Arts and two in Drama. There have in the recent past been MA students in Music and Dance. Bennington has never offered a regular MA program in the traditional academic disciplines, although one was once awarded in Physics. Except for some discussion of the possibility of an MA in Literature and Languages, there has been little community support for MA programs outside the creative arts.

##### (3) Degree Requirements

All MA students are required to spend four terms in residence. One quarter of the master's program must be taken outside their primary division, and the normal expectation is that this work will be in a non-arts division. MA students are required to complete a formal MA project. Finally, the MA student's entire program must be approved by the division and the ECC.

##### (4) Financial Arrangements

As early as 1954 divisions that were empowered to offer MA programs were allotted one full-tuition graduate scholarship. By 1975 the college policy included full tuition remission, a \$1100 room and board stipend, and a \$1500 fellowship in return for teaching services. In that year there was a \$10,400 direct financial outlay for graduate students. In 1976 the administration

proposed that \$25,000 in financial aid monies be made available for graduate students (\$20,000 for tuition assistance and room and board and \$5,000 for teaching stipends). The administration further recommended that graduate student financial aid awards (except for the teaching stipend) be calculated by the Financial Aid Committee in the same way as for undergraduates.

(5) Graduate Student Responsibilities and Privileges

Historically, graduate students have been used as teaching assistants, particularly in Visual Arts. The FEPC has required that teaching responsibilities be so structured that teaching not interfere with progress towards the degree, and that graduate students not be solely responsible for designing or teaching courses or for writing comments. In addition to teaching responsibilities, graduate students in Visual Arts are expected to participate in divisional events.

The faculty is in the process of undertaking another review of the Bennington MA program. In the Spring of 1976 the FEPC placed a moratorium on admitting graduate students until there has been a thorough review of current practices and needs. Preliminary discussion has taken place on the establishment of an MFA program, which will probably first be undertaken in creative writing.



## FACULTY

### DIVISIONAL PRACTICES

The academic Divisions at Bennington College are: Black Music, Dance, Drama, Literature and Language, Music, Science, Social Science, and Visual Arts.

The faculty of each division elects from among its members a Divisional Secretary who normally serves for one year. The Secretary chairs the division meeting and is responsible for liaison between the division and appropriate members of the administration on matters of faculty recruitment, sabbatical leaves, curriculum, student plans, budget, division-sponsored workshops, concerts, exhibits, etc., and divisional space and property.

Divisions meet regularly as required to discuss student plans, faculty recruitment and other divisional business. Minutes of action taken in meetings are kept and copies sent to the President and the Deans.

Divisional operating budgets are presented annually by the Divisional Secretary to the Dean of the Faculty for approval in late March of the year preceding the July 1-June 30 fiscal year to which the budget applies. The division, through its Secretary, is responsible for maintaining expenditures within budgeted amounts. Any non-budgeted expenditure must have prior approval of the Dean of the Faculty.

Divisions are responsible and accountable for all College property assigned to divisional use. An inventory of division property is maintained by the Divisional Secretary and checked periodically with the Director of Business and Finance.

Divisions are responsible for the organization and financing from their budget of such workshops, lectures, concerts and exhibitions as they choose to sponsor.

Divisions are responsible for planning a divisional curriculum responsive to student needs as well as to the interests of the faculty. Curriculum planning is begun early in the fall term, and divisional offerings proposed for the following year are reviewed by the FEPC during December.

All new or modified courses must be approved by the FEPC before being offered.

Student requests for tutorials must be approved by the division before being granted.

### GENERAL CONDITIONS OF EMPLOYMENT

Faculty members are retained by the College by contract. The College enters into the contract by means of action by the Board of Trustees who act upon the advice of the President.

The faculty, acting through the Faculty Personnel Committee and other faculty bodies, has primary responsibility for faculty personnel policy, faculty appointments and reappointments. The faculty's responsibility in these areas is delegated to it by the College's Board of Trustees. The faculty recognizes that the student body has an important consultative role to play in these matters.

The size of the faculty and the faculty-student ratio are determined by the Board of Trustees upon recommendation of the President. The President makes his recommendation primarily upon the advice of the Faculty Educational Policies Committee in this regard. The choice of the divisional allocation of appointments or reappointments lies with the Faculty Educational Policies Committee, which acts upon the recommendation of the President and the Dean of Faculty, and in consultation with students or their representatives on the Student Educational Policies Committee.

Appointments, whether for temporary replacement or permanent positions, are initiated through a process of recruitment in which the President, the Dean of the Faculty and the Divisions of the faculty play leading roles. The Divisions hold primary responsibility for recruiting and inviting likely candidates to be interviewed. Guidelines for recruitment are as follows:

1. Interviews of candidates are scheduled by the Dean's office in consultation with the teaching divisions. There should be time for the candidate to be seen by the two Deans and the President, as well as the various members of the division. Advance planning is desirable.
2. During the normal academic year, the divisional Student Educational Policies Committee participates in interviewing candidates and gives it comments on them to the Division Secretary.
3. The teaching division as a whole is responsible for making a recommendation on new appointments to the Dean of the Faculty and the President.
4. The President, who may engage in such other consultation as may seem appropriate, then makes recommendation to the Board of Trustees, which makes the formal appointment. Except for very exceptional circumstances, and then only upon the advice of the Faculty Personnel Committee, the decision of the President and the Board of Trustees is governed in this matter by the recommendation of the teaching division in which the appointment is to be made.

#### GUIDELINES FOR RECRUITMENT

1. Search Procedure:

- a. When a position becomes available for a Division, a discussion of curriculum is undertaken to determine what fields should be considered for use of that position, subject to normal educational policies procedure.



- b. A subcommittee of the Division should be formed to carry out the search for appropriate candidates.
  - c. Letters are sent to appropriate institutions announcing the availability of a position at Bennington.
  - d. Personal communications made with potential candidates by members of the faculty at Bennington may supplement the efforts of the Subcommittee.
  - e. A portion of the Dean of the Faculty's budget is available to the Division to be used for travel expenses.
2. The Candidate should furnish, prior to his visit to the campus:
- a. At least three letters of recommendation supporting the application. In the letters of recommendation, the evaluation pays special attention to:
    - 1. Professional competence
    - 2. Teaching ability
    - 3. Sensitivity to student needs.
  - b. A complete resume of study, teaching and other professional experience.
  - c. Suggested course offerings. These can be submitted after the candidate visits the campus.
3. Before his visit to the campus, or immediately upon arrival, the candidate is informed as to:
- a. The nature of Bennington College.
  - b. The nature of the interview process--specific detail is given about what his schedule will be during his visit to the College.
  - c. The nature of the opening in the Division.
4. The candidate then has the option of one of the following when visiting the College:
- a. Teaching an introductory class, with students and faculty attending.
  - b. Delivering a seminar or scholarly paper.
  - c. Engaging in a scheduled gathering where the candidate has an opportunity to informally talk about his or her interests.
  - d. Giving a workshop for the benefit of the Division.



## DURATION OF APPOINTMENTS AND STANDARDS OF REAPPOINTMENT

A faculty member is normally asked to join the faculty for an initial three year term. He is then considered for reappointment to a second three year term and then a series of five year terms with the presumption of tenure. Exceptions to this norm are made only with the approval of the FPC. In no case is an initial contract offered with a presumption of tenure.

Non-tenure contracts (3-3) are offered where there is sufficient reason to believe that the individual concerned will serve the College well during the time of his appointment. Five-year contracts are offered only where there is strong evidence that the individual concerned is likely to make a significant and substantial contribution to the College over the duration of his tenure.

## THE REAPPOINTMENT PROCESS AND REVIEW PROCEDURE

All reappointments of non-tenured faculty members are made at the convenience of the College and it is recognized that cause need not be shown for the decision not to reappoint in these cases. In the interest of fairness and the right of the individual to be protected from capricious or biased standards of judgment, however, the following procedures are established:

Faculty reappointments are made by the Board of Trustees upon the recommendation of the President of the College. That recommendation is made only after extended review of the matter by the Faculty Personnel Committee. The committee aims to arrive at a consensus on all major decisions; however, a majority of its members constitute a deciding voice. In cases where the President feels it necessary to contravene a majority decision, he must announce this to the faculty as well as to the trustees.

Under normal conditions the Personnel Committee undertakes a rigorous review of a faculty member's contribution to the College during the year preceding the terminal year of a contract period in order to make a recommendation concerning a new contract. The decision of the Committee regarding reappointment is made known to the faculty member concerned no later than three weeks before the end of the spring term of the year preceding termination of his current contract period.

In reviewing faculty members for reappointment the Faculty Personnel Committee consults the working colleagues of the faculty member concerned, including all members of his division. This consultation takes the form of private and confidential interviews or written communication in the following areas of concern: competence in one's field, professional activity, and teaching ability. Responsiveness to student needs and interests, contribution to working committees and other aspects of community life are also taken into consideration. The FPC interviewer reads back his notes of the conversation for approval. In the case of

the review prior to the first five-year contract, the President may undertake to solicit the opinion of a faculty member's peers outside the College concerning his scholarly or artistic achievement.

At the earliest possible stage the faculty member being reviewed is interviewed by the Dean of the Faculty to inform him that the review process is under way and to give him an opportunity to offer any evidence he may think relevant in his own behalf.

The FPC seeks to gain the maximum amount of information from students regarding the performance of faculty members under review, and institutes procedures toward that end.

Individual students may also request the opportunity to present their views to a member of the FPC.

If, after the first round of consultations with working colleagues and students, the FPC feels there is sufficient doubt about a faculty member's reappointment, the Dean of the Faculty or the President, along with one faculty member of the FPC, meet with the faculty member concerned to give him as much specific information as possible about the doubts concerning his performance. The purpose of this second interview is to offer an opportunity for the faculty member being reviewed to provide any new information he may think relevant to the Committee. In order to accomplish its purpose, this meeting takes place no later than two weeks after mid-term.

At this point the FPC, at its discretion, may also conduct a second round of interviews with the working colleagues of the faculty member being reviewed in the effort to elicit more information regarding the specific areas of performance in question.

After the full review process has been concluded, if the decision of the FPC is negative regarding reappointment, the faculty member concerned is informed of the FPC decision by letter. He may then request a meeting with the President and/or the Dean of the Faculty with one faculty member of the FPC present. The faculty member concerned may elect to have a colleague of his choice present at this meeting as an academic advisor. At this meeting the President or the Dean explains as clearly and specifically as possible, consistent with the confidentiality of the whole review process, the reasons for the negative decision.

After having discussed the matter at this meeting, the faculty member may elect to have the reasons for his non-reappointment stated in writing. It remains the case that all 3-3 and first 5 year appointments are offered at the convenience of the College and that cause need not be shown when these appointments are not made.



## PRESUMPTIVE TENURE

When a faculty member is offered his first five-year contract, or any subsequent five-year contract, the College thereby commits itself to offer another five-year contract at the termination of the one then being served unless it can be demonstrated by the College that the contribution to College life of the faculty member concerned has markedly deteriorated or that he has substantially failed to perform the terms of his contract, or unless financial exigency or a change of educational policy requires the elimination of his teaching position. A second or subsequent five-year contract will only be denied after an appropriate hearing has been held before the Personnel Committee, at which hearing the faculty member concerned is given the opportunity to hear and challenge the arguments against his reappointment.

## PERSONNEL REVIEW COMMITTEE

A Personnel Review Committee of three faculty members elected from the faculty at large has been established to deal with all appeals from faculty members who have not been reappointed and to deal with specific grievances individual faculty members may have regarding salary, assignment of teaching duties, assignment of space or other facilities, or propriety of conduct. The Committee also deals with grievances relating to the terms of the Affirmative Action Program.

In the case of grievances the petitioner sets forth the nature of his grievance and the Committee decides whether or not to investigate. If, upon investigation, the Committee feels that there is some substance to the allegation, it seeks to bring about a settlement satisfactory to the parties involved. If such a settlement does not seem satisfactory or appropriate, the Committee reports its findings and recommendations to the petitioner, to the appropriate administrative officer and to the Faculty Personnel Committee, which will decide the issue in a manner consistent with overall College policy. In the case of reviews which concern grievances relating to the terms of the Affirmative Action Program the recommendations of the Personnel Review Committee go directly to the President.

The grounds for appeal in the case of non-reappointment are two. One is that adequate consideration was not given in the review process or that due process was not followed. The other is that a violation of academic freedom was involved in the process leading to the decision not to reappoint. If a faculty member feels that due process was not followed he may make his allegations to the Personnel Review Committee and that Committee decides whether an investigation is warranted. If, after carrying out an investigation, the Committee feels that the allegations have substance, they make their recommendation to the Faculty Personnel Committee that it assess the case once again, this time correcting the inadequacies of its prior consideration. After such a review the decision of the Faculty Personnel Committee in the matter is final. In the case of alleged violations of academic freedom the function of the Personnel Review Committee should be the following:



(a) To determine whether or not the notice of non-reappointment constitutes on its face a violation of academic freedom.

(b) To seek to settle the matter by informal methods.

(c) If the matter remains unresolved, to decide whether or not the evidence submitted in support of the petition warrants a recommendation that a formal proceeding be conducted in accordance with Sections 5 and 6 of the Recommended Institutional Regulations of the AAUP, with the burden of proof resting upon the complaining faculty member.

#### SALARY POLICY

The annual faculty salary budget, including individual faculty salary increases, is determined by the Board of Trustees upon the recommendation of the President. The Faculty Salary Committee advises the President and the Dean of Faculty on general salary levels, and on salary guidelines. However, it plays no direct role in awarding salary increases and it does not have access to the salaries of individual faculty members. Whenever the President and Dean of Faculty feel that there is reason to offer a prospective salary which departs from the generally accepted norms, they will consult with the Faculty Personnel Committee before awarding that salary.

In determining individual salaries, the President and Dean of Faculty use the same criteria as are used for decisions on faculty reappointment, as set forth in paragraph on reappointments.

#### SALARY ADVANCE POLICY

Salary advances may be granted to members of the faculty after written request to the Dean of the Faculty has been approved by the Dean or the President. Advances are subject to the following conditions:

1. No member of the faculty may have more than one salary advance in any six month period (January-June, and July-December).
2. The amount of the advance is not to be more than one month's net pay or less than \$100.
3. The advance must be repaid by payroll deduction at the end of the month in which it was made or in the next month if that advance comes after the 15th of the month.

## GENERAL PERSONNEL POLICY

In all other matters relating to faculty personnel policy, including among other things contract terms, work loads, leaves, professional responsibility and discipline, decisions are made by a process of mutual consultation between the President, the Faculty Personnel Committee, the faculty and the Board of Trustees. No change of policy of substantial importance is undertaken except upon the recommendation of the full faculty after a report from the President and the Personnel Committee. No substantive administrative decision affecting faculty is made except after consultation with the Faculty Personnel Committee.

## SABBATICALS

Sabbaticals are planned to allow faculty members who will continue to serve the College to renew their energies and capacities. After each ten terms of teaching at Bennington, a faculty member who will return to the College for at least two more years after a sabbatical, or before retirement at age 65, is entitled to a one-term sabbatical with pay. Leaves are not counted toward the ten terms of teaching.

Faculty members entitled to sabbaticals are notified by the Dean of the Faculty of their entitlement early in the fall term of the year before their absence is due. Their Division is also notified at the same time so that divisional plans can be made to accommodate the anticipated absence, and adjustments in schedules might be made to meet divisional needs. The matter is finally cleared through the Dean's office.

The sabbatical may be taken in the first or second term after entitlement. It may be taken later than the second term after entitlement only at the convenience of the College or by special arrangement. Terms taught after entitlement and before the sabbatical is taken are counted toward the next sabbatical. Sabbaticals may not be accumulated. When a faculty member is on a sabbatical the College's and the individual's contributions to all fringe benefit plans are continued as usual.

The obligations of faculty members on sabbatical will normally be absorbed by the other members of their divisions. Under extraordinary circumstances a division may petition the FEPC for a replacement.

Not more than six faculty members should be away from the College on sabbatical or leave during any single term. Where two or more people work in the same field it is generally undesirable for more than one of them to be away during the same term.



#### LEAVES WITHOUT PAY

The College is very often a direct beneficiary of experience gained by faculty members during leaves, and encourages, within limits, the seeking of grants and outside support for such leaves.

Leaves without pay are authorized by the Faculty Personnel Committee when it seems clear that the needs and purposes of the College are met, and that the faculty member will return with a new and fruitful range of experience. A six month leave of absence without pay and without loss of seniority and accrued benefits granted an employee who is pregnant or whose wife is pregnant, such leave to be taken during and/or immediately after pregnancy.

Faculty members who wish to request a leave inform the Dean of the Faculty and their division by late October of the year preceding the academic year during which the leave is desired, even when arrangements are indefinite, so that the feasibility of the request can be considered.

It is recognized that such leaves will often depend upon grants for their realization, and that the date of announcement of different grant awards varies considerably. In all cases where leaves are dependent on such awards it is important that communication between the individual faculty member, his Division and the Dean of the Faculty be kept open.

The Dean of Faculty will consult with the Divisional Secretary and other divisional members as appropriate concerning the impact of the projected leave on the division, and report to the FPC. If approved, the search for a replacement will be undertaken in the same manner as in ordinary recruitment.

The membership of faculty members on leave may be continued in the College's medical, disability and life insurance plans, with the College paying its regular share, and entitlement to tuition grants also continues.

Leaves will normally not be approved for more than one year, and as a matter of policy terminal leaves are not awarded.

Faculty members on leave should understand that their replacements put a strain on faculty housing; they may therefore be required to relinquish their College-owned living space during the leave.

#### TUITION SUPPORT PLAN

Full-time Faculty and Administrators are allowed a tuition subsidy for each child matriculated in any regionally accredited college or institution acceptable under standards applied by the Veteran's Administration in the case of veteran's benefits, set at 75% of tuition or \$2,000 per annum, whichever is less, and paid for a maximum of four years of study per child.



Each part-time faculty member or administrative officer is entitled to a portion of such subsidy in the ratio of his part-time to full-time service subject to the same qualifications.

#### HOUSING POLICY

About 50% of the teaching faculty live in College-owned housing. College-owned housing consists of housing, apartments, suites and single rooms. These are used to house as many as possible of those instructors who wish it, but housing is not a responsibility of the College and faculty members must recognize that occupancy of College-owned housing is not a perquisite. The only housing arrangements made by the College are those for College-owned accommodations.

College-owned housing may not be shared or sublet to any other person without prior approval of the College and may be sublet, even with approval only to those affiliated with the College.

Each December faculty members renting College-owned living quarters are asked by the office of the Dean of the Faculty whether they want to move and to what kind of housing. Assignments will be made on the basis of these responses, under current policies, and depending on the availability of space. If an unexpected vacancy occurs, notices will be sent and applications received: the vacancy may be assigned temporarily, for one-year occupancy.

Insofar as available housing makes it possible, size of family or other factors of need are taken into account. Anyone with extraordinary College responsibility may be assigned housing despite normal claims of seniority.

College rents are initially 25% below their commercial equivalents. They will continue to change as rents for comparable housing change. Since this subsidy can be enjoyed by only part of the faculty, the College has adopted a policy which in the long run will make it available to new, younger faculty members while gradually reducing the amount of subsidy to those with seniority. Any faculty member who has presumptive tenure will pay an annual increment of 5% in addition to ordinary increases. This increment will be added for each additional year he remains in College-owned housing until such time as the rental and increment combined approximate the commercial rent of the housing, which will be regarded as a maximum amount.

Rental is normally from July 1 to June 30. Release from this agreement can only be granted by the President of the College.

#### FACULTY RESPONSIBILITIES

Faculty members are expected to meet, at the regularly scheduled time, all of the courses and tutorials they have contracted to teach.

They are expected to cooperate in good faith with class representatives of the Student Educational Policies Committee. Office hours during each week of term should be announced and kept.

If classes are to be cancelled because of illness, the appropriate faculty secretary should be notified so that students in that class can be told. All other absences for whatever reason should be arranged beforehand with the Dean of the Faculty.

Every faculty member is assigned a number of students, usually nine or ten, as counselees. It is the responsibility of the counselor to be informed about and to assist with the educational progress of the students assigned to him. It is the responsibility of each student to keep her counselor informed about the directions of her educational plan, the nature of the academic work undertaken, and any issues that might arise therefrom.

Assignments of students are made in accordance with their educational interests and needs. Second- and third-year students taking group tutorials usually work with the instructor of the tutorial as their counselor. The tutor, of individual tutorials and for senior projects, also serves as counselor.

Normally the student has the same counselor for the entire year, but if for any reason a change of counselor seems advisable, the Dean of Studies who deals with counselee assignments should be informed of the desirability for a change.

Instructors arrange a regularly scheduled time to meet with their counselees. The uses of the counseling period depend heavily on the student and his interests. Many students discuss ideas, thoughts, and personal concerns; many make arrangement to do specific reading or projects; others use counseling to extend work initiated in courses. Freshman counseling is of particular importance as an aid in adjustment to the demands of college work.

All faculty members are expected to attend all faculty meetings and divisional meetings. The last faculty meeting of the year is the commencement ceremony. After their first year, faculty members are normally expected to be willing to serve on two faculty committees.

#### DURATION OF ACADEMIC YEAR

There are two fourteen week academic terms, each with a two day (Thursday-Friday or Monday-Tuesday) holiday at midterm. The terms are separated by a three week holiday and Non-Resident Term of nine weeks in winter and a twelve week holiday in summer. Faculty members have no academic responsibilities during the NRT or summer periods, but some committee and divisional business will inevitably have to be conducted during these periods.



Faculty members are expected to be on campus at the appropriate time before classes begin to advise entering students and sign course cards. They are also obliged to remain through the last panel meeting held after students leave in the fall term and after commencement in the spring. Notices informing faculty members of the date of the opening of term will be sent before the beginning of each term.

#### FACULTY GRANTS AND AWARDS

##### THE WILLIAM C. FELS FACULTY FACILITIES FUND

The purpose of the William C. Fels Faculty Facilities Fund is to provide modest support for the productive interchange of essentially non-marketable ideas and creative activities. Requests made for such things as secretarial assistance in the preparation of manuscripts; the reproduction of musical scores; travel or mailing costs, etc., incurred in communicating with professional colleagues, and generally for all the worthless activities we engage in.

##### CHARLES DOLLARD GRANTS

The funds for these grants have been given by Mr. Dollard to enable Bennington College teachers "to use their free time well", either on sabbatical leave or during the Non-Resident Term or summer. Grants may be used in residence or elsewhere, to cover writing, painting, or other art work, composition, travel or "even just brooding -- anything which will enlarge the perspective or brighten the spirit of the recipient."

All members of the faculty are eligible.

The maximum grant is \$1,000.

Selection of faculty to receive the grants is made by the President and the Dean of Faculty.

##### HUMANITIES GRANTS

In 1972 the Ford Foundation concluded its five-year support program for grants in the humanities. Since that date the College has assumed its proper responsibility for funding the program. Grants based on these sums are available for:

- a. A long range scholarly or artistic project, in an amount not to exceed \$1,000.
- b. Assistance for writing, research or other creative activity during the summer or NRT, in an amount not to exceed \$500.
- c. Assistance for writing, research or other creative activity during a sabbatical leave in an amount not to exceed \$1,000.



#### OUTSIDE GRANTS

Because Bennington College funds available for grants and assistance are limited, faculty members are encouraged to seek funds from outside private and government agencies.

#### BIOGRAPHICAL INFORMATION

General biographical information on all faculty members and administrators has been provided in a supplement to this study.

## STUDENTS

### ENROLLMENT

While the section on academic program describes educational processes, this section provides a statistical profile of the student population. Following a period of growth during the 1960's, including a decision to become co-educational in 1969, enrollment has leveled off at a faculty defined full enrollment level of 600 students.

TABLE I

#### ENROLLMENT BY YEAR

Academic Year	Enrollment
1971-72	594
1972-73	587
1973-74	593
1974-75	599
1975-76	600
1976-77	578
1977-78	603

Interestingly enough the co-education decision was made without regard to quotas, and although the initial classes following co-education had small percentages of men the ratio of males to females in recent classes has stabilized.

TABLE II

#### SEX COMPOSITION OF INCOMING CLASSES SINCE CO-EDUCATION

Year	Size of Incoming Class	%Male	%Female
1972-73	169 + 41 = 210	24%	76%
1973-74	182 + 45 = 227	28%	72%
1974-75	176 + 45 = 221	28%	72%
1975-76	182 + 34 = 216	30%	70%
1976-77	150 + 43 = 193	28%	72%
1977-78	173 + 42 = 215	33%	67%

The stability in the sex composition of the student population is further corroborated by the enrollment data presented in Table III.

TABLE III

## ENROLLMENT BY CLASS STANDING AND SEX FOR FALL TERM 1977

Class	Full-Time		Part-Time		Total Students		Percentages for Total Students	
	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>
Freshmen	59	126	-	-	59	126	32%	68%
Sophomores	48	103	-	2	48	105	31%	69%
Juniors	46	97	-	2	46	99	32%	68%
Seniors	44	70	1	-	45	70	39%	61%
Graduates	-	4	-	-	-	4	-	100%
Unclassified	-	-	5	7	5	7	-	-
TOTAL	197	400	6	11	203	411		

## ATTRITION

There have been a number of studies on student attrition at Bennington. Three, done in 1959, 1966 and 1977 deserve mention. The first study was conducted by a member of the admissions staff, the second was a student's senior thesis, the third was undertaken by a consultant in the Admissions Office. Each of these studies, although relying on entirely different methodologies, have tended to reach similar conclusions. Thus the 1959 study concluded, "...the most prominent reason for...attrition at Bennington is the social orientation of the students who leave. The girl who does graduate...is much more academically or educationally oriented than the girl who leaves." The 1966 study concluded, "Certainly 'psychological' pressures (within and without the student) seem to be of considerable importance in leave taking. Most of the 'academic' dropouts, as well as a number who ostensibly left for other reasons, had considerable trouble mastering the organization and writing of critical papers." Finally, drawing on the Newcomb study the 1966 report concluded that, "...a student's high discordance ...with the institution is an important reason for leaving." And in a report to the president, our admissions consultant on the basis of a series of exit interviews with approximately 35 students who decided to withdraw during the spring 1976 term, stated that in most cases the students who were leaving before completing their studies had: (1) sufficiently thought about their decisions before making them; (2) were leaving for reasons that were sensible for them; and that (3) little could be or should be done to change the decisions of those who were leaving. Student attrition has remained comparatively stable over the past few years.



TABLE IV  
STUDENT ATTRITION AT BENNINGTON

Year	Enrollment	Withdrawals	Attrition Rate	Freshmen % of Total	Sophomore % of Total
1973-74	593	203	34%	33	42
1974-75	599	213	35%	37	46
1975-76	600	189	32%	35	44
1976-77	578	179	31%	30	43

We have little systematic evidence on the current causes of attrition. The most recent indepth study (1966) concluded that the majority of the dropouts of the class of 1961 left because of psychological and academic adjustment problems, while the data gained from the spring 1977 exit interviews of 59 of the 101 withdrawals conducted under the auspices of the Office of the Dean of Studies indicates that most students left either to study elsewhere (42%) or to "take time off from school" (37%).

TABLE V  
STATED REASONS FOR LEAVING OF 59 INTERVIEWED STUDENTS  
DURING THE SPRING OF 1976

Reason for Leaving	Percent Respondents
To study elsewhere	42%
To take time off from school	37%
Academic problems	12%
Financial	8%

#### ACADEMIC PROGRAMS AND CAREERS OF GRADUATES

During the past three years we have conferred 346 Bachelor of Arts and 5 Masters of Arts degrees. The specialization by year for the degrees conferred are shown in Table VI.

TABLE VI

DEGREES CONFERRED BY YEAR AND MAJOR FIELD OF STUDY

Major Field	June 1975		June 1976		June 1977	
	BA	MA	BA	MA	BA	MA
Dance	6		6		7	
Drama	6	1	7		8	
Literature & Languages	20		27		30	
Music	9		15		4	
Science	8		9		9	
Social Science	18		12		16	
Visual Arts	15	1	21	3	22	
Interdivisional	23		19		26	
	1*		1*		1*	
	106	2	117	3	123	0
	*Dbl. Maj. (Mus/Lit)		*Dbl. Maj. (Mus/Lit)		*Dbl. Maj. (Dance/Soc. Sci.)	

In attempting to assess the relationship between field of major during college and subsequent careers chosen of graduates, the Alumni Office recently mailed a questionnaire to the close to 6,000 alumnae (approximately 2,900 are graduates). To date we have received responses from 582 graduates (approximately 20%). Table VII lists the career fields pursued by those who responded.

TABLE VII

CAREERS PURSUED BY GRADUATES  
(BASED ON PARTIAL RETURNS FROM RECENT ALUMNAE QUESTIONNAIRE)

Career	Percentage Engaged In
Teaching	16%
Human Services	20%
Professional	20%
Business and Industry	6%
Communications	8%
Visual and Performing Arts	22%
Other	8%

In addition to data on careers pursued Table VIII reveals the extent to which recent graduates have continued their studies in professional schools.



TABLE VIII

GRADUATES ATTENDING PROFESSIONAL SCHOOLS

Year	Graduating Class Size	Percent in Professional Schools
1975	106	18
1976	117	15
1977	123	23

While these figures may appear low there may be two biases in the population that account for these low figures. First, substantial numbers of our recent graduates have been women and although there have been increases in graduate school participation rates among women they still lie below those of men. Second, many of our students major in programs for which the traditional notions of graduate school are not relevant. To control for this influence Table IX presents data on the participation rates of graduates in professional schools by division of undergraduate major.

TABLE IX

PARTICIPATION RATES IN GRADUATE PROGRAMS BY MAJOR FIELD OF STUDY OF BENNINGTON UNDERGRADUATES

(averages for the past five years)

Major Field	Percent of Graduates in Professional School
Dance	7%
Drama	22%
Literature & Languages	27%
Music	13%
Science	53%
Social Science	34%
Visual Arts	14%
Interdivisional	14%

## THE ADMISSIONS PROCESS

As the first step in the student's career at Bennington, the admissions process is designed to provide the applicant with his or her first real exposure to the academic program at the College. On the one hand, the process is designed to provide the student with very specific and detailed information about the College; on the other, it gives the Admissions Committee an opportunity to consider each applicant as an individual who will bring unique qualities to the campus.

### NEW FRESHMEN

In evaluating each applicant, the Admissions Committee looks to several indicators: the applicant's past performance, as demonstrated in the Secondary School Report (Exhibit I); the Personal Statement (Exhibit II); the observations of parents (Exhibit III) and interviewers; and the recommendations of guidance counselors and teachers. Each applicant must complete the written statements and submit the required documents to be admitted. The Personal Statement is the core of the written application. Each student must also submit scores from the Scholastic Aptitude Test of the College Entrance Examination Board.

In addition to the above, a personal interview is required. Most interviews are held on campus but a meeting can be arranged with a field staff person or an alumni volunteer if travel to the campus is not possible. When the student comes to campus, he or she is invited to attend class; is interviewed by a member of the admissions staff; talks with a student interviewer, and has a tour of the campus facilities.

The completed application and all supporting material is read by at least two faculty or staff whose recommendations are reviewed by the Director who makes the final admission decision. The decision is reported to the applicant by mail and a \$250 non-refundable deposit is asked of those who elect to enroll. This deposit is credited against the next term bill. The College adheres to the Common Reply Date for all students and will grant extensions to the May 1 reply date on request from the applicant.

### TRANSFER STUDENTS

Applications from transfer students are handled in much the same way as those from new students except that there is a major commitment to providing the transfer applicant with more information about the degree requirements and the way in which the applicant's previous course work will be evaluated by the Bennington faculty.

This is particularly critical for students who have completed two years of academic work at another educational institution. Two-year transfers must come to campus for the required interview. Each applicant is interviewed by a member of the faculty in the division in which s/he plans to major. The applicant must also present specific evidence of his or her competencies.



Transfer students are also asked to submit additional recommendations and complete a special Personal Statement (Exhibit IV).

#### GRADUATE STUDENTS

Inquiries and applications for graduate study at Bennington College are referred to the Dean of Studies. Students in the performing or visual arts who pursue an application are required to submit all credentials to the Admissions Office but the faculty of the individual division make all admission decisions.

#### EARLY ADMISSION AND ADVANCED PLACEMENT

The College does offer admission to a high school student who wished to accelerate his or her education and enter college before completion of the high school degree. However, these applications are viewed with particular scrutiny by the Admissions Committee. Evidence of good preparation and signs of individual maturity are essential and obvious support from parents and high school guidance personnel are required.

Because of the unique evaluation system at Bennington, scores received on Advanced Placement Tests of the College Entrance Examination Board are used in advising students in the course selection process. Since there are no specific course requirements at Bennington, no exemptions are possible.

#### ADMISSIONS DATA

Exhibit V provides specific information on the admissions program for 1976-77 and shows Fall enrollment data for the last three years. Information for the last several years does exist but the basis for reporting shifted from term to term and from report to report with the result that parallel data cannot be reported. This has been one of our problem areas and we trust that the new reporting format will remedy this in the future.

#### FINANCIAL AID

Even though the Financial Aid Officers report to the Coordinator of Admissions and Financial Aid, the awarding of financial aid is quite separate from the admissions decision. Each student's admissions folder is evaluated on its own merits and financial aid is then provided to those students who are accepted for admission.

Each student requesting financial aid must submit the College's individual application (Exhibit VI) along with a copy of the Financial Aid Form of the College Scholarship Service. A copy of the most recent federal income tax report is required as a verification document. All aid is awarded on the basis of need and according to the procedures adopted by the Financial Aid Committee. These are explained in detail in the Financial Aid Handbook which is provided each student who applies for aid.



EXHIBIT V

ADMISSIONS REPORT FOR 1976-77

Applicants	498
Financial Aid	171
Transfer Applicants	95
Withdrawn	41
Refused Admission	15
Deferred	12
Accepted	430
Paid/Coming	227
Fall '77	215*
Spring '78	8
Fall '78	4

Deferred	12
Declined Offer of Admission	191

\*44 Transfer students and 171 Freshmen.

COMPARATIVE INFORMATION ON NEW STUDENTS

	1975	1976	1977
Total Enrollment	610	603	601
New Freshmen	182	150	171
New Transfer Students	35	43	44
Total New Students	217	193	215

September 20, 1977

Upperclassmen who seek a renewal of financial aid must complete the application procedure annually, as required by federal law and college rules. Subsequent awards are made solely on the basis of financial need without regard to the student's academic performance.

The candidates for the Master of Arts degree are not awarded scholarship aid through the regular financial aid program but an occasional student has received loan assistance through the federal National Direct Student Loan Program.

#### FINANCIAL AID DATA

Exhibit VII provides some insight into the actual operations of the Financial Aid program at Bennington College. During the current academic year, the average grant for aid recipients is \$3,062. The College provides about 64% of all aid given according to the need formula of the College Scholarship Service. In addition, the College maintains a regular employment program which provides jobs to all students who wish to work on a part-time basis.

#### STUDENT RIGHTS AND RESPONSIBILITIES

Bennington College has, from its inception, emphasized the development of the whole person. Indeed, the original prospectus included the following statements:

"That intellectual development cannot and should not be isolated from the development of the whole personality, and that as far as possible the general College arrangements, especially individual guidance, should give proper weight to physical, emotional, moral and aesthetic, as well as to intellectual factors in personal growth.

That the College, jointly with other educational agencies, should accept responsibility for cultivating in its students by all available means, attitudes of social responsibility, cooperation and participation, rather than aloofness."

Students have always had the responsibility for their own non-academic affairs (subject to state and federal laws), and are represented on the Constitutional Council by three elected students. Student government is the responsibility of Student Council, members of which include elected house chairmen and elected Student Educational Policy Committee members (two of whom also serve as voting members on the Faculty Educational Policy Committee which has responsibility for all academic planning and proposals at the College). Students are further represented on the following committees: Admissions, Art and Architecture, Financial Aid, Housing, Library Advisory and Non-Resident Term.

EXHIBIT VII

FINANCIAL AID INFORMATION:

	<u>1976-77</u>	<u>1977-78 (estimates)</u>
Fall Enrollment	603	601
No. of Aid Recipients	135	160
% of total Fall Enrollment	22%	27%
College Grants	326,488 (135)	400,000 (160)
Federal Basic Educ. Opportunity Grants	30,277 ( 34)	50,000 ( 60)
Federal Supplementary Educ. Opportunity Grants	34,477 ( 38)	29,800 ( 30)
State Scholarships	8,600	10,000
National Direct Student Loans	32,710 ( 37)	20,000 ( 25)
Federal College Work-Study	48,527 (100)	50,000 ( 90)
+Guaranteed Student Loans	50,000	60,000
Sub-Total	\$531,079	\$619,800
*Other Student Employment	50,000	50,000
TOTAL FINANCIAL ASSISTANCE	\$581,079	\$669,800

+ approximate

\* not necessarily based on financial need



Students' rights are, of course, protected under the Family Rights and Privileges Act, but have always been taken very seriously by the College. "A Community intent upon the principles of self-government and respect for the individual is guided more by sensible and considerate behavior than by an elaborate set of regulations. Students here take primary responsibility for their own lives on campus, no less than for the direction of their own educational programs." (Bennington College catalogue 1976-78)

In the case of infraction of rules set by Student Council, ad hoc judicial committees are elected to adjudicate each case. The student has the right to appeal the Judicial Committee's finding to the President. When, in the view of the Administration, a student should be granted a medical leave of absence, or requested to leave for other reasons, the student has the right to appeal to the Administration Review Committee, whose members are The Dean of the Faculty, the Director of Business and Finance and the Director of the Capital Fund. The Student Handbook, the Constitution and the catalogue provide further information.

#### FINANCIAL MATTERS

Refund Policy: All parents are urged to enroll in the Tuition Refund Insurance Plan. Those students not covered by this plan, however, have access to some refund. If a student withdraws from the College, a written statement of intent must be filed with The Dean of Studies who must notify the Student Services Office, prior to the first day of classes. The Business Office will make no adjustments or refunds until these two offices have supplied written confirmation of the student's status.

#### THE COLLEGE'S RESPONSIBILITY TO STUDENTS

The quotation from the 1925 prospectus of Bennington College established goals for institutional responsibility. The College provides attractive housing in small residences (thirty students each) which are governed internally by students themselves. Outdoor recreational facilities are also provided -- soccer and hockey field, tennis courts, basketball court and nearly 600 acres of woods and meadows for walking, jogging and cross-country skiing. Students control and operate a coffee house on campus and there are spaces for large gatherings as well as the smaller, more family-like House living rooms. The College provides funds for movies, concerts, speakers, and various performing groups without charge. Bus service is provided on weekends to Williamstown so that students may use Williams' larger library, attend sports and social events. The Student Services Office also provides post-graduate counseling, alumni job placement, and attempts to respond cooperatively to student needs and requests.

## ACADEMIC AND PERSONAL COUNSELING

Bennington College students are assigned a faculty counselor with whom they are urged to meet once a week. The Counselor assists the student in program and Non-Resident Term planning as well as serving as an advisor on non-academic matters. The Psychiatric Counseling Center has two full-time and two half-time counselors who work with students whose personal needs seem to require more professional help. The psychiatric counselors work closely with local psychiatrists as well as the United Counseling Center. While most students have individual counseling appointments, there are Groups which meet with some of the counselors. Group therapy, however, has become less popular than in the recent past.

The Health Service, under the direction of a physician, is staffed full-time by a licensed Nurse-Practitioner who holds daily clinics. Three physician-staffed clinics are held each week. The Physician in charge also trains interested (and qualified) students in sex counseling. Medication and infirmary care are provided at no cost to the student.

## STUDENT ROLE IN CREATING A STIMULATING ENVIRONMENT

The College, ideally, is a community in which all constituencies -- faculty, students and administrators -- have a responsibility to work cooperatively toward a stimulating intellectual and social milieu. Some students are, of course, more active than others, but there is no institutionally mandated pattern of behavior. The rights of individuals are highly respected.

Students are urged to make their ideas (as well as wishes) known and to work with the various committees in improving the environment. Although the Student Council is the official representative body, Bennington College is small enough to avoid most bureaucratic tangles. In general, a very real spirit of cooperation abounds, and is evidenced in such things as the weekly student-faculty concerts, sharing of meals in the College dining rooms, presence of faculty at student parties and participation in student athletic events.

## ACADEMIC ENVIRONMENT

The Student Educational Policy Committee is comprised of two elected students from each of the academic divisions; two SEPC members are elected to sit, as voting members, on the Faculty Educational Policy Committee. In addition, each class (academic course) elects a student to serve as a compiler of comments about the course content and the instructor's presentation. Twice each term the student informs the instructor of the students' assessment. The divisional SEPC representatives attend faculty meetings.

Students, especially the Divisional representatives, are included in interviewing new faculty candidates, in discussions of curricular changes within divisions, and in the procedures for retention and/or release of faculty under review.

There is, however, a much more personal involvement in academic environment on the part of each student. Since each student designs his or her own academic program which is built around, but not limited to, curricular offerings, it is fair to say that each of the 600 students has a very real influence on the academic life of Bennington College.

Students may request individual tutorials in subjects not listed in the curriculum, and each student has a thesis or project tutor in the senior year to advise in the preparation of the thesis or project which is required as partial fulfillment of the requirements for a degree.



## CROSSETT LIBRARY

## INTRODUCTION

The library at Bennington is, and always has been, intentionally a small, carefully selected undergraduate teaching collection closely related to the curriculum of the college. These policies are more fully stated in the Faculty Handbook, folio 41. The reference collection is more comprehensive in the works included, and in the last ten years special attention has been given to the acquisition of bibliographies in many subjects of interest to students and faculty. Much less emphasis is placed on general reading materials, partly because the academic program at Bennington leaves little time for such library use. The library collection, in addition, is regularly studied so that out-of-date and little used materials may be removed. The library's procedures, policies, and staff are directed primarily at services and assistance to undergraduates. Such matters as staff attitudes, liberal loan regulations, individual and class instruction in bibliographic search techniques, and relatively generous hours of opening (to be extended in 1977-78) are obvious indicators of the aims of the library. The library has always sought and continues to seek to deal with faculty and students on a one-to-one basis with the intention of meeting needs through reasonable adjustments of policies. A copy of a document prepared for internal library use, Principles of Library Service, is attached as Appendix #I.

In considering the statistics requested, it is important to understand that some library statistics are more precise and meaningful than others. The record of books added and total number of items in the collection, and of items borrowed and lent on interlibrary loan may be accurately compared with data from other institutions. The data on circulation is less precise, because the totals vary considerably with loan policies -- e.g., a library with long loan periods (as Bennington's term loan) will have a lower circulation count than a library with a rigidly administered two or four week loan period. At Bennington, we do not keep a count of the in-building, day-time use of reserve books (which, if recorded, would constitute a considerable figure); nor do we take any kind of head, use or door count of students and other readers in the library.

Statistics of use and size of the collection for 1976-77 are reported here:

a. Attendance:	not available
b. Circulation:	26,897
c. Total books & bound periodicals	76,288
Microforms (film, fiche, cards)	4,151
Records	610
Slides	15,346

d. Additions:	
Books & bound periodicals	2,881
Microforms	139
Slides	678
e. Interlibrary Loan Transactions:	
Lent (books & xerox copy)	186
Borrowed (books & xerox copy)	280

## EXPENDITURES (1974-77)

The major source of funds for the operation of the library is the annual appropriation for library purposes, which conforms closely to the budget requests submitted by the librarian. In addition, there are two small special purpose funds, and the library usually receives a HEW Title II grant of \$3,000 to \$5,000. The amount of this grant is a significant addition to the funds available for library materials and has been an indispensable resource in helping meet constantly increasing book and periodical costs.

The library book funds are spent jointly by library staff and faculty at large. The imperative needs of all faculty for books and periodicals immediately related to course instruction are met. Unfortunately, there are a small number of very expensive but desirable reference works which cannot be acquired because of high initial and maintenance costs. The major items in this category of Beilstein's Handbuch der Organischen Chemie, HRAF files, and the CATALOGUE of the Peabody Museum. Recently discussions have occurred in the Library Advisory Committee to develop ways of increasing both the extent and quality of faculty participation in collection development. A system to help faculty rank recommendations for purchase has been developed. The book reviews on cards from CHOICE, a reviewing journal for college libraries published by the Association of College and Reference libraries are distributed to faculty to provide a basis for collection building and recommendations for purchase. A copy of the library's Book Selection Policy is attached as Appendix #2. This has been approved by the Library Advisory Committee and circulated to the faculty. Special consideration in the purchase of books and periodicals is accorded to new faculty so that they may acquire a working, teaching collection to support their course offerings.

Library expenditures for 1974-1977 are reported here:

<u>Item</u>	<u>1974-75</u>	<u>1975-76</u>	<u>1976-77</u>
Books	\$ 32,706	\$ 29,355	\$ 30,740
Periodicals	13,641	12,786	16,826
Binding	5,551	4,441	2,483
Supplies, etc.	4,555	5,743	8,307
Salaries	66,065	66,386	69,237
% Education Budget	3.8	3.2	3.7



## ADEQUACY OF THE COLLECTION

Any consideration of the adequacy of the book collection must take account of the previously mentioned principle of developing a small, intensively used collection related to the Bennington Curriculum. This means that excessively specialized materials, books which would be chiefly used in faculty research, and minor general interest materials are not normally acquired. It also means that seldom used and out-of-date materials are regularly removed from the collection. The consequence is a collection which has important general and classic works and the essential sources for topics in which instruction is offered. Another consequence is that the collection, although small, is frequently more useful than larger collections which have not been tuned to the needs of undergraduates.

The numerical count of the book collection by Dewey Decimal classes is here:

000 - bibliographies, bound periodicals	11,354
100 - philosophy, psychology	4,589
200 - religion	1,906
300 - Social science, primarily economics, politics, social psychology	11,600
400 - languages	929
500 - science & anthropology	5,893
600 - technology	1,222
700 - visual arts, dance, theatre	9,803
800 - literature	20,232
900 - history	6,933
920 - collective & general biography	230
Paid periodical subscriptions	504
 TOTAL	 76,288
 Bennington College Theses	 1,597

The disposition of the book collection listed above is a fair representation of faculty interest, teaching needs, and student enrollment. What it does not indicate is the increasing specialization and special interests of students in thesis and term paper work. This trend clearly mandates a much larger collection than the library presently has. The larger collection cannot be achieved by merely retaining all books now in the library; it requires a more extensive selection program and more funds than now exist. The areas mentioned as particularly requiring attention are science, dance, history, sociology, and current special interests. A science collection is notoriously expensive to maintain, especially at Bennington where relatively few students are involved, and for these reasons has heretofore received minimal support. An aggressive program must be developed if science is to receive the same support accorded literature and social science.

In spite of special purchases at the time the program in Black Music was established, the collection of books about music and musicians, as distinct from music scores and recordings, is modest in size and minimal



in rate of acquisitions. The use of music books appears somewhat out of proportion to the size and rate of growth. There is, to be sure, a separate Music Library which houses and services scores and recordings.

The dance collection is historically very interesting and serves a division committed to performance. Nevertheless, the question of the amount of effort to be put into maintaining the collection needs to be asked and answered.

Art history and sociology raise different questions, for although neither discipline is taught per se, interest in acquisitions in these areas exists, and funds should be found to increase purchases. The specific importance of these disciplines is the relationship they bear to existing topics in the curriculum in social science, art and literature.

The final, special interest group is in essence the problem of meeting changing student interests as they probe special and unpredictable frontiers of the disciplines they study or seek new interdisciplinary relationships. These needs grow out of the preparation of reports and papers which represent an exploration for the student into a topic only alluded to in class or which falls between two established areas. Interests in urban planning, ecology, solid waste disposal are examples of topics which have been recently treated.

The library should face these questions in several ways. There needs to be a determination to increase the size of the library collection in order to support the increasingly diverse needs of faculty and students. There needs to be a firm commitment to an enlarged library building, even though plans are being developed to achieve some space saving by using more microforms. We need to move forward with more guidance from the library and library committee to encouraging great interest and participation by the faculty in library development, and examination of the library needs and use of the divisions. A very important aspect of this work is more personal contact between faculty and librarian.

#### MEDIA CENTER

Bennington College does not have an audio-visual or media center. The philosophy and organization and aims of the college require much less emphasis on these instructional methods and materials than many educators expect. Such services seem best left to the divisions. Nevertheless, the library has collections of non-book materials: art slides, sound recordings of spoken or literary works, original photographic prints. Materials in these collections are available to the whole campus. The collection of art slides is the largest, added to most regularly, and used primarily by the art faculty as a teaching tool. Recently some slides relating to theatre design and costume have been added. The record collection consists primarily of records of poetry and drama and is added to very sparingly in view of budget constraints and limited use in class assignments. The photograph collection is small and derived from gifts.

The library and librarian are responsible for the college archives and therefore are involved with materials not in book form.

#### LIBRARY STAFF

The library staff numbers nine; of these three have graduate degrees in library science and hold professional appointments carrying faculty status. However, only the head librarian participates in policy making committees and votes in faculty meeting. Under a "grandfather clause" the assistant librarian votes in faculty meetings; the third professional librarian attends faculty meetings. The librarian is a member of the president's administrative council and the faculty library advisory committee. He is, of course, welcome to present concerns to meetings of the faculty divisions. Of the two other professional librarians, one serves as assistant librarian and chief cataloger and the other as reference librarian.

Five other staff members are best described as library technical assistants and are involved at circulation work, cataloging, binding, interlibrary loans, and supervision at several levels of responsibility. The librarian's secretary is also an administrative and library assistant. They join the professional librarians in discussing library problems and formulating solutions, particularly when a decision is intended to affect a staff person's duties.

The professional staff has had professional experience ranging from one to 37 years. The librarian has served in college and university libraries for 37 years, the last 9 of which have been at Bennington. The assistant librarian has been at Bennington 38 years, 26 in a professional capacity. The reference librarian is a new appointment in his first year of professional library service. The service of the library technical assistants ranges from 1 to 16 years.

#### FACULTY AND STUDENT INVOLVEMENT

The mechanism for development of library policy is the Library Advisory Committee, which is composed of the librarian, four faculty appointed by the Dean of the Faculty, and four students selected by the Student Council. The duties of this committee, defined in the Faculty Handbook (p. 9), are to advise the librarian in the development of collections, policies, and services. The committee meets from twice a term to twice a month in accordance with work to be accomplished. Some of the topics discussed have been the involvement of faculty in book selection, measures to counteract book losses, circulation rules and sanctions for unreturned books, types and length of loan, use of gift funds, principles of book selection, and needs for additional space in the library. The informality of the college and the arrangement of the library make access to librarian and staff easy, a circumstance which permits informal discussion of policies and services.

#### FACILITIES

Bennington College is most fortunate in the Crossett Library, built in 1959, considered to be one of the finest undergraduate libraries in the U. S.



and a merit award winner of the American Library Association and American Institute of Architects. While admirable in design and planning and in variety of seating accommodations, the usefulness of this building is diminished by crowding and changes in taste. Designed for 360 students and 75,000 volumes, the building is now used by 600 students and houses over 76,000 volumes. This is possible because of the generous number of seats incorporated in the building at planning and because of the conservative formula used in estimating book capacity and the Bennington custom of accessioning pamphlets. The staff of 4½ has grown since the opening of the library to 9. This normal expansion of the library services means that as the building enters its 20th year of use, it is well filled -- as it should be and as was expected. Because of the quality and imagination of planning, the library building does meet basic needs now.

Nevertheless, there can be little question about the need for an addition which about doubles the size of the library. The needs for a larger and more varied book collection to meet the needs of the present curriculum and changed student requirements -- and hence the need for more versatile accommodations -- make this imperative, if the college is to continue to have library services adequate to its educational program. The librarian and library committee must again address themselves to these needs, which did not receive the consideration they merited during the preceding administration.

Meanwhile, certain short-range programs can be inaugurated or augmented. The college is preparing a comprehensive foundation appeal which will provide funds for replacing substantial amounts of material by microforms, add to the number of reading machines, and provide for shelving in a storage area. Although the need for a larger collection is great, there are sections of the library which would greatly benefit from a systematic discard for unused and out-of-date books. An application for foundation funds to undertake this survey is contemplated. It seems likely that about 5 years growth may be accommodated by the space gained by the application of these proposals.

Some modernization of furniture and variation of student accommodations are now under consideration and may be partially complete during the summer. This involves decoration of the building, installation of carpet, changes in lighting, purchase of some new furniture, and the rearrangement of the seminar room.

The library does not attempt to have a professional librarian -- or even a library assistant -- on duty at all times the library is open. The use of the library, the requirements for long hours, and salary expense make this an impossible goal. However, library staff is on duty during library hours except for "dinner hours", two evenings and Sundays. The library is fortunate in the high quality of its reference librarian, both in professional capabilities and in his approachability. In addition to the informal consultation between librarian and student, formal instruction is available for classes. Similar services are available for faculty. The library has an inquiry referral system by which a student or library assistant who cannot



answer a question records it and the name of the inquirer -- information which is referred to the reference librarian for later attention.

The library prepares a number of library guides which direct students to basic materials in such fields as visual arts, anthropology, etc. These guides strongly emphasize search techniques and methodology and are presumed to be useful in both the Crossett and other libraries. Information guides are available on rules and regulations, library services, use of periodicals, etc. The availability of off-set equipment on campus will permit the issuing of these publications in more attractive format.

Interlibrary loans are readily available to students, particularly when periodicals or books can be obtained from other libraries in Vermont, but this service is not limited to Vermont institutions. Williams and Bennington reciprocate in granting borrowing privileges to faculty and students, an arrangement of immense advantage to Bennington. By letters of introduction, this library has always been able to arrange for students and faculty to use research libraries in Cambridge, Massachusetts, New York City, etc. as needed.

Our experience is that serious students involved in a thesis or extended paper in literature or social science will need to use other libraries. Frequently students preparing senior theses in one of these areas will spend a non-resident term collecting data in a large library. This library does meet the specialized needs of students, largely because of the long-established concept of the intensively used library. As noted elsewhere, special efforts are constantly made to provide the essential bibliographic tools to guide students and faculty to important materials not in this library. Raw data exists on which to base a study of the use of other libraries in the preparation of senior theses.

The major thrust of library services lies in the increase of library hours planned for this year. The intention is to increase library hours from 90½ to 104 a week. The increased library hours, as well as part of the time the library is now open, admittedly afford only custodial level service. This is, of course, an advantage since attempts are being made to help students toward library self-sufficiency.

The step forward commanding the most interest and enthusiasm from the library staff is the further development of the present modest but sound program of bibliographic and search technique instruction. This program seeks to introduce students to the basic bibliographic and information services in the discipline in which they are working and to encourage faculty cooperation in this project. We believe that such skills are essential to the scholar and the mark of an educated person. It is our experience that such skills are best acquired through an individual encounter of student and librarian; in addition, class presentations and the preparation of library guides are important alternative techniques. An application for a Library Enhancement Grant is contemplated,

## SUMMARY

This library should be seen as an organic part of the college growing and changing as changes occur in staff, curriculum, faculty, and society. It operates under certain clearly determined constraints within which it meets patrons' needs effectively. It is, as is the college in many ways, in a somewhat awkward stage of having outgrown highly individualized ways of solving problems and dealing with people and not becoming ready to use computerized and mechanical services economically. The cataloging of books goes forward with remarkable speed. The process of ordering books is working at the best efficiency in ten years. There is more potential for assistance in the use of books than is often realized.

The librarian gives the library a 89.2% score on the ACRL Standards for College Libraries. Many of the points lost are a consequence of certain administrative peculiarities of Bennington. We are faulted because of a lack of a coordinated audio-visual/media service, an arrangement intentionally maintained by the college. The divisional organization of the college presents situations not accommodated by the standard which assumes a departmental organization of the faculty. Another fault is the lack of the organization of the staff as an academic department, an arrangement inappropriate to its size. The conclusion is that most of the deficiencies can be cheerfully admitted.

The library has conceived of itself as a low-keyed service operation, which has no or limited need to sell its wares in the community of scholars. It has particularly felt that its reputation is best maintained by keeping its house in order.



## APPENDIX I

### CROSSETT LIBRARY BENNINGTON COLLEGE

#### Statement of Principles of Library Service

The purpose of the Crossett Library is to provide library service to the faculty, staff and students of Bennington College. Library service is a special blend of three elements: collection, staff, building. There must be a significant and relevant collection organized and interpreted by staff so that it may be effectively used. Services include such matters as location and delivery of specific library books to patrons, assistance in using the card catalog, bibliographies and indexes, advice and counsel on the analysis of projects and design of search techniques. The building must be inviting and a convenient place in which to work. The staff must combine professional competence with concern for the felt needs of clients. The attitude and tone of the staff determine the atmosphere of the library and should welcome library use and give consideration to patrons' needs. Materials, staff and building should mesh to create a humane place in which to work.

Important library services exist on many levels. Books and records must be in order so that they may be used. Staff duties must be arranged to meet the needs of patrons. Books should be ordered and cataloged as efficiently and rapidly as possible. Although this library collection is small, we strive toward high standards of bibliographic data and conformance to the best general library practice. We also recognize the need for sensible adjustments to this library's and college's particular needs.

The circulation of books must be controlled by policies and practices which provide a balance between free use and all-college needs. Equal opportunity for use of books requires a small number of reasonable rules consistently enforced. All staff should make efforts to be cordial and friendly when working at the desk; however, they should also be ready to refer inquirers to the staff person best able to give an answer, usually the reference librarian.

Reference services in particular may be offered on many levels, depending in part on the nature of the problem and the attitude and interest of the inquirer. Questions of fact and information are normally answered directly. Students and faculty (as appropriate) are assisted in developing search strategies as needed. The reference librarian works with the inquirer until it is clear that the search is proceeding in the proper direction. Method having been determined, students are expected to conduct their own bibliographic and informational searches. More assistance is given faculty if time permits. The Vermont Department of Libraries reference librarian assigned to UVM may be consulted in unusually difficult and abstruse questions after the Crossett Library's resources have been exhausted. Inquirers may also be referred to other libraries.



APPENDIX I (continued)

A major concern is the development of a program of instruction and guidance in bibliographical method and information search techniques. The aim of this program is the achievement of as high a degree of independence in library use as possible and involves knowledge of bibliographical and information sources, analysis and definition of projects to be worked on, and the development of a rational and suitable pattern to search for information.

The library obtains on interlibrary loan books needed by students and faculty and not in the library. Because of the time required to secure loans, restrictions placed on use by lending libraries, and the unpredictability of receipt, it is difficult to provide the major sources for a project from this source. Ten or more requests are the occasion for consultation between the patron and the reference librarian. Requests for ILL are reviewed for consideration for purchase if the date of publication is recent and the topic is related to student interests and needs. The library responds as fully as possible to requests from other libraries for loans.

The library's collections, as defined by the Faculty Handbook and the library statement on Book Selection Policy is intentionally restricted in size and closely related to the curriculum of the college. The selection and retention of books is the joint responsibility of librarians and faculty and must embrace several uses: teaching, information, stimulation. Because a function of the library is on occasion to raise the level of consciousness of the user and to introduce new ideas independently of courses, the scope should not be strictly limited by the curriculum but should include other matters of interest to students. Major efforts in collection building should be spent on the reference collection and on books to be used in actual instruction. Materials related to courses but useful largely for papers and special reports should be provided insofar as possible. Nevertheless, the library as a humane endeavor requires a modest consideration of the general needs of students and faculty.

The library recognizes a responsibility to permit use of its collection by residents of the Bennington area, so long as this service is not detrimental to its primary clientele.

Robert M. Agard  
13 August 1976

## APPENDIX II

CROSSETT LIBRARY  
BENNINGTON COLLEGE

### BOOK SELECTION POLICY

The selection of library materials is the joint responsibility of faculty and librarians. While faculty are more concerned with the acquisition of books related to the curriculum and librarians with reference, interdisciplinary and general interest books, both should continually consider the total library needs of the college.

\*"The collection of books and periodicals in the Bennington College Library is one likely to be needed by students and faculty in courses, seminars, and group tutorials. It is a working collection... In addition, an effort is made to acquire titles... for independent (student) research... if such materials may later be generally useful."

The following priorities are suggested for the use of book and periodical funds. In applying them, it must be considered that only the relative importance of the categories is indicated and that it is intended that purchases will be made in all categories.

1. Reference works and books of classic and basic significance.
2. Materials for curricular use for courses, papers, tutorials and faculty course preparation.
3. Special and general interest books to meet requirements arising from the interdisciplinary character of some independent projects and from serious, substantive extra-curricular interests.
4. Recreational and popular books as funds permit.

Because of the constraints of funds and the interest to build a selective working collection of high quality, it is assumed that recommendations for purchase will be based upon personal knowledge of books or reliable reviews.

Because of continuing high costs of subscriptions and binding, it is suggested the recommendations for periodicals be scrutinized with special care, particularly as to use by and suitability for undergraduates.

The criteria (attached) established for the Carnegie Corporation are still considered to be useful in establishing standards.

\*Faculty Handbook. 1974 (p.41)  
May 1975

APPENDIX II (continued)

CRITERIA RECOMMENDED TO CARNEGIE CORPORATION  
BY ITS ADVISORY GROUP ON COLLEGE LIBRARIES

- I. The book collection should contain the standard books of general reference.
- II. The book collection should contain the standard reference books useful in the specific fields covered by the curriculum of the college.
- III. The book collection should further contain:
  - a. an adequate stock of important general books-that is, books not specific to any one curricular field;
  - b. an adequate stock, for each curricular field, of books concerning;
    1. The field as a whole;
    2. those divisions of the field in which courses are offered and members of the teaching staff are interested;
    3. other significant divisions of the field;
  - c. an adequate stock of books concerning such important specific fields of interest as may not be treated in the curriculum; and
  - d. an adequate stock of books appropriate for leisure reading.
- IV. The college library should receive, bind, and preserve accessibly a selected number of general periodicals, and the standard scholarly periodicals in the fields covered by the curriculum. The continuity and completeness of the sets should be maintained.



## PHYSICAL FACILITIES

There can be no question that the completion of the Center for Visual and Performing Arts (VAPA) is the most significant change in plant in the College's history. The completion of the Center almost doubled the instructional space.

It comprises the:

1. Greenwall Music Workshop - an auditorium that can seat 1,500, shared as teaching space by the Dance and Music Divisions.
2. Martha Hill Dance Workshop - 100 x 100 feet with flexible seating, used by the Dance Division. Future plans provide for the installation of acoustic curtains that will divide this room into four separate practice or recital areas.
3. Lester Martin Drama Workshop is the principal showcase for presentation of the student and faculty productions from the Drama Division.
4. Usdan Gallery is a flexible exhibition area used by the Visual Art Divisions and the Sculpture Division for the presentation of work by students and faculty, as well as loan exhibitions.
- 5, 6, 7. Feeley Art Workshop is the principal "classroom" section of the building which with the Galleria and the Kiln comprise the working space for the students and staff in the Visual Arts. The South side also has additional dance studios, offices, and workshops for the Performing Arts.

There have been no significant facilities removed from use during the past five years.

There are no significant additions under construction at the present time. A small addition is being built at the Early Childhood Center. A studio is also being constructed adjacent to Ludlow House for the use of Jules Olitski, a former member of the faculty and a friend of the College. This will include a large outdoor exhibition area for his sculpture.

No additions are planned for the next five years. Under study is the problem of adding to student housing space without substantially increasing the long-term debt of the College.

NOTE: See the attached Summary of Values. Increases in value have been based upon the increased cost of replacement and not on the addition of any major equipment or extensive alterations.

The College provides a computer (Digital PDT 11/34) for use in an introductory course in computer science and for support of statistics programs in sociology and political science. The computer is also available for use by individual faculty and students.

A language laboratory with 20 stations is in use at the College. This facility also includes a polyglot (4 language) typewriter.

Video equipment is being increased this year. It is used in teaching video technique, recording, rehearsal and performances, and for archive purposes.

The plant of the College, based upon the usual criteria applied, could support a program considerably greater than that which is offered. It is only by careful examination of the Bennington program that one can understand the need for and use of this plant by a student body of 600. The only limitations on the program are those of the energy and imagination of the students and the faculty.

From its founding, Bennington has made very limited provision for "extra-curricular" space since the nature of the program blurs the usual distinctions between curricular, co-curricular, and extra-curricular activities. The College has responded, in a limited way, to varying student interest in outdoor activities by providing facilities for tennis, soccer, and basketball. None are organized as teams and interest varies with each college generation. Social space is becoming more important to many of the students and the College is planning to alter a building to create a "student union" type facility. There are no plans for construction of any additional athletic facilities.

The graduate program at the College is very limited in scope. Any plans for increases in enrollment or program will be primarily in the area of the Visual Arts, and there is no lack of facilities in this area.

There are no plans for long-range campus development since the Board and the administration do not envisage any significant increase in enrollment or change in program.

## FINANCIAL RESOURCES

The financial statements have been available to the public upon application to the Business Office. A change in our policy now places one copy of the audit report in the Crossett Library. See attached reports of Haskins and Sells for the last five years.

Your attention to Note 3 of the report for the year ending June 30, 1977 will provide the data on the current indebtedness of the College. Amortization is paid from investment income and, to the extent needed in any given year, from current income.

The budget-making process is a two-track system. The first part involves the President, Dean of the Faculty, Director of Business and Finance, and the Budget Committee of the Board of Trustees. The current schedule calls for the preparation of a budget premise in October and long-range (5 year) projections in January. The full Board then considers the policy aspect of this position paper. The next step is the preparation of the annual budget for action by the Board in April. While this process is underway, senior administrators prepare the budgets for all departments reporting to them using a process of consultation with the members of each operating division.

After the Board approves the income level and maximum expense level, the department budgets are adjusted to meet these levels.

Budget reporting has not been consistent in the past. Effective with this year, reports will be issued eight times a year. A copy of the budget is attached.

### Endowment changes:

1973	\$2,956,192
1974	2,875,816
1975	2,788,608
1976	3,178,998
1977	2,985,611

### Current income:

1973	\$3,347,609
1974	3,635,833
1975	3,879,438
1976	4,245,175
1977	4,591,474

Endowment has not experienced any significant changes in the past five years. The changes in Current Income are related to a very slow increase in enrollment and a steady increase in the fee levels.



Comprehensive fee:

1972-73	\$5,075
1973-74	5,275
1974-75	5,675
1975-76	6,280
1976-77	6,550

See the Capital Campaign Brochure for an explanation of our assessment of funds needed over the next several years.

The present outlook on student fees projects a continued increase at a rate of 6% per annum. This assumption is based upon the current rate of inflation and no significant changes in the operation of the College.

It is evident that the endowment of the College must be increased, since it is not considered reasonable to increase current income at a rate sufficient to meet all of the financial demands upon the budget. We must also maintain full enrollment, since the College relies on fee income for almost 90% of annual operating costs.

Our current financial situation is sound, with a balanced budget projected for the current academic year. Special emphasis must be given to the Capital Campaign to assure the maintenance of this condition over the next decade.

## STATEMENT OF VALUES

(FOR USE ONLY WITH RATING PLAN FOR COVERING PUBLIC PROPERTY  
OR EDUCATIONAL INSTITUTIONS, CHURCHES AND HOSPITALS)Page No. 1 of 5ALL VALUES SHOWN ARE ☐ ACTUAL CASH VALUE ☒ REPLACEMENT COST.INSURED Bennington College CorporationMAIN OFFICE ADDRESS Bennington, Vermont

ITEM NO.	DESCRIPTION AND LOCATION OF PROPERTY	VALUES		PROPERTY IN THE OPEN	THIS SPACE FOR RATING ORGANIZATION USE
		BUILDING OR STRUCTURE	CONTENTS		
1.	The Barn (Administration	\$650,000	\$ 235,000		
2&3.	Dickinson Science Bldg. & Fishman Lecture Hall	1,700,000	250,000		
4.	Commons	1,250,000	155,000		
5.	Crossett Library	875,000	512,000		
5A.	Air Conditioning Bldg.	2,000	4,000		
6&7.	Swan-Woolley House	400,000	21,000		
8.	Stokes-Sanford House	190,000	12,000		
9.	Franklin House	180,000	11,000		
10.	Canfield House	170,000	11,000		
11.	Dewey House	170,000	13,000		
12.	Booth House	170,000	11,000		
13.	Milpatrick House	170,000	12,000		
14.	Melling House	175,000	14,000		
15.	Bingham House	205,000	19,000		
16&17.	McCullough-Leigh House	395,000	23,000		

INSTRUCTIONS:—(a) Include in building values, architects fees, machinery and equipment and permanent fixtures pertaining to the service of the building — also attached signs, platforms, sheds and additions.  
(b) Show "Improvements and Betterments" values for all buildings not owned, designating these values "I & B" wherever they appear in the "Statement".

(c) Include in "Contents", values of all contents in each building which is not otherwise a part of building values and personal property values for which the Insured has assumed liability and, unless otherwise covered, the value of the Insured's interest in personal property belonging in whole or in part to others.

(d) Property in the open. Include fences, walls, flag poles, playground and athletic equipment, yard lighting standards or equipment, signs, statuary, shrines, machines and equipment and other personal property etc. in the open and not attached to any building or structure otherwise listed in the "Statement".

Note: The following are not covered and their value should not be included in values shown:

(1) brick, stone or concrete foundations, including foundations of machinery, boilers and engines, which are below the undersurface of the lowest basement floor, or where there is no basement, which are below the surface of the ground inside the foundation walls of the building; (2) piling, piers, pipes, flues and drains which are underground; (3) those portions of walks, roadways and other paved surfaces which are outside of and more than 25 feet distant from building(s); (4) land values, cost of excavations, grading or filling; (5) lawns, trees, shrubs, plants, growing crops; (6) motor boats, sail boats, aircraft, automobiles and self-propelled vehicles or machines except motorized equipment not licensed for use on public thoroughfares and operated principally on the premises.

Any modification in these instructions shall be in accordance with the rules of and satisfactory to the Rating Organization where the "statement of values" is to be filed.

## STATEMENT OF VALUES

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ITEM NO.	DESCRIPTION AND LOCATION OF PROPERTY	VALUES		PROPERTY IN THE OPEN	THIS SPACE FOR RATING ORGANIZATION USE
		BUILDING OR STRUCTURE	CONTENTS		
18.	Fels House	\$290,000	\$45,000		
19.	Sawtell House	290,000	15,000		
20.	Noyes House	290,000	15,000		
21.	Tennis Court Whse.	Nil	2,000		
22.	Brick Garage & Studio	44,000	5,000		
23.	Faculty Houses(scheduled below)				
24.	Fruitrich House	25,000	Nil		
24A.	Fruitrich House Annex	4,000	Nil		
25.	Carriage Barn	89,000	35,000		
26.	Jennings Hall	900,000	145,000		
27.	Ceramics Studio - VAPA	80,000	15,000		
28.	Gallery - VAPA	\$235,000	15,000		
29.	Cricket Hill	75,000	15,000		
29A.	Cricket Hill Garage	3,500	2,000		
30.	Night Watchman's Booth	2,000	Nil		
31.	Nursery School	44,000	5,000		

INSTRUCTIONS:—(a) Include in building values, architects fees, machinery and equipment and permanent fixtures pertaining to the service of the building — also attached signs, platforms, sheds and additions.  
(b) Show "Improvements and Betterments" values for all buildings not owned, designating these values "I & B" wherever they appear in the "Statement".

(c) Include in "Contents", values of all contents in each building which is not otherwise a part of building values and personal property values for which the Insured has assumed liability and, unless otherwise covered, the value of the Insured's interest in personal property belonging in whole or in part to others.

(d) Property in the open. Include fences, walls, flag poles, playground and athletic equipment, yard lighting standards or equipment, signs, statuary, shrines, machines and equipment and other personal property etc. in the open and not attached to any building or structure otherwise listed in the "Statement".

Note: The following are not covered and their value should not be included in values shown:

(1) brick, stone or concrete foundations, including foundations of machinery, boilers and engines, which are below the undersurface of the lowest basement floor, or where there is no basement, which are below the surface of the ground inside the foundation walls of the building; (2) piling, piers, pipes, flues and drains which are underground; (3) those portions of walks, roadways and other paved surfaces which are outside of and more than 25 feet distant from building(s); (4) land values, cost of excavations, grading or filling; (5) lawns, trees, shrubs, plants, growing crops; (6) motor boats, sail boats, aircraft, automobiles and self-propelled vehicles or machines except motorized equipment not licensed for use on public thoroughfares and operated principally on the premises.

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## STATEMENT OF VALUES

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ITEM NO.	DESCRIPTION AND LOCATION OF PROPERTY	VALUES		PROPERTY IN THE OPEN	THIS SPACE FOR RATING ORGANIZATION USE
		BUILDING OR STRUCTURE	CONTENTS		
32.	Sculpture Studio	\$ 10,000	\$ 4,000		
33.	The Brooder (including Heating Equip. & Controls)	48,000	Nil		
34.	Boiler House & Maint. Bldg	760,000	100,000		
34A.	Frame Studio & Warehouse	65,000	30,000		
35.	Shingle Cottage	26,000	Nil		
36.	President's House	50,000	5,000		
36A.	President's House Garage	3,000	Nil		
37.	Garage west of Commons	10,000	Nil		
38.	Garage east of Commons	20,000	Nil		
39.	Faculty House #1	<del>29,000</del> <del>26,000</del>	Nil		
40.	Faculty House #2	<del>28,000</del> <del>24,000</del>	Nil		
41.	Faculty House #3	<del>31,000</del> <del>25,000</del>	Nil		
42.	Faculty House #4	<del>36,000</del> <del>33,000</del>	Nil		
43.	Wagon Shed & Garage	15,000	2,000		
44.	Maintenance Warehouse (Cow Barn)	18,000	15,000		

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## STATEMENT OF VALUES

(FOR USE ONLY WITH RATING PLAN FOR COVERING PUBLIC PROPERTY  
OR EDUCATIONAL INSTITUTIONS, CHURCHES AND HOSPITALS)Page No. 4ALL VALUES SHOWN ARE ☐ ACTUAL CASH VALUE ☒ REPLACEMENT COST.INSURED Bennington College CorporationMAIN OFFICE ADDRESS Bennington, Vermont

ITEM NO.	DESCRIPTION AND LOCATION OF PROPERTY	VALUES		PROPERTY IN THE OPEN	THIS SPACE FOR RATING ORGANIZATION USE
		BUILDING OR STRUCTURE	CONTENTS		
45.	Farmhouse	\$ 28,000	Nil		
46.	Fairview Cottage	23,000	Nil		
47.	DeWilde House (Longmeadow)	50,000	Nil		
48.	DeWilde House Garage	2,000	Nil		
49.	Faculty House A	30,000	Nil		
50.	Faculty House D	30,000	Nil		
51.	Faculty House E	40,000	Nil		
52.	Faculty House F	\$ 35,000	Nil		
53.	Faculty House C	40,000	Nil		
54.	Faculty House B	35,000	Nil		
55.	Corn Crib ( Maint. Whse. )	2,000	2,000		
56.	Pig House	Nil	2,500		
57.	Well House	2,000	Nil		
58.	Jennings Garage	35,000	5,000		
59.	Buxbaum Dwelling, Mattison Rd.	40,000	Nil		

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Page No. 5 of 5 (FOR USE ONLY WITH RATING PLAN FOR COVERING PUBLIC PROPERTY OR EDUCATIONAL INSTITUTIONS, CHURCHES AND HOSPITALS)

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Bennington College Corporation

INSURED

Bennington, Vermont

MAIN OFFICE ADDRESS

ITEM NO.	DESCRIPTION AND LOCATION OF PROPERTY	VALUES		PROPERTY IN THE OPEN	THIS SPACE FOR RATING ORGANIZATION USE
		BUILDING OR STRUCTURE	CONTENTS		
60.	Rockwell Cottage, Rte 67A	\$ 4,000	\$ 2,000		
61.	Mason House, 13 Bank St. No. Bennington	50,000	Nil		
62.	Mason House Garage	4,000	2,000		
63.	Ludlow House	50,000	4,000		
64.	Ludlow House Annex (Faculty)	20,000	Nil		
65.	Ludlow South	20,000	3,000		
66.	Ludlow Dormitory	20,000	Nil		
67.	VanBenthuyzen House West St., No. Benn.	40,000	Nil		
68.	Welling Town House Main St., No. Benn.	90,000 4,000	10,000		
69.	Welling Town House Garage	<del>9,000</del>	Nil		
70.	Dr. Leigh Dwg., Mattison Rd.	50,000	Nil		
71.	Hill House Dwg. 23 Prospect St, No. Benn.	50,000	5,000		
72.	Hill House Barn	35,000	Nil		
	Totals	11,051,500	1,806,500		

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TO WHOM IT MAY CONCERN:—

Values for this "Statement of Values" consisting of 5 pages attached hereto were prepared for

Bennington College Corporation

Name of Insured

by Harvey V. Kevorkian

Name of person (with title) or corporation preparing "Values"

116 South Street,

Bennington,

Vermont

Street Address

City

State

and are hereby filed with the Fire Insurance Rating Organization to obtain an insurance rate. All values submitted are correct to the best of my knowledge and belief.

Dated 6/29/72 1972

Signed \_\_\_\_\_ Insured

\_\_\_\_\_  
Title (or authority to sign)

*HK 7/5/72. He signed for BCC.*



7/1/77



# STATEMENT OF VALUES

(FOR USE ONLY WITH RATING PLAN FOR COVERING PUBLIC PROPERTY  
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P. I. Form No. 6  
Edition April 1967

Page No. 1

ALL VALUES SHOWN ARE ☐ ACTUAL CASH VALUE ☒ REPLACEMENT COST.

INSURED BENNINGTON COLLEGE CORPORATION

MAIN OFFICE ADDRESS BENNINGTON, VERMONT 05201

ITEM NO.	DESCRIPTION AND LOCATION OF PROPERTY	VALUES		PROPERTY IN THE OPEN	THIS SPACE FOR RATING ORGANIZATION USE
		BUILDING OR STRUCTURE	CONTENTS		
1.	The Barn (Administration)	\$879,000	\$242,000		
2. & 3.	Dickinson Science Bldg. & Tishman Lecture Hall	2,379,000	258,000		
4.	Commons	1,676,000	160,000		
5.	Crossett Library	1,190,000	527,000		
5A.	Air Conditioning Bldg.	3,200	4,100		
6. & 7.	Swan Wooley House	525,000	22,000		
8.	Stokes-Sanford House	257,000	12,400		
9.	Franklin House	236,000	11,300		
10.	Canfield House	226,000	11,300		
11.	Dewey House	226,000	13,400		
12.	Rooth House	226,000	11,300		
13.	Kilpatrick House	226,000	12,400		
14.	Welling House	226,000	14,400		
15.	Bingham House	273,000	19,600		
16. & 17.	McCullough-Leigh House	525,000	24,000		
18.	Fels House	400,000	44,000		
19.	Sawtell House	400,000	15,500		
20.	Noyes House	400,000	15,500		
21.	Tennis Court Warehouse	nil	2,100		
22.	Brick Garage & Studio	63,000	5,200		
23.	Fruitrich House	35,000	5,200		
23A.	Fruitrich House Annex	nil	nil		
24.	Carriage Barn	121,000	36,000		
25.	Jennings Hall	1,260,000	149,000		
26.	Art Center incl. Ceramic Studio and Art Gallery	6,000,000	361,000		
27.	Cricket Hill	101,000	15,500		
28.	Cricket Hill Garage	5,300	2,100		
29.	Night Watchman's Booth	3,200	nil		
30.	Nursery School	61,000	5,200		
31.	Sculpture Studio	14,000	4,100		

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INSURED BENNINGTON COLLEGE CORPORATION

MAIN OFFICE ADDRESS BENNINGTON, VERMONT 05201

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		BUILDING OR STRUCTURE	CONTENTS		
32.	The Brooder (incl. heating equipment & controls)	68,000	nil		
33.	Boiler House & Maint. Bldg.	1,024,000	103,000		
33A.	Frame Studio & Warehouse	80,000	31,000		
34.	Chingie Cottage	37,000	3,100		
35.	President's House	68,000	5,200		
35A.	President's House Garage	4,200	nil		
36.	Garage west of Commons	14,000	nil		
37.	Garage east of Commons	20,000	nil		
38.	Faculty House #1	40,000	nil		
39.	Faculty House #2	39,000	nil		
40.	Faculty House #3	42,000	nil		
41.	Faculty House #4	50,000	nil		
42.	Wagon Shed & Garage	21,000	2,100		
43.	Maintenance Warehouse (cowbarn)	26,000	15,500		
44.	Farmhouse	40,000	nil		
45.	Fairview Cottage	35,000	nil		
46.	DeWilde House (Longmeadow)	68,000	4,100		
47.	DeWilde House Garage	3,200	nil		
48.	Faculty House A	42,000	nil		
49.	Faculty House D	42,000	nil		
50.	Faculty House E	57,000	nil		
51.	Faculty House F	47,000	nil		
52.	Faculty House C	57,000	nil		
53.	Faculty House B	47,000	nil		
54.	Corn Crib (Maint. Whse.)	3,200	2,100		
55.	Pig House	3,200	2,600		
56.	Well House	nil	nil		
57.	Jennings Garage	47,000	5,200		
58.	Rockwell Cottage, Rt. 67A	5,500	2,100		
59.	Mason House, 13 Bank St.	68,000	nil		

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INSURED BENNINGTON COLLEGE CORPORATION

MAIN OFFICE ADDRESS BENNINGTON, VERMONT 05201

ITEM NO.	DESCRIPTION AND LOCATION OF PROPERTY	VALUES		PROPERTY IN THE OPEN	THIS SPACE FOR RATING ORGANIZATION USE
		BUILDING OR STRUCTURE	CONTENTS		
60.	Mason House Garage	6,300	2,100		
61.	Ludlow House	74,000	4,100		
62.	Ludlow Studio	28,000	nil		
63.	Ludlow South	28,000	3,100		
64.	Ludlow Dormitory	28,000	2,100		
65.	Van Benthuyssen House West St., North Bennington	57,000	5,200		
66.	Welling Town House Main St., North Bennington	121,000	10,300		
67.	Welling Town House Garage	7,400	nil		
68.	Dr. Leigh Dwelling Mattison Road	68,000	nil		
69.	Hill House Dwelling 23 Prospect St., No. Benn.	68,000	5,200		
70.	Hill House Barn	47,000	15,500		
	TOTALS	20,585,700	2,227,200		

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TO WHOM IT MAY CONCERN:—

Values for this "Statement of Values" consisting of 3 pages attached hereto were prepared for

Bennington College Corporation

Name of Insured

by Harvey V. Kevorkian, Willis Agency, Inc.

Name of person (with title) or corporation preparing "Values"

116 South Street, Bennington, Vermont 05201

Street Address

City

State

and are hereby filed with the Fire Insurance Rating Organization to obtain an insurance rate. All values submitted are correct to the best of my knowledge and belief.

Dated June 13, 1977

Signed Harvey V. Kevorkian Insured

Agent

Title (or authority to sign)

## SPECIAL STUDIES

There are many areas that might have been isolated for special scrutiny during our current self-study process, but the Bennington approach has more typically involved the review of virtually all of our policies and procedures, assuming an essentially organic relationship among them. It seemed particularly appropriate, with the advent of a new President in the middle of the self-study process, that we look carefully at all major patterns of organization and policy. We therefore described three wide circles, focussing separately on major concerns of the Trustees, the Administration and the Faculty.

Since we like to implement as well as to study, many changes agreed to have already been introduced. Administrative reorganization is nearly complete. The faculty have reviewed about half of the issues they intend to consider, and have already implemented several important changes. The drafting of revised personnel procedures is currently underway, and an overall review of the curriculum remains. The Trustee study is perhaps least advanced, given the distances to be travelled and the comparatively infrequent opportunities to discuss and resolve issues.



## TRUSTEE SELF-STUDY

### INTRODUCTION

The Trustees Self-Study Committee is made up of five members and one former member of the Board, three of whom are Alumnae, one of whom is a recent graduate. Their progress is indicated by the following documents: A report of the Committee to the Board, dated June 8, 1977; a memorandum from the Chairman of the Board to the Board of Trustees dated October 4, 1977; and the compilation of questions arising from the draft report that will be discussed at the meeting of the Board of Trustees on October 15, 1977.

DRAFT REPORT OF BENNINGTON  
TRUSTEE SELF-STUDY COMMITTEE\*

The Committee has met three times. One of its meetings, on March 30, 1977, was held at the College, at which time the Committee met with representatives of the faculty, the administration and the student body.

I. CONSTITUTION OF THE BOARD

The Committee recommends that no change be made in the size of the Board, which presently consists of 28 non-employees. It does not recommend that representatives of the faculty or student body serve as Board members, though this was proposed by student representatives who wanted to become part of the decision-making process.<sup>1</sup> It does recommend that the Board, as rapidly as possible, appoint, in addition to the President of the Alumni(ae) Association, three other members selected by the Alumni(ae) to serve three year terms. The selection process should be developed by the Association with a view to maximizing the level of Alumni(ae) support and involvement in the College's affairs through the exercise of this right.

II. TERMS OF SERVICE FOR OFFICERS AND MEMBERS OF THE BOARD

The Committee recommends that the present policy of seven year terms for members of the Board be continued, as well as the policy of requiring a one year absence before a second term can be considered. The Committee recommends that the Board act on the presumption that no member serve for more than two full terms, subject only to exceptions under unusual circumstances. It further recommends that the Chairman of the Board be selected annually but serve in that office for a presumptive term of not more than five years, again with exceptions to be made only under unusual circumstances.

III. ORGANIZATION OF THE BOARD

The Committee recommends that the Board appoint the following Committees, designed to parallel the internal structure of the College. Where appropriate, it is recommended that these Committees meet regularly with faculty and student representatives, in order to strengthen the lines of communication in the College.

1. Executive Committee

To include the officers of the Board and the Chairmen of its Committees and be empowered to act on the Board's behalf between Board meetings.

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\*Footnotes contain Bevis Longstreth's comments based on developments at or since the April Board meeting.

## 2. Committee on Academic Affairs

To inform itself and report to the Board on all matters affecting the faculty, including the work of faculty committees on academic matters (the FEPC, FPC and LC), the Academic Divisions and the Library, and to be empowered to appoint special committees to visit the several Divisions and the Library, at least twice a year, such special committees to consist of at least one member of the Committee and of others with special interest in and/or professional or scholarly knowledge of the field, to report to the Committee on Academic Affairs.

## 3. Committee on Student Affairs

To inform itself and to report to the Board on matters falling under the responsibility of the Dean of Studies, including the ECC, the non-resident term, the registrar, student records and services, and in general on student health and housing.

## 4. Committee on Admissions and Financial Aid

To inform itself and to report to the Board on these matters, including the work of the FA and FAG.

## 5. Committee on Development and Alumni Affairs

To inform itself and to report to the Board on matters related to college relations, including the FDC, alumni relations, public relations, development and special projects.

## 6. Committee on Budget and Finance

To inform itself and report to the Board on matters related to budget and finance, including the annual budget of the College and its investments and to meet with the College's outside auditors and report to the Board thereon.<sup>2</sup>

## 7. Committee on Facilities and Planning<sup>3</sup>

To inform itself and report to the Board on plant maintenance and development, and on the several services (food, legal, etc.) within the responsibility of the Director of Management.

## 8. Committee on Nominations

To nominate to the Board individuals to serve on the Board and to nominate the Officers of the Board. Prior to making nominations for Board membership, the Committee should consult with faculty and student representatives<sup>4</sup> and should circulate the names and resumes of those proposed to be nominated to the whole Board.

The Self-Study Committee recommends that the members of the Board of Trustees be asked to select three committees on which they would like to serve, in order of preference, and that as far as possible they be assigned



to the committee of their preference.

Because of the size of the Board, it should be possible to divide its membership in most cases so that each Trustee can concentrate on the work of one committee. Committees should be empowered to nominate individuals, other than Trustees, to serve as members, subject to Board approval.

#### IV. Board Meetings

The Self-Study Committee recommends that faculty and student representatives be invited, on a regular basis, to take part in Board meetings whenever the agenda topic is appropriate.

The Self-Study Committee recommends that the meetings of the eight committees proposed above be held between Board meetings, preferably at least one month in advance, in order to give time for preparation of reports to the Board. It also recommends that each committee ordinarily meet at least once a year.

The Self-Study Committee recommends that the agenda of Board meetings be prepared well in advance of the meetings and be made available to faculty and student representatives as well as members of the Board.

Minutes of meetings should be brief, written in resolution form, and with a record of votes taken. Confidentiality of Board deliberations and decision-making should be preserved, however, except in cases where the Board explicitly decides to publish its deliberations or decisions to a broader audience.

#### V. Retreat

The Self-Study Committee recommends that the Board consider the desirability of planning in the near future for a "retreat" to consider the Board's mission and its methods of operation.<sup>5</sup>

# FOOTNOTES

- 1 The suggestion made by the student representatives was to have the heads of the SEPC and Student Council serve ex officio. The view was expressed that the "Special Trustees" were not capable of adequately representing the student point of view. At the April Board meeting, the idea of having students on the Board was briefly discussed. Michael Rock thought it anomalous not to have them. Others, including Merrell Hambleton and Andrew Heiskell were opposed. Reasons given were the constituency problem, group pressure, confidentiality and the notion that a student doing his job would tend to be very unpopular with his peers. Tom Matthews was not convinced it was a bad idea, while Kris Lippincott and Betsey Meyer were outspokenly opposed. Joe Iseman was torn. Joe Murphy urged that we find out what the experience has been at other colleges. It would be useful to follow up on this fact-finding suggestion.

The attached community notice of 5/27/77 indicates student interest in electing, rather than having the Board select, the Special Trustees. It is unclear whether this idea is offered as an alternative to the one offered by the student group on March 30, 1977. I rather suspect it would be acceptable as an alternative to student membership on the Board. A subsequent report of the Student Council meeting on May 31, 1977 indicates that, with 35.7% of the student body voting, 80% favored a student election of special trustees. The Student Council plans to hold an election and discuss the matter with the Board at next week's meeting.

- 2 One trustee thought the investment function ought to be split off into a separate committee. It would probably be equally effective, and more desirable organizationally, to have the budget, investment and audit functions carried out through subcommittees of this committee.
- 3 The suggestion was made that there ought to be a separate Legal Committee of the Board, responsible for reviewing the College's relationships with its lawyers, the quality of legal work being performed and the necessity or non-necessity for legal help on particular issues confronting the College. I would favor the creation of such a Committee, which might of course be structured as a subcommittee of the Committee on Facilities and Planning.
- 4 John McCullough argued for a nominating committee composed of students and faculty as well as Board members. The students and faculty would be elected by their constituencies.
- 5 Other items mentioned at the April Board meeting were the following:
  - (a) The Committee recommended consideration be given to building in, as a regular matter, one "executive session" per year, at which no employees would be present and an evaluation of the state of the College could be made.

(b) The Committee considered, without reaching definite conclusions, the desirability of activating ex-trustees in useful ways, the need for a secretary to the Board, the question of weekday vs. weekend meeting dates, the elimination of the term "special" in front of our youngest trustees, lengthening their term to something over two years, and the wisdom of having a retirement age for Board members.

(c) The Committee supported Kay Murray's idea of a careful orientation for new trustees, including but not limited to the "special" trustees. I understand Merrell has asked Kay to prepare a Trustee's Handbook and this project is underway.

(d) The Committee undertook to write detailed By-laws to reflect the results of its recommendations, if, when and as adopted by the Board.



## QUESTIONS ARISING FROM THE DRAFT REPORT OF THE SELF-STUDY COMMITTEE

### I. COMPOSITION OF THE BOARD

1. Should we maintain the present composition of the Board? i.e:
  - a) Seven classes of four members each (28).
  - b) Two Special Trustees elected from the senior class each year (4).
  - c) The President of the Alumni Association and one other alumnus.
2. How should Board members be selected?
  - a) As now by recommendation to and election by the Board.
  - b) By election by any other group: i.e. students, faculty, alumni.
  - c) By nomination by another constituency and election by the Board.
3. The President of the Alumni Association and one other alumnus on the Board are currently selected by Alumni. Is this counter to our dictum of "no representatives of a constituency" on the Board? Is it consistent with our attitude toward other constituencies?
4. Do we want student board members?
  - a) Ex-officio.
  - b) Regular voting members.
  - c) Neither but representatives elected by students attending all but executive sessions of the Board.
5. Do we want faculty board members?
6. Do you feel that the Board now contains a sufficient range of expertise, attitudes and external relations to make it an effective Board?

### II. TERMS OF SERVICE

1. Should the seven-year term for regular board members be maintained?
2. How many terms should a board member be allowed to serve? (With one-year sabbaticals between?) Exceptions?
3. Should Special Trustees and Alumni Trustees serve a three-year term instead of two?
4. How long a term should the Chairman of the Board serve?

### III. ORGANIZATION OF THE BOARD

1. Should we accept the recommendation of the Self-Study Committee that our committee structure parallel the internal structure of the college as follows:
  - a) Executive Committee
  - b) Committee on Academic Affairs
  - c) Committee of Admissions and Financial Aid
  - d) Committee on Development
  - e) Committee on Budget and Finance (Investment subcommittee)
  - f) Committee on Facilities and Planning (Legal subcommittee)
  - g) Committee on Nominations
2. Should committees be empowered to ask non-board members to serve?
3. Should the Bennington Board have Visiting Committees? If so, how should they be appointed, how should they operate, who should serve?
4. Should Bennington have emeritus or honorary trustees? What would be the criteria for election and what would be their purpose and function?

### IV. BOARD OPERATION

1. Is the current schedule of board meetings satisfactory?
2. How often and when should committees meet? Where?
3. Should meetings be taped and a written record taken by a secretary?
4. What form should the minutes take?
5. What mechanism can be developed for regular meetings of the Board with administrators, faculty, students?
6. To what extent should Board members communicate with faculty, administrators, the President?
7. Should minutes of board meetings be public and explicitly made available to faculty and students?

AND PLEASE THINK ABOUT:

1. What can justify the small size and high cost of a liberal arts college such as Bennington in this day of mass education?
2. Should Bennington continue as a liberal arts college or should it weight its program in favor of the arts? social science?
3. Is there any more economical calendar than our present one? Trimester?
4. How can the Board evaluate itself?
5. How should the presidential evaluation be made?
6. Is Bennington still different from other small liberal arts colleges? If so, what makes it different? Should it remain so?
7. What should Bennington's educational mission be? Do you think it important, once this is defined, that it be written as a "credo"?



## ADMINISTRATION SELF-STUDY

### INTRODUCTION

The Administration Self-Study Committee was chaired by the President, and included the Dean of the Faculty, the Dean of Studies, the Director of the Capital Fund, and the Director of Management. The work of the Committee got seriously underway with the arrival of the new President on January 1, 1977, and the new Director of Management later in the month. Early discussions isolated problem areas for analysis and resolution. Responses have included the reallocation of resources, the reorganization of personnel, physical reorganization, and the contracting of external services. Problem areas and responses to date are presented here under separate headings.

### COMMUNICATION

The very informality of the College administration has in the past led to failures in the sharing of important information. Weekly meetings of administrators are now held, chaired by the President. Participants report on the primary activities in their office and indicate problems where the help of other offices is needed. Senior Administrators also meet frequently to discuss policy issues.

### MAINTENANCE

Maintenance costs at the College have traditionally run well ahead of those for colleges of similar enrollment and physical characteristics. After close examination of budgetary and personnel policies, it became clear that major changes would have to be made at the management level. After considering several outside contractors, and reviewing their proposals, the decision was made and approved by the Board to contract with Allied Maintenance Corporation for the provision of major maintenance and security services. The size of the maintenance budget has of course been increased in recent years by rising fuel and electricity costs. A local study was undertaken of energy use, but we soon turned to outside consultants who were far more knowledgeable in these matters. Energy Resource Management, Inc. began and is continuing an extensive study which led as early as May to a cost avoidance of as much as \$5,000 per month. The Director of Management has borne the primary burden in arranging these new contractual relationships. The resultant savings in maintenance and energy alone have made possible the ten percent salary increase for faculty and non-union staff that was undertaken in the current fiscal year.

### CAPITAL FUNDS

In the early years of the College it was felt that an endowment was actually pernicious, that we should not become entangled through even the best intentions of benefactors. The comprehensive fee could therefore be easily determined, simply dividing total costs by the number of students enrolled. Feelings and needs changed, and by the mid sixties there was little

doubt that capital funds would be necessary, both for construction and endowment purposes. The purpose and scope of the capital campaign we are now undertaking are best explained by the campaign brochure, which is provided as a separate document. Rebecca Stickney, an alumna who has served the College with extraordinary ability and dedication as Director of Admissions, Director of Student Services, and Assistant to the President, has been named Director of the Capital Fund.

## ADMISSIONS

A College like Bennington is very dependent on the admissions process, both because we seek students with special qualities, and because our income is so dependent on student fees. In April we instituted an administrative re-organization which brought the Offices of Admission and Financial Aid under one senior staff member. Between April and September, 1977, a new plan of responsibilities was enacted within the department.

The director of the office is John Nissen, reporting directly to the president of the college. Thelma Bullock serves as an Associate Director of Admissions and Director of Financial Aid for Entering Students. In this latter capacity, she is responsible for all dealings about financial aid with both new freshmen and all transfer students who apply to the college. Jeffrey Rossbach is the Financial Aid Officer. He is responsible for the administrative operation of all student financial aid programs and deals with returning students who apply for financial aid. Polly Runyon and Thomas Matthews are two full-time staff members. Each holds the title of Assistant Director of Admissions. Thomas Fels and Leslie Parke are half-time staff members. Each of these is also an Assistant Director of Admissions.

We have also initiated a Field Office program this fall. The Admissions Office shares half-time field staff with the Alumni Office in Boston and Chicago. Additional offices are planned for New York, Los Angeles, and Washington, D. C. In addition, the Admissions Office has a half-time staff representative in San Francisco; a quarter-time staff representative in both Miami and Denver; and part-time representatives in Madison, Wisconsin and Minneapolis, Minnesota. All of these staff report to the director of the office.

## COLLEGE RELATIONS

Reorganization in the College Relations Department is both conceptual and physical. The office now includes Alumni Relations and Alumni Records, Publications and Public Relations, Grants Office, Special Projects and the Bennington Review. These departments form the core of the College's contact with the non-academic world, its projection of image and its means of private support. The Grants Office, Special Projects and the revival of the Bennington Review are all new endeavors since February, 1977, and emphasize an increased attempt to utilize the College facilities and strengths, and to represent it beneficially to intellectual and monied audiences. As a group, the increased efforts will create new means of support, and have



extensive impact on admissions, academics and student life.

The physical plan for College Relations includes a wing of the Administrative Barn, somewhat secluded in that only the secretarial office opens to the main hallway. The advantages include possibilities for pooling secretarial help, most useful in a sparsely staffed department, and easy access for all administrators to each other. Nearly all projects in this department overlap in audience or volunteer constituencies and all require access to the centrally located files. It should be noted that the seclusion in no way jeopardizes the effectiveness of the departments, since day-to-day faculty and student contact (particularly on a casual basis) is less important for College Relations than for any other College offices. This physical set-up is probably as close to ideal as can be imagined; it even includes potential expansion space.

Increased cooperation and communication is already evident and will increase our effectiveness substantially.

#### RESPONSIVENESS TO STUDENT NEEDS

The location of several offices has been changed to make more visibly available several services that the College provides. Both the Student Services and Financial Aid Offices have been moved from one of the deeper recesses of the Barn to the central corridor, for easier access by the normal student flow.

A new emphasis is also being placed on extending the support given to students by the Student Services Office, signified by the appointment of Jean Aldrich as Director. Having served as Director of Admissions, she is personally familiar with our entire student body. Our Health Services have been brought under her supervision, in addition to the traditional functions of student housing and career counselling and placement.

In order generally to improve the quality of life on campus, she has undertaken a series of new activities, including for example the following: 1) working more closely with Student Council; 2) making house living rooms more attractive; 3) establishing an informal sports program that is less informal than ours has been; 4) reviewing the makeup and efficiency of the Student Judicial Committee; 5) supervising the production of a new student handbook; 6) serving generally as ombudsman for students, easing problems as they arise in whatever aspects of community life.

#### MISCELLANEOUS AND CONCLUSION

The headings discussed above represent the primary foci of interest on the part of the administration self-study committee. Other comparatively minor changes have included the integration of the physical space of the President and the Dean of the Faculty, making their common enterprises more efficient; the centralizing of duplicating services and the purchasing of office supplies; and the purchase of an offset printer and an IBM automatic



typewriter, both of which will make more efficient and less costly our printing and data use activities. In general, we have tried to use the opportunity the self-study provides not only to analyze problems but also to implement their solutions.

## FACULTY PROCEDURES STUDY

### INTRODUCTION

The Faculty Educational Policies Committee, a standing committee of the faculty that serves essentially as its executive committee, was the natural choice to serve as the Faculty Procedures Self-Study Committee. It includes in its membership the President, the two Deans, and two students, as well as even members of the faculty, indicating the degree to which we take faculty procedures to involve the interests of all constituencies. Like the administrative self-study process, the FEPC moved through a series of discussions, focussing on the following areas:

### GRADES

The Bennington faculty has always preferred not to give grades, feeling that they interfere with the educational process when they are seen as its culmination. It has also been recognized that society, usually in the form of graduate or professional schools, find that grades ease their burden of choice. Not wanting to disadvantage students, the faculty has tried several compromises with their basic principle including only informing students of their grades after four years, or after two years, or only in the form of a cumulative grade average. Under none of these arrangements were grades ever used internally, but were available only for the external use of students, for example at the point where a transcript was needed. Since the Buckley amendment, we are not allowed the luxury of these compromises, so the faculty in the Fall of 1974 voted to eliminate grades altogether. As the beginning of our self-study process in the Fall of 1976, this issue was thought important enough to merit the attention of the full faculty, and it was discussed in full faculty meeting in two successive weeks. The result, after thorough airing, was a reaffirmation of the procedure that no grades be given.

### COUNSELLING

Faculty academic counselling lies at the heart of the Bennington system, providing students with the opportunity to propose educational plans, and to respond to challenges to those plans. Last fall the FEPC presented the faculty with a series of questions concerning the counselling program, designed to elicit current faculty opinion as to the nature and value of the counselling system. After another discussion by the full faculty, procedures were left essentially unchanged, but a new commitment was undertaken to the importance of counselling. As one example, counsellors are again expected to take an active role in the devising of NRT activities, and to review and evaluate NRT performance on its completion.

## NON-RESIDENT TERM

In an earlier reorganization, the NRT Office had been placed under the Director of Student Services. As part of this self-study, the FEPC reviewed the NRT program, and recommended that it be placed under the supervision of the Dean of Studies. In order to be seen as an extension of a student's academic activity, it is thought important that the office and its records be easily available to the Dean and to the Educational Counselling Committee, as they review student programs and performance. In order to support this renewed emphasis on the importance of the Non-Resident Term, the administration has provided the current director, Alice T. Miller, with additional staff support and additional budgetary support for the extended travel that is necessary in order to provide new job opportunities. The FEPC also recommended that special emphasis be placed by the NRT Office on the fall term plans of new freshmen, on the assumption that they are most in need of help and support. The NRT Office has been one of the busiest in the Barn this fall, an indication of the success of this new emphasis.

## INTERDIVISIONAL PROGRAMS

Increasingly over the last several years, students have shown an interest in developing educational plans that involve advanced work in disciplines belonging to different divisions of the College. Such programs were expedited several years ago by the creation of an interdivisional committee to supervise their completion, and to recommend graduation to the ECC. As part of this self-study, ECC was asked to review the interdivisional program. The result was two recommendations that have been approved by the FEPC, and implemented: 1) that all interdivisional students present a thesis or project in each discipline, rather than in one as previously required; 2) that a second faculty member become associated with each discipline represented in the student's program at the confirmation of plan level, primarily to review the thesis or project in that discipline, rather than the one faculty member previously required. It was also felt that interdivisional programs could be supervised directly by the ECC, so the interdivisional committee will be eliminated as soon as students currently operating under its supervision have graduated.

## NEW COMMITTEES

Without commenting on whether two new committees will always arise for every one eliminated, it remains the case that two committees have been introduced during this period of self-study.

A Faculty Budget and Finance Committee has been created to meet periodically with the Director of Management, primarily to advise on resource allocation and to assist with various aspects of planning, including the making of financial projections. This Committee will be integrated with the new budgetary procedures established by the Director of Management.

Partly because of the fact that Bennington has no faculty ranks, it



has been difficult to establish a rational and equitable salary policy. A Faculty Salary Committee has therefore been created. It participated with the President last Spring in discussions leading to a ten percent salary increase, and is currently meeting with the President to discuss new policies which it will then continue to supervise.

#### RESOURCE ALLOCATION

The FEPC is vitally concerned with the size of the faculty, and with the way in which allocations of faculty positions are made to the various divisions. One of our more extended discussions of last Spring involved the issue of how the committee should meet its obligations in this area. Two new policies resulted. The first is that the next position becoming vacant in each of the five largest divisions is now to be treated as a rotating position to be filled on an annual basis. This policy is meant to accomplish several purposes. It will allow bringing to the College representatives of new subject matter areas, or perhaps individuals available for a one-year term from other institutions who might not be in a position to spend a longer time at Bennington. It will also assure that not all faculty positions are "tenure track" positions, thereby avoiding in some degree the problem of tenuring in certain disciplines for divisions. Dance and Drama, two smaller divisions, will be expected to treat one-half of a faculty position in this rotating fashion. Black Music, the smallest of our divisions, will not be expected to implement this policy. Music and Drama have already created such rotating positions. It is understood that divisions can make counter-proposals, requesting for example that the rotating arrangement be postponed in favor of some other curricular needs.

The second new policy requires that all subsequent vacancies be reviewed by the FEPC. After hearing a presentation from the division where the vacancy occurs as to how it prefers that it be filled, the Committee will review other curricular needs, and determine whether that position should remain with that division or be allocated to another division.

These policies, particularly the second, obviously have far reaching implications. Theoretically each decision could require the reexamination of the entire curriculum, and the Committee will clearly have to develop the general outlines of the curriculum it hopes to develop over the next several years.

#### COMPOSITION OF THE FEPC

One of the final accomplishments of the self-study resulted from an examination of the structure of the FEPC itself. Our five largest divisions have in the past been guaranteed membership on the FEPC. More recently, seven of the eight divisions were guaranteed membership, with one of the seven positions open to a faculty member from either Dance or Drama. After discussion, the Committee came to the conclusion that guaranteed divisional membership tended to lead to a sense of obligation on the part of members to represent and support divisional interests. Opinion coalesced

around two changes: 1) that the Committee be reduced from seven to six faculty members; and 2) that all faculty members be elected at large. These changes provide two primary advantages: 1) the obligation of members is now clearly to the College at large; and 2) three faculty members can now be elected at the end of each academic year for a two-year term (in the past, one or two members were new in each term, thereby creating a considerable problem of having constantly to integrate new members into the ongoing discussions of the Committee). These changes were recommended to the faculty, discussed in faculty meeting, and adopted.

#### CONTINUING DISCUSSIONS

Dr. McCleod encouraged us at the beginning of the self-study process to use it in ways that would advance the interests of the College, while meeting the needs of the Commission on Institutions of Higher Education. We feel that we have accomplished at least the former purpose, but feel also that there are important procedures still in need of further review and modification. We intend to continue our discussions, and may have further progress to report by the time the Visiting Committee arrives.

One of the most important areas of remaining concern is that of faculty personnel policies and procedures. All faculty members and members of the Student Educational Policies Committee were solicited early this Fall for suggested changes. These have been reviewed by the FEPC and discussed in one meeting of the faculty. After discussion of several important issues, the FPC was charged by the faculty with drafting new procedures incorporating recommended changes. This draft should be ready for consideration by the faculty on November 9, 1977.

As stated earlier in this study, a moratorium has been placed on the admission of new graduate students until a review of current programs has been completed. We are also considering the advisability of undertaking an MFA program. The College is strong both in faculty and facilities in areas traditionally associated with this degree, and we constantly receive inquiries from students interested in pursuing an MFA program in such areas as creative writing, dance, music and the visual arts.

Finally, we are considering a Bennington Abroad program. A French program at Lyon was allowed to lapse several years ago, and we do not now encourage faculty members with special interests in other cultures to develop travel programs. New efforts in this direction may well involve India, France and England.

#### CONCLUSION

One of the tangible outcomes of the Faculty Procedures Self-Study will be the complete revision of the Faculty Handbook, an enterprise that will be undertaken as soon as the review of personnel policies has been completed.

Finally, it should be noted that six of the members of the FEPC who

shared the burdens and the joys of this self-study no longer serve with that Committee. Two, Jane Ford and Leroy Logan, are on sabbatical. Two, Richard Blake and Stanley Cichanowski, have completed their terms. The two student representatives of SEPC who served with the Committee last year, Bonnie Roswieg and John Sheldon, have both graduated. Our gratitude is extended to each of these members for the long hours and careful thought that preceded each of these important decisions. Three new members, Pat Adams, Phebe Chao and Ron Cohen, have joined the Committee as of September, elected at large in conformance with the new rules of the faculty. The two new student representatives of SEPC are Cynthia Browning and Larry Jacobs.





Bennington  
College

# financial aid handbook

## financial aid at Bennington

While Bennington believes that the primary responsibility for the financing of an education rests with the student and the student's family, we realize that many families cannot afford to meet the high costs of a college education without some assistance. To this end, the College provides financial assistance to my approximately 25% of the student body.

Any student who needs help in meeting the cost of Bennington should consider applying for either a Guaranteed Student Loan through a local bank or financial aid through the College. If the student feels that his need is less than \$1,500, the Guaranteed Loan Program provides the easiest form of assistance.

There are several important points that the student should remember about the financial aid program:

Financial Aid in subsequent years reflects both increases in costs and changes in family circumstances. Students must apply for aid each year.

Once the school year begins, Financial Aid recipients may have their aid adjusted because

of severe financial set-backs, but all students should realize that most scholarship money is committed before the beginning of the Fall Term. Additional loan money is the usual kind of assistance offered during the year.

Students who enter Bennington without financial aid can receive aid in subsequent years only if there is a radical change in family circumstances.

The Admissions and Financial Aid Committee establishes the guidelines and procedures used in the awarding of all financial aid; students or parents are welcome to review these with the Director of Financial Aid at any time.

## application procedures

Three major documents are needed to determine eligibility for financial aid through the College: the Bennington College Application for Financial Aid; a Financial Aid Form from the College Scholarship Service; and a copy of the 1977 federal income tax form. Completed applications for 1978-79 are due by February 1; applications for the 1979 Spring Term by December 1.



The Bennington College Application for Financial Aid outlines the steps a student takes to apply for assistance and provides an opportunity for the applicant to estimate expenses and resources for the projected academic year or term at Bennington. The application contains an Affidavit of Educational Intent which the student must sign *in the presence of a Notary Public*.

The Financial Aid Form gives a complete financial picture of the family and provides a national norm for consideration of each student who applies for financial aid. The form should be completed as soon as possible after the end of the tax year and should be submitted to the College Scholarship Service. Processing of the form usually takes about four weeks.

Students whose parents are divorced or separated often have complex financial circumstances — a fact that has resulted in our requiring that each parent complete a separate Financial Aid Form. The information submitted to the College Scholarship Service should reflect precisely the information on the 1977 IRS form, a copy of which must be submitted to the Financial Aid Office.

The copy of the 1977 **Income Tax Form** is helpful in clarifying individual family circumstances which may not be fully explained on the College Scholarship Service forms and is used to verify the information provided on the Financial Aid Form. The College reserves the right to require a Certified Copy of the tax statements from the Internal Revenue Service. Parent and student agree to this proviso when submitting the College Scholarship Service forms.

Residents of Connecticut, Massachusetts, New Jersey, Pennsylvania, Rhode Island, and Vermont must

apply for the state grants available to students who reside in these states.

## award procedures

The Director of Financial Aid first determines a realistic budget that will cover the student's **Estimated Educational Cost**. While individual spending patterns and transportation to and from home can vary from student to student, the following is the general budget guideline used for students in 1977-78:

Comprehensive Fee	\$6,940
Personal	450
Books and Supplies	150
Transportation	\$50 to 150

The estimates for personal, books and supplies, and transportation costs are standards which we provide as a guide in completing the application. Students may have extra educational or transportation costs which can be included in the budget and the student will receive loans or job opportunities to meet these additional expenses. Some students have other costs which result from individual choices, such as the ownership of an automobile. Since these are incurred at the discretion of the student, the College will not consider them in providing financial aid.

The budget does not include estimates of expenses for the summer or the Non-Resident Term since the student is expected to meet these expenses from the earnings during these periods. These expenses will only be included if the student requests and receives College Work-Study funds for either Summer or Non-Resident Term.

The Director next determines what is called the **Family Contribution**. This is comprised of the funds available from the student's parents; \$500 from student summer earnings;



other resources of the individual student; plus any other support that might be available, e.g. from grandparents, friends, etc.

The difference between the **Estimated Educational Costs** and the **Family Contribution** is the student's **Financial Need**. In meeting this need, the Director recommends a financial aid package that includes grant and self-help funds. Self-help funds are long-term loan and/or student employment money which the student can receive from the College Work-Study Program or the regular employment program of the College. Bennington students have a recommended self-help level of \$1,550.

The student should indicate on the College application the desired number of work hours per week so that a specific loan / work determination can be included in the financial aid package. Most students work between 5 and 10 hours each week; however, there is no upper limit on the hours a student may request provided that there is sufficient funding.

The remaining financial need will be met with grant funds from several sources. For this reason, the College requires that students apply for state scholarships for which they may be eligible. Failure to complete these applications can result in a reduction of the College's grant since the College will not provide funds to replace federal or state grants for which the student might be eligible.

Students are also encouraged to apply for grants from private agencies or foundations. Those who receive money from these sources will be rewarded for their efforts by having one-half of the sum received deducted from the self-help requirement and one-half from the remaining grant aid in the financial aid package. In any case, the student

will not receive more than the computed **Financial Need**.

Applicants should understand that grants differ from loans in that loans have specific legal repayment requirements while grants carry no repayment provisions.

## independent students

Independent students, either single or married, may also apply for financial aid. To be considered independent, the student must meet the following criteria which have been established by the Office of Education: the student must not reside with either parent; cannot be claimed as an income deduction; and cannot receive more than \$600 in parental support. These conditions must exist in any calendar year during which the student receives financial aid as well as the immediately preceding year.

The application from a single or married student who is independent will be considered in the same way as that of a dependent student. Married students will probably have some family resources to contribute from the spouse's earnings. These will be included in determining the student's **Financial Need**.

Independent students must complete the Bennington College Application and the regular Financial Aid Form. If the student is under 25 years of age, the student's parents must sign the first page of the Financial Aid form to verify the student's independent status but the **parent information** section of the form need not be completed. If the student is married, the spouse's parents must also sign page one of a separate Financial Aid Form which should be submitted to the College directly. All independent students must submit a copy of their 1977 income tax returns as part of the application process.



## international students

International Students, those who are neither citizens of the United States nor holders of permanent resident status, are also eligible to receive financial aid. The College may provide assistance up to the costs of tuition if the student has financial need, but the student must meet his own room and board, personal, and transportation costs. The Bennington application and the Financial Aid Form should be submitted directly to the Financial Aid Office; the Bennington application need not be notarized.

## financial aid programs

*Grant-In-Aid*—a grant given by Bennington College from both endowed funds and the general operating budget of the College.

*Supplemental Educational Opportunity Grant* these are funds allocated to the College by the United States Government. They are awarded to especially needy students who would be unable to attend the College without this assistance. No student may receive more than \$1,500 in any one year nor \$4,000 for all four years of an undergraduate education.

*Basic Educational Opportunity Grant*—an entitlement program enacted by the Congress in 1972. Students can receive up to \$1,400 a year from this program.

*College Work-Study* funds from the United States Government are available to eligible students in the form of student employment. Under the Work-Study Program, the College receives an annual appropriation from the federal government which is used to support both on and off-campus jobs for students. College Work-Study money is also available for Summer and Non-Resident Term but a revision of the student's budget and financial aid will be required. It should be noted that students who do receive College Work-Study for the Summer or Non-Resident Term will still be required to maintain the \$1,550 self-help level for the two academic terms.



*Regular Campus Employment* is available to students who do not qualify for financial aid. Full information can be obtained from the Financial Aid Office.

*Guaranteed Student Loans* are available to students who need assistance in meeting the costs of a college education whether or not the student qualifies for financial aid from the College.

A separate application for this loan must be made to the student's home bank which will process the request through the state agency that administers this program. Processing time usually runs 4-6 weeks so students should make application well in advance of the beginning of the term for which the funds will be needed.

Under the provisions of this program, undergraduates may borrow up to \$7,500 over a four year period (may be less in some states) with no more than \$2,500 available in the first year. Interest on the loan is 7% from the day of disbursement. However, students whose adjusted family income is \$25,000 or less will automatically receive a government subsidy to cover the interest as long as the student is enrolled at least half-time. Students who do not meet this income level may still receive the subsidy if they submit a Financial Aid Form to the College and if their individual family circumstances warrant the interest benefit.

Repayment of the loan usually begins 9 months after the student

leaves the College with a minimum repayment of \$30 per month plus interest required. Students are encouraged to borrow from only one source so as to avoid the problems involved in multiple monthly payments.

Students should also be aware that no Guaranteed Student Loan can be discharged by bankruptcy for at least five years from the beginning of the repayment period.

Students receiving other financial aid may use this loan to replace some or all of the expected **family contribution** provided that the student is eligible for the automatic subsidy from the government. If the student's family's adjusted income is above \$25,000 eligibility level, the student may not replace the **Family Contribution** with this loan unless the student is willing to pay the interest on the loan from the day of disbursement.

*Federally Insured Student Loans* are available to students through an agreement between the College and the First Vermont Bank and Trust Co. of Bennington. These loans are available on a limited basis to students who are not eligible for other guaranteed student loans because of residency or eligibility requirements imposed by the individual states. The provisions of this program are identical to those of the Guaranteed Student Loan Program.



## important items

Be mindful of application deadlines:

Bennington College Application for Financial Aid, notarized, to the Financial Aid Office by February 1 for fall, by December 1 for spring.

Tax forms to the Financial Aid Office by February 1 for fall, by December 1 for spring.

Financial Aid Form to the College Scholarship Service by February 1 for fall, by December 1 for spring.

State scholarships according to individual state deadlines.

Guaranteed Student Loans — four to six weeks before the beginning of the term during which the funds will be needed.

If you need help in completing the forms, please get in touch with the Financial Aid Office at the College. We will do our best to provide the help you need.

Do your best to find non-college sources of scholarship aid. Check your local Chamber of Commerce Office for listings of local scholarship sponsors and *remember the bonus available for students receiving private scholarships* as a result of their individual efforts.

Be mindful of loan debt and the problem of multiple lenders. Do not over-borrow and have unmanageable loan payments once you finish

your formal education.

If our analysis of your financial circumstances seems unreasonable or your financial aid package seems unfair, check with the Director of Financial Aid about your individual situation. If you disagree with the evaluation of your application, you can appeal decisions to the Admissions and Financial Aid Committee which has the responsibility for the administration of the program.

Be chary of comparing notes with other students. Two students with exactly the same income may not have the same financial need because of different family circumstances (number of children in college, size of family, assets, etc.).

Grant funds that come to you through the College directly (Grants-in-Aid, SEOG and BEOG grants) will be credited to your bill from the Business Office. Social Security or Veterans Benefits which are paid to you directly, loans that you may take, or estimates of earnings from student employment, will not be included on the official statements from the Business Office.

Be sure to follow the College's requirements about health insurance.

Know your obligations and commitments that result from your accepting any form of financial aid. Ask questions about anything that is unclear or unspecified.

June, 1977

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**Bennington  
College**

**Bennington, Vermont 05201**



# Bennington College

Bennington, Vermont 05201  
802-442-5401

Applicant: please complete both sides of this statement.

name: \_\_\_\_\_

mailing address \_\_\_\_\_

city \_\_\_\_\_ state \_\_\_\_\_ zip \_\_\_\_\_

How many terms in college will you have completed by the time of your proposed entrance to Bennington? \_\_\_\_\_.

How did you hear of Bennington and why have you chosen to apply?

Please describe your college experiences to date and tell how this relates to your proposed program of study at Bennington.



What differences do you see between Bennington and your current or previous college?

Please tell us more about yourself; feel free to attach additional sheets.



# Bennington College

Bennington, Vermont 05201  
802-442-5401

Applicant: after filling in your name and address below, give this form to your parents.

name \_\_\_\_\_

address \_\_\_\_\_

city \_\_\_\_\_ state \_\_\_\_\_ zip \_\_\_\_\_

## instructions

In attempting to assemble as complete a portrait of each applicant as is possible, we have found it helpful to ask parents for the kinds of comments that only a parent can make about their own children. Your remarks, along with the information gathered from other sources, are used in making an informed decision about your son or daughter's application to Bennington.

We view a college education as an occasion for both intellectual and personal growth. Bennington's academic philosophy calls for students to accept a major responsibility in the design of their educational plans. This concept also lies behind the social responsibilities each student accepts as a member of the college community. Rather than expecting students to

develop under a system of external authority, we ask all members of the community to assist in the design and implementation of the rules and regulations which foster considerate community life.

It is our experience that mature and responsible students who prize their individuality and freedom develop more fruitfully in the social context Bennington offers than they would in a more structured environment. There are risks associated with allowing college students these freedoms. We attempt to reduce these risks by providing support and advice not available at most other colleges. Our small student/faculty ratio and system of faculty counselors provide students with guidance which is designed to meet their individual needs.

## family information

father's name \_\_\_\_\_ mother's name \_\_\_\_\_

address \_\_\_\_\_ address \_\_\_\_\_

telephone (\_\_\_\_\_) \_\_\_\_\_ telephone (\_\_\_\_\_) \_\_\_\_\_

business address \_\_\_\_\_ business address \_\_\_\_\_

business telephone (\_\_\_\_\_) \_\_\_\_\_ business telephone (\_\_\_\_\_) \_\_\_\_\_

## comments

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Under the guidelines of the Family Educational Rights and Privacy Act of 1974 (public law 93-380), matriculating students, upon request, may have access to their recommendations and school records.

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signature

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date

---

signature

---

date



# personal statement

## Bennington College

**Bennington, Vermont 05201**  
**802-442-5401**

Applicant: please complete both sides of this statement.

name: \_\_\_\_\_

mailing address \_\_\_\_\_

city \_\_\_\_\_ state \_\_\_\_\_ zip \_\_\_\_\_

How did you hear of Bennington and why have you chosen to apply?

If you had the opportunity to spend an afternoon with a person of your choice — someone who is living or dead — whom would you choose and why?

What have you done that you are most proud of?

Please tell us more about yourself; feel free to attach additional sheets.



# Bennington College

Bennington, Vermont 05201  
802-442-5401

Applicant: after filling in your name and address below, give this form to your college advisor.

name \_\_\_\_\_

home address \_\_\_\_\_

city \_\_\_\_\_ state \_\_\_\_\_ zip \_\_\_\_\_

to the college advisor \_\_\_\_\_

Please complete this form and attach the student's secondary school record.

name \_\_\_\_\_

position \_\_\_\_\_

school \_\_\_\_\_

school address \_\_\_\_\_

\_\_\_\_\_ telephone (\_\_\_\_) \_\_\_\_\_

evaluation \_\_\_\_\_

This applicant ranks approximately \_\_\_\_\_ in a class of \_\_\_\_\_.

How long have you known this applicant? \_\_\_\_\_

In what context? \_\_\_\_\_

What are the first words which come to mind to describe this applicant?

We find it helpful to have a counselor's evaluation of an applicant. Please tell us whatever you think is important about the applicant.

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Under the guidelines of the Family Educational Rights and Privacy Act of 1974 (public law 93-380), matriculating students, upon request, may have access to their recommendations and school records.

signature \_\_\_\_\_

date \_\_\_\_\_



# Bennington College

Bennington, Vermont 05201  
802-442-5401

name \_\_\_\_\_  
mailing address \_\_\_\_\_  
city \_\_\_\_\_ state \_\_\_\_\_ zip \_\_\_\_\_  
permanent address \_\_\_\_\_  
city \_\_\_\_\_ state \_\_\_\_\_ zip \_\_\_\_\_  
permanent phone (\_\_\_\_) \_\_\_\_\_

## instructions

1. All students applying for financial aid must complete this application. The completed form should be returned to the Financial Aid Office by February 1, 1978. Applicants for the spring, 1978, should submit all documents by January 15, 1978.
2. Each applicant must submit a copy of the Financial Aid Form (FAF) in addition to this application. The FAF should be completed by the student and his parents as soon as 1977 income tax forms are completed; the completed FAF should be sent to the College Scholarship Service Office in either Princeton or Berkeley.
3. The applicant should consult with both parents in completing the *estimated costs and resources* section of this application. If the applicant's parents are separated or divorced, an expected contribution from each parent should be entered in the resources section and each parent should complete a copy of the Financial Aid Form.
4. Each parent who completed an FAF must send a photo-copy of the 1977 federal income tax forms to the College. The College reserves the right to request that the parent authorize an officially certified copy of the tax statement be sent from the Internal Revenue Service.
5. Applicants from Massachusetts, New Jersey, Pennsylvania, Rhode Island, Vermont and Connecticut are expected to apply for their state scholarships.
6. Each applicant should read carefully the Financial Aid Handbook.

## individual costs and resources

costs	resources
comprehensive fee* .....\$ _____	parents' contribution .....\$ _____
books and materials .....\$ _____	\$ _____ from father \$ _____ from mother
personal expenses .....\$ _____	from summer earnings
transportation .....\$ _____	(of total \$ _____ earned) .....\$ _____
other—please specify:	from savings, trust, investments ....\$ _____
_____ \$ _____	from social security benefits .....\$ _____
_____ \$ _____	from veterans' benefits .....\$ _____
total .....\$ _____	anticipated state scholarship .....\$ _____
*\$6,940 in 1977-78	other — please specify: _____ \$ _____
	_____ \$ _____
	_____ \$ _____
	total .....\$ _____



## self-help requirement

In meeting the self-help requirement described in the Financial Aid Handbook: I would like to work \_\_\_\_\_ hours/week during the 1978-79 academic year. I prefer not to work on campus during the period of my attendance. \_\_\_\_\_

## affidavit of educational intent

*This statement must be signed in the presence of a notary public. This is required for all students receiving financial aid funds from the Federal Government.*

I affirm that any funds received under the Basic Educational Opportunity Grant Program, the Supplementary Educational Opportunity Grant Program, the College Work-Study Program, or the Guaranteed or Federally Insured Student Loan Program will be used solely for expenses related to attendance at Bennington College.

subscribed and sworn before me this \_\_\_\_\_ day of

\_\_\_\_\_, 19\_\_\_\_.

notary public

signature of applicant

my commission expires \_\_\_\_\_

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