

BENNINGTON COLLEGE

SELF STUDY

MARCH 1994

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INSTITUTIONAL CHARACTERISTICS

1. Corporate name of institution: Bennington College Corporation
2. Address: Bennington, VT
Telephone: (802)442-5401
3. Date institution was chartered or authorized: 1925
4. Date institution enrolled first students in degree programs: 1932
5. Date institution awarded first degrees: 1936
6. Type of control: Private
7. By what agency is the institution legally authorized to provide a program of education beyond high school and what degrees is it authorized to grant?

New England Association of School and Colleges; B.A., MFA, MA, PostBacc.
8. Level of postsecondary offering:

Less than one year of work	_____	First professional degree	_____
At least one but less than two years	_____	Master's and/or work beyond the professional degree	<u>X</u>
Diploma or certificate programs of at least two but less than four years	<u>X</u>	Work beyond the master's level but not at the doctor's level	_____
Associate degree-granting program of at least two years	_____	A doctor of philosophy or equivalent degree	_____
4 or 5 year baccalaureate degree-granting program	<u>X</u>	Other (specify)	_____

9. Type of undergraduate programs:

Occupational training at the craftsman/clerical level (certificate or diploma)	Liberal arts & general	<u>X</u>
Occupational training at the technical or semi-professional level (degree)	Teacher preparatory	—
Two-year programs designed for full transfer to a baccalaureate degree	Professional	—

10. The calendar system at the institution: semester

11. What constitutes a "normal" credit-hour load for students each semester?

16 credit-hours/semester

12. Student Populations: (Fall, 1993)

	Headcount	Headcount M/F
a) Full-time students in degree programs:		
1. Undergraduate	457	171 / 286
2. Graduate	44	22 / 22
b) Part-time students in degree programs:		
1. Undergraduate	2	1 / 1
2. Graduate	0	
c) Full-time equivalents (total student population):		
1. Undergraduate	458	171.5 / 286.5
2. Graduate	44	22 / 22
d) Students (headcount) in non-credit, short-term courses:	415	166 / 249
1993 July Program	251	
1994 Alumni College	24	
1993 Writing Workshops	140	

13. List all programs accredited by a nationally recognized, specialized accrediting agency. List the name of the appropriate agency for each accredited program.

n.a.

update

CHIEF INSTITUTIONAL OFFICERS

FUNCTION OF OFFICIAL	NAME	EXACT TITLE
PRESIDENT/DIRECTOR	Elizabeth Coleman	President
EXECUTIVE VP/PROVOST	n/a	
CHIEF ACADEMIC OFFICER	Susan Sgorbati Daniel Michaelson	Dean of Faculty Dean of Studies
CHIEF BUSINESS OFFICER	William P. Morgan	VP for Finance and Administration
CHIEF STUDENT SERVICES OFFICER	Doreen Forney	Acting Director of Student Life
PLANNING	n/a	
INSTITUTIONAL RESEARCH	n/a	
DEVELOPMENT	Marny Krause	VP for Development and Alumni Relations
LIBRARY	John Swan (deceased Jan. 25, 1994) Robert Waldman (effective May 1, 1994)	Head Librarian Head Librarian
CONTINUING EDUCATION	n/a	
GRANTS/RESEARCH	Philip Holland	Director of Corporate and Foundation Relations
ADMISSIONS	Elena Bachrach	Dean of Admissions and the Freshman Year (effective 2/1/94)
REGISTRAR	Gertrude Syverstad	Registrar
FINANCIAL AID	Margaret Woolmington	Director of Financial Aid
PUBLIC RELATIONS	Andrea Diehl	Director of Communications
ALUMNI ASSOCIATION	Lisa McKenzie	Director of Alumni Relations and Annual Giving

CHAIR, BOARD OF TRUSTEES	John Barr	Chairman
DEANS OF SCHOOLS AND COLLEGES	n/a	
OTHER	Wendy Hirsch (effective Feb. 24, 1994)	Assistant to the President
	Rebecca B. Stickney	Special Assistant to the President
	Joan D. Goodrich	Special Assistant to the President
	Trudy Carter	Director of Psychological Counseling
	David Marcell	Director of Major Gifts
	Douglas Krause	Director of Personnel and Programs

Central elements in the history of Bennington College:

- 1923-25: Plans made by individuals from Bennington, Vermont, and New York City for founding a new college for women on progressive principles, leading to granting of charter by the State of Vermont.
- 1928: Robert Devore Leigh chosen as first President.
- 1931: Renovation and construction of buildings on the campus, the former Jennings estate in North Bennington, Vermont.
- 1932: The College opens in September with a class of 87 freshmen.
- 1934-42: Bennington School of the Dance founded and held at the College during the summer months.
- 1936: Graduation of first class of 57 seniors.
- 1941: President Leigh resigns, Lewis Webster Jones succeeds.
- 1947: Frederick Burkhardt named President.
- 1958: William Fels named President.
- 1959: Crossett Library constructed.
- 1960: Major study of the College, "The Golden Book," completed.
- 1965: Edward Bloustein named President.
- 1968: Dickinson Science Building constructed.
- 1969: Coeducation begun, enrollment increases from 450 to 600.
- 1972: Gail Thain Parker named President.
- 1976: Visual and Performing Arts Center opened; major study of the College, "The Futures Report," issued; resignation of President Parker.
- 1977: Joseph Murphy named President; Bennington Writing Workshops (summer program) founded; 50th Anniversary campaign begun.
- 1980: Bennington July Program (high school summer program) begun; Post-baccalaureate Program in Pre-Medical Studies begun.
- 1982: Michael Hooker named President.
- 1987: Elizabeth Coleman named President.

WJ Date

- 1991: \$30 million dollar capital campaign, The Campaign for Bennington, launched. Alumni College (summer program) begun.
- 1992: Trustees request the Deans' Study
- 1993: Low-residency MA/MFA in Writing and Literature begun.
Trustees open a College-wide Symposium on the College's future.

PREFACE

The Process

Two years ago the President appointed her Assistant as the coordinator for the self study with the understanding that she would be working in close consultation with the Dean of Faculty. The Assistant to the President and the Dean of Faculty gathered the following members of the community to serve as the Steering Committee for the self study:

Assistant to the President, Elena Ruocco Bachrach (through January 31, 1994)
Dean of Faculty, Susan Sgorbati
Dean of Studies, Daniel Michaelson
(Interim) Director of Student Life, Terry Creach
Vice President for Finance & Administration, William Morgan
Director of Communications, Andrea Diehl
Head Librarian, John Swan (deceased January 25, 1994)
Facilities Committee Faculty Representative, Kerry Woods
Director of Field Work Term, Gale Haas Keraga
Main Writer, Philip Holland

In preparation for the self study process, Vice President for Finance and Administration William Morgan and Dean of Faculty Susan Sgorbati attended the Association's regular workshop for candidates for reaccreditation. In addition, Associate Director of the Commission Sandra Elman spent one day on campus with members of the Steering Committee in the spring of 1992.

Members of the Steering Committee were charged to form their own sub-committees and to think carefully about full representation. A list of those College community members with whom each worked is available in the workroom. The Steering Committee met on a regular basis over the last 18 months, at times with the President, to review the self study progress. Beginning in July 1993 members of the Steering Committee submitted their drafts to the main writer; drafts of the self study were then circulated internally during fall term 1993 prior to the College's formal submission to NEAS&C.

OVERVIEW

History

The initial years of Elizabeth Coleman's presidency were shaped by intensive and highly focused efforts to address the financial and administrative weaknesses of Bennington College. Major changes occurred in all administrative offices--Business, Development, Admissions, Communications, Student Life. The magnitude of these changes varied, as did their effectiveness, but on balance the results were dramatic.

A million dollar annual shortfall in the operating budget was eliminated, while a five-year freeze on salaries was removed, and a 7% annual increase for faculty, 5% for staff, was instituted. Modest increases were made in faculty size and non-salary support. A number of major foundations signaled their support in the form of presidential discretionary funds and science equipment. Bennington began to enter the twentieth century with respect to administrative technology. The deterioration of the physical plant was stemmed, and in some cases even reversed, routine maintenance of buildings and grounds markedly improved, and all of the living rooms of the residential houses were refurbished. The quality of the entering class--a matter of grave concern--improved, the dangerously high proportion of tuition revenue allocated to the financial aid budget began to come under control, and the daunting challenges of improving the quality of residential life began to be met.

The College actively pursued areas of program expansion with particular emphasis on summer programs and graduate education. A \$30 million Capital Campaign was launched and quickly raised significantly more money than at any previous time in the College's history. Knowing that the external demographic and fiscal pressures were likely to increase, efforts were made to maintain fiscal discipline despite relentless temptations in the other direction. As the College emerged from a reactive mode of management, systematic long-term planning began, probably for the first time in the College's history.¹

But the early '90s have proven to be a very tough time to be in the midst of a turn-around effort--and fierce external demographic and fiscal pressures have begun to take their toll. Admissions fell off, aggravated by the College's determination to enhance the quality of its applicants and thereby enter a much more competitive market at a time when that competition was becoming increasingly intense. Once it became clear that the erosion in numbers was not short-term, the painful process of adjustment began. It was initiated by a series of cuts in administration that amounted ultimately to more than half a million dollars. The Board developed a four-year plan² designed to give the College time to get back on track, which involved re-allocating substantial amounts of the Capital Campaign receipts to the operating budget and cutting the faculty by eight positions.

¹This history is fully documented in the 1989 Report to the Commission and in its response, both of which are available in the team workroom.

²A copy of the Board's announcement of this plan to the faculty is available in the team workroom.

At this point the situation still appeared manageable within the confines of such adjustments, albeit excruciatingly difficult. That assumption proved to be short-lived when, within months of the new plan's design, the impact of skyrocketing financial aid needs struck full force. At that point the Board of Trustees confronted the need for a much more fundamental reassessment. The Board of Trustees suspended business as usual and adopted a two-year planning and implementation strategy to allow for the restructuring of the College with the goal of making the changes necessary to have in place an institution capable of enrolling a minimum of 600 students within a three- to five-year period. It was fully understood that this would mean doubling the current applicant pool and sustaining, even improving, the quality of that pool. It was also understood that the market had never been more competitive and was certain to become more so. This meant change, transforming and difficult change.

It also meant that the character and quality of the educational program now moved to the center of the Board of Trustees' deliberations. It was by no means simply the fiscal aspects of the situation that shifted the center of attention. The inability of the College to stem the high rate of attrition had been a long-standing concern raising persistent and troubling questions about educational quality. Admissions data collection indicated that real questions existed about the degree of Bennington's academic seriousness when compared to competing institutions. Concern about the maintenance of standards intensified when the Board found it necessary to deny two recommendations for faculty renewals. Moreover, Bennington is well into its sixth decade and it would be unlikely that any institution could avoid the need for reviewing and reanimating its principles. This powerful convergence of the need to attend to matters both fiscal and educational led to an unusually intensive period of self scrutiny, in addition to that initiated by the NEAS&C self study process. Two major undertakings were initiated--a study led by the Deans about faculty personnel matters, and a process led by the Board of Trustees to determine the future design of the College.

The Deans' Study

In the spring of 1992, the Board of Trustees asked the Dean of Faculty and the Dean of Studies to oversee a comprehensive study of all matters relating to the policies and practices of faculty appointments and responsibilities. This action was provoked by the Board's decision to reject two faculty personnel recommendations and their concern about an absence of shared expectations about these matters. The purposes of this Study in the Board of Trustees' words were:

to rearticulate the college's hiring and contract review criteria and processes; to identify weaknesses, if any, in the current system; and to recommend modifications or new ideas for faculty and, if required, Board consideration. The ultimate purpose...is to assure that ordinary faculty personnel practices guarantee that the highest standards of excellence, creativity, fairness, and accountability prevail as self-reinforcing expectations of the community.

The Board of Trustees expressed its determination to make whatever adjustments were called for to renew consensus and to minimize the future likelihood of having to intervene in this way.³

The Deans' Study took place over the course of a year and involved extensive conversations with individual faculty members, standing committees of the faculty, the Academic Council and the faculty as a whole. Although the focus of the Study was personnel issues, significant attention was also centered on curricular issues that arose from the organization of the faculty and definitions of faculty obligations. A 27-page report was submitted to the Board of Trustees in October, 1993.⁴

The Symposium

From the Board of Trustees' point of view one thing was clear: If the turn-around in Bennington's fortunes were to succeed, the College had to be genuinely distinctive, innovative and excellent. Since the quality of the educational vision that would drive this venture was viewed as the most decisive factor in determining its success, the Board of Trustees initiated a process designed to maximize participation and simultaneously to assure a flow of ideas from sources inside and outside the College. That process has been called the Symposium. Faculty, students, staff, and alumni were invited to submit their ideas, large and small, on any area of concern. Conversations also began with people outside the Bennington community. Every facet of the College has been subject to examination--governance, organization, curriculum. The design of the restructured College was to be shaped by the very best ideas available consistent with the historic commitments of the College and with its resources. Final decisions about the redesign of the College will be made by the Board of Trustees at the conclusion of the 1993/94 academic year and implemented in the following year.⁵

The convergence of the NEAS&C self study, the Deans' Study and the Symposium, and the events that precipitated them means that Bennington is confronting the hardest of the hard questions and it is doing so with an urgency and care born of profound necessity. The educational and fiscal integrity of the College are at stake.

³The relationship between the purposes of this study (hereafter referred to as The Deans' Study) and the self study required by NEAS&C was so close that the College requested that the deadline for the NEAS&C study be adjusted to allow for the Deans' Study to be completed. NEAS&C granted this request.

⁴The Deans' Study and the letter to the faculty from the Chairman of the Board informing them of the rationale for this action will be available in the team workroom.

⁵A copy of a memo from the Chairman of the Board inviting the faculty to participate in the Symposium and explaining its rationale will be available in the team workroom. This process has still to be completed, but a number of ideas and directions have emerged and, where relevant, they will be included in this self study. References throughout this self study to the Symposium refer to this process of exploring ideas that will shape the restructuring of the College.

Whatever changes are made in the College will be born out of its history-- and the more thoroughly and accurately we grasp and face the strengths and weaknesses of that history, the more robust will be the hope of its future. It is difficult to imagine a time when the interests of those who have asked for this study and those who have produced it could be more convergent.

Chapter One

Mission and Purposes

Bennington is a college with a strong sense of its mission and purposes. Its aims were clearly formulated by the men and women who brought it into being in the 1920s, a number of whom were involved in the progressive education movement of those years. The College was founded to offer an approach to liberal arts education unconstrained by tradition, and specifically to provide a new model in higher education for women.

According to a 1929 prospectus, Bennington would emphasize “the individual student and her developing interests,” “learning by activity and living,” “an organization of community life designed to break down artificial barriers between teacher and student and between curriculum and extracurriculum,” and “a conscious elasticity in educational plans.”

The College’s first president, Robert Devore Leigh, devised a statement of Ten Principles (available in the workroom) outlining the guiding ideals of the College. The statement read at Bennington’s first commencement in 1936 and at every subsequent commencement echoes those aims and continues to communicate the College’s mission:

Bennington regards education as a sensual and ethical, no less than an intellectual, process. It seeks to liberate and nurture the individuality, the creative intelligence, and the ethical and aesthetic sensibility of its students, to the end that their richly varied natural endowments will be directed toward self-fulfillment and toward constructive social purposes.

We believe that these educational goals are best served by demanding of our students active participation in the planning of their own programs, and in the regulation of their own lives on campus. Student freedom is not the absence of restraint, however; it is rather the fullest possible substitution of habits of self-restraint for restraint imposed by others. The exercise of student freedom is the very condition of a meaningful education, and an essential aspect of the nurture of free citizens, dedicated to civilized values and capable of creative and constructive membership in modern society.

Most members of the Bennington community past and present are familiar with the principles articulated in this statement; often it is these educational ideals that draw them here. Leigh’s Ten Principles and the commencement statement are regularly reprinted in the Student Handbook. They are reflected in the language of the viewbook and other materials sent to prospective students, and they are quoted in the Deans’ Study.

A more recent statement of the College’s mission comes from a May 1993 document written by Susan Borden ’69, Chair of the Educational Policy and Facilities Committee of the Board of Trustees and former Board Chairman. Prefacing a discussion of ideas for the Symposium, Ms. Borden writes, “Bennington has a polymorphous set of aims which can be segmented and defined in multiple ways. Such a list might include:

- 1) to provide an individually-centered education (or, in any given year to help students compose 600 variations on a single major);
- 2) to teach liberal learning as a performing art, thereby fostering reflection, rigor, expression, independence, collaboration, energy, excellence, resilience, and an impulse toward meaning and truth;
- 3) to foster personal responsibility for mind and body, in particular for each individual's education and health;
- 4) to encourage social responsibility for community, society, and planet;
- 5) to teach liberty, in the belief that freedom must be learned;
- 6) to develop habits of creativity and leadership—innovation, magnanimity, courage, and discipline.”

Bennington's principles still set it apart from most other colleges and underlie its day-to-day pedagogy and community practices.

Appraisal

Bennington's mission with respect to individual intellectual development is generally held to be consistent with students' actual experiences. However, insofar as these principles emphasize the ideals of community and social responsibility, the College falls short. A righting of this imbalance is a major focus of the Symposium.

The College has never formulated its purposes with regard to public service, other than to prepare students to serve society as educated individuals and citizens. Programs emphasizing connections and obligations to the larger community play a central role in Symposium discussions about the future design of the College.

The College's mission with respect to scholarship and research is clear: Faculty members are expected to be “active practitioners” in their fields. How the mission translates to reality has sometimes caused controversy, however, especially regarding residency requirements and the impact of professional work on appointments and reappointments. The Deans' Study addresses these issues and clarifies the College's expectations.

Bennington has recently reassessed its mission and purposes. During a fall 1993 Symposium forum, students, faculty, and staff debated the mission statement and principles; the consensus was that they remain relevant, but that vital aspects of the mission are not being fully realized today. The Board of Trustees has also reaffirmed the value of Bennington's traditional principles, which will inform its Symposium deliberations.

Projection

The College believes its mission to be rooted in the human impulse to understand and to shape the world. Bennington remains committed to its founding ideals about the importance of the individual within the context of community and society at large; to the ideal of intellectual and social freedom and the responsibilities that freedom entails; to the value of truth; and to the importance of direct experiences in knowing the world. Although the means to these ends will continue to be a subject of discussion at Bennington, these ideals are likely to sustain the College into the 21st century.

Not only have these ideals worked at Bennington for students able to meet the demands of serious work, they continue to be important to American education. The current call for inquiry-driven, hands-on instructional methods, especially in science, is evidence of the renaissance of progressive educational methods. The public school restructuring movement, with its appeal for student-centered education, is another example of the wider currency of ideas directly related to those that sustain the College. Bennington's mission and objectives have lost none of their currency; if anything, they have a new urgency and are likely to endure at and beyond Bennington.

purposes

Chapter Two

Planning and Evaluation

The Board of Trustees is closely involved with long-term planning, especially financial planning. The Board of Trustees meets quarterly as a whole, and the executive committee of the Board of Trustees meets more often if circumstances require. Subcommittees of the Board of Trustees are Administration, Budget, and Finance; Development; Educational Policy and Facilities; and Trusteeship. Ad hoc committees of the Board have formed from time to time to address issues such as Admissions, Art Policy, Investment, and the Capital Campaign. The Board of Trustees is kept informed about pertinent matters by the President, the Vice President for Finance and Administration, the Vice President for Development and Alumni Affairs, the Academic Deans, and appropriate members of the senior staff.

The two bodies with ongoing responsibilities for short-term planning are senior staff and the Academic Council, both of which meet weekly. These meetings are presided over by the President. Senior staff consists of the Vice President for Finance and Administration, the Vice President for Development and Alumni Relations, the Dean of Faculty, the Dean of Studies, the Dean of Admissions and the Freshman Year, the Director of Communications, the Assistant to the President, the Director of Student Life, and the Director of Psychological Services.

Academic Council was created in response to the recommendations for better structures of academic self-governance made by the visiting team from NEAS&C in 1983. The Council consists of the President and the two Deans, seven faculty members elected for staggered three-year terms, the President of Student Council, President of Student Educational Policy Committee (SEPC), and a student at large—all elected positions. The Academic Council is charged with considering all questions of educational policy, reviewing the curricula of the academic divisions, and approving all new faculty positions or reallocations. A budget subcommittee of the Council is empowered to review administrative and educational expenses and to make recommendations to the entire Council and to the Budget and Finance Committee of the Board of Trustees. Minutes of meetings of the full Council are circulated to the entire community.

The faculty itself meets monthly, and members of the College's seven academic divisions meet weekly or fortnightly, meetings at which elected representatives of the Student Educational Policies Committee are invited to be present. Curriculum is reviewed both at the divisional level and at the level of the Academic Council.

A Facilities Committee and an Academic Computing Committee, both composed of faculty and staff, meet periodically.

Ad hoc committees are created as the need arises, usually initiated by the President. Two recent such committees are a Residential Life Committee and a faculty Ethics Committee, both formed to make recommendations to the President.

In 1989 the College was invited by the Lilly Endowment to send three faculty members to a Lilly Workshop on the Liberal Arts. As a follow-up to this workshop, three panels, open to participation by faculty, staff, and students, were organized under the leadership of the Dean of Faculty: "The Freshman Year at Bennington," "What Every Bennington Student Should Know," and "Curricular Range and Faculty Size." The panels issued reports to the community at the end of the year. Panel recommendations regarding freshman orientation and academic counseling have received ongoing attention.

Since the late '80s long-term, strategic planning has been an ongoing activity of the Board of Trustees in the form of reviews of five-year plans. The Capital Campaign has also been a prime stimulus for long-term planning. Central to this planning activity are the President and the Vice Presidents for Finance and Development.

Planning has also focused on admissions, in an effort to develop more long-term, Bennington-specific strategies. This planning has been led by an ad hoc committee of the Board of Trustees, the President, and the Director of Admissions. Assisting this effort has been a much more detailed analysis of application statistics and an updating of attrition studies.

The planning process now in place about the future design of the College (see Overview) is very specific to the current situation and, while it will most certainly lay out contours to assure ongoing planning, the process itself will complete its work by the end of this academic year.

Appraisal

Effective planning has not previously been one of the College's strong suits, either short- or long-term. There is a marked tendency to trust more spontaneous ad hoc responses to problems, to be more reactive than proactive. Periodic efforts in Bennington's history to develop and implement the long view (of which there have been several) have strikingly failed to influence the course of the College.

Efforts by the Board of Trustees and administration to engage in the discipline of long-term thinking began in the late '80s as soon as the management of the College had achieved sufficient stability to allow it. Five-year plans were developed, reviewed, and revised. While the events outlined in the opening history have transformed the details of that process, planning has remained at the center of the work of the Board of Trustees.

The Academic Council has worked very effectively in providing an institution-wide perspective on personnel matters as they impact on curriculum—the allocation of new faculty positions and sabbatical replacement decisions. In more controversial or ambiguous areas, the characteristic wariness of any unequivocal exercise of power manifests itself in a reluctance on the part of the Council to make policy independent of the faculty as a whole or to overrule the decisions of the divisions if called upon to do so.

A constraint on good planning is the lack of an office of institutional research. Efforts to compensate for this deficiency by meting out responsibility for this function among various departments have proven largely ineffective.

Projection

Planning at Bennington is inseparable from the ethos of the institution as well as its infrastructures. It will take fundamental rethinking to change the habit of the ad hoc into that of more systematic and deliberate planning. It will also take financial circumstances that provide an order of stability allowing for intelligent and responsible planning. It is just such fundamental rethinking and material transformations that are the object of the current planning in the Symposium. Central to thinking about governance are efforts to attain the mix of responsibility and authority most conducive to enacting and implementing policies in the best interests of the College. The Deans' Study also addresses these matters.

While a separate office of institutional research is not feasible, the College has centralized the responsibility for institutional research in the newly-formed office of the Dean of Admissions and the Freshman Year. The person chosen for that position has research skills compatible with an effective execution of that responsibility.

Chapter Three

Organization and Governance

Board of Trustees

The structure of the Board and obligations of the Trustees are set out in the By-Laws of the Bennington College Corporation, available in the team workroom. Those responsibilities include fiscal oversight, hiring and termination of faculty, prescription of admissions and graduation requirements, conferring of degrees, and the setting of tuition and fees. Trustees keep fully apprised of management in order that, as ultimate custodians of the institution, they can exercise their responsibility to make policy decisions in an informed and timely manner.

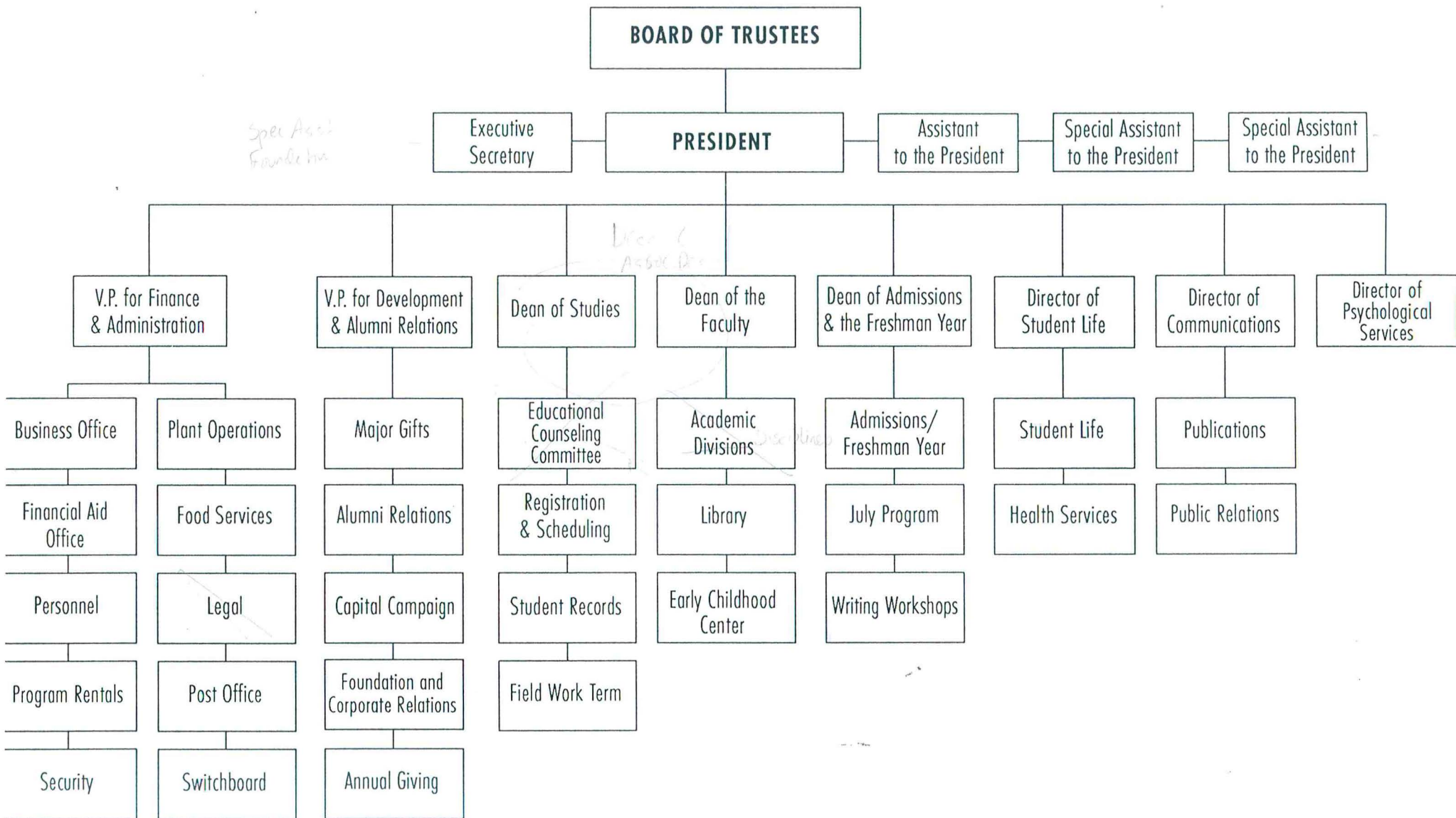
The Board of Trustees has four standing committees as described in Chapter 2. The Executive Committee of the Board is made up of the Committee Chairs and the former Chairman of the Board of Trustees. A full Board directory and committee membership list are in the workroom.

The Committee on Trusteeship nominates individuals for Board membership and recommendations are made to the full Board of Trustees. Trustee terms are four years with the exception of the terms for recent graduates, which are two years.

Board members do not receive compensation. The Board of Trustees meets four times yearly: in October, April, and June at the College, and in January in New York City. Attendance at Board meetings in recent years has averaged 75%. Meetings are planned for committees to meet independently and for the full Board of Trustees to meet in executive and general sessions. Faculty and student members of Academic Council meet regularly with the Board of Trustees, which meets with other faculty members and students as needed.

College Administration

For the Board of Trustees to meet its statutory obligations the College has adopted the organizational structure represented in the following chart:



Acting under authority granted by the Board of Trustees, the President exercises general supervision over all operations of the College. The President has the responsibility and the authority to take any lawful action required for the welfare and good order of the institution.

Reporting directly to the President are members of the senior staff, as named in Chapter 2.

Regular meetings help the administrative work of the College stay on course, including meetings of senior staff, program managers, faculty, staff, Academic Council, and ad hoc committees (i.e., sub-sets of the senior staff and other staff as needed).

Faculty Governance

The primary organ for the conduct of faculty affairs is the faculty meeting, chaired by the President. All regular full- and part-time faculty members are expected to attend. Teaching assistants may attend without voting privileges. Members of senior staff also regularly attend without voting privileges. Meetings occur the first Wednesday of each month and more frequently as required. In addition to the faculty meeting, the governance of academic matters is handled by the following:

- President
- Dean of Faculty
- Dean of Studies
- Division Chairs
- Academic Council
- Faculty Personnel Committee
- Faculty Personnel Review Committee
- Faculty Budget Committee

Other appointive faculty committees:

- Educational Counseling Committee
- Admissions and Financial Aid Committee
- Facilities Committee
- Library Committee
- Field Work Term Committee
- Safety Committee
- Sexual Harassment Committee
- Academic Computing Committee

A list of current office holders and committee memberships is available in the workroom. Please refer to Chapter 5 for further discussion of faculty governance.

Student Governance

Student government at Bennington is rooted in the principle that students must assume primary responsibility for regulating their lives on campus. Self-governance is particularly evident in the student houses, each of which is managed by two House Chairs who are responsible for ensuring that house life proceeds smoothly and safely. Student leaders work in close contact with the faculty and administration through the Student Life office.

Student government includes several organizations: House Chairs; Student Council; Talking Heads (the President of Student Council, Head of the House Chairs, Head of the Student Educational Policies Committee, Head of the Judicial Committee, Head of the Recreational Committee, and the Student-at-large representative to the Academic Council). The bodies of student government are described in the Student Handbook, pp. 49-56, also available in the team workroom.

Appraisal

A persistent overall problem is the exaggerated version of a we/they mentality with respect to administration on the one hand and faculty and students on the other that informs the culture of the College. This mindset can all too easily become self-fulfilling, and a continual challenge to all constituencies of the College is to avoid becoming captive to a presumption of opposed, rather than shared, purposes.

College Administration

Efforts to find effective leadership of Admissions continue to plague the College, though a recent appointment of a Dean of Admissions and the Freshman Year (a new position in the College) bodes well. Finding effective leadership of the Student Life operation has also proved elusive and makes it even more difficult to respond effectively to the enormous challenges of that job. Otherwise the administrative leadership of the College has achieved stability and effectiveness.

Faculty Governance

Bennington has always been wary of hierarchy and authority in its governance of academic matters. Deans are part-time, their salaries an auxiliary stipend and their authority ambiguous. Faculty leadership of divisions is limited to one year, is highly variable in its obligations from division to division, and carries only the most token salary increment. Certain abuses of power may be avoided, but so is decisive action when sustained leadership is required. This aversion to authority is one way to comprehend why, despite all of Bennington's claims of flexibility, there is a marked tendency to defend the status quo, a persistent resistance to critical scrutiny and to planning. A consensus is gradually emerging for change—the need to eliminate ambiguities where possible, to locate responsibility and authority more squarely. Needless to say, differences of opinion remain, but the issue is very much on the table.

Student Governance

Bennington's historic commitment to self-governance is currently under much scrutiny and pressure. When it works, student self-governance is one of the great strengths of the College, and in many instances it does work. But too often it does not, especially insofar as self-governance is critical in creating the conditions for a civil and civilized community. The appointment of a Residential Life Committee to address this matter is a reflection of a growing consensus that things have to change, especially if the tradition of self-governance is to prevail.

Projection

As a result of converging evaluative forces—this self study, the Deans' Study, and the Symposium—all structures of governance within the faculty, administration, and student body are under review by the Board of Trustees as it deliberates the College's future. That substantive change is called for seems clear; the specific directions it will take are yet to be determined.

What has emerged from this process of self-scrutiny is a need for clarity and a much closer connection between authority, responsibility, and accountability. These issues are scarcely unique to Bennington. They will demand radical thinking and innovative solutions if they are to be resolved effectively.

Chapter Four

Programs and Instruction

I. Undergraduate Degree Programs

A Bennington education is a self-directed pursuit of learning that emphasizes first-hand experience. Programs and procedures are intended to further that aim. Accordingly, Bennington students design their own academic programs. They are guided in this process by faculty counselors, faculty sponsors (in the case of interdivisional and thematic majors), the Dean of Studies office, and the Educational Counseling Committee (ECC)—a faculty committee charged with upholding the educational policies and standards of the College.

The curriculum at Bennington is grouped into seven divisions: Literature and Languages; Visual Arts; Natural Sciences and Mathematics; Social Sciences; Music; Dance; and Drama. Bennington awards the Bachelor of Arts degree with a major concentration in one of the seven divisions; interdivisional work in two divisions; or a thematic major which may cross a number of divisional lines. Occasionally students complete major concentrations in two divisions and receive a Bachelor of Arts degree with a double major. A normal academic program consists of four courses in each of two 14-week terms separated by the 8-week off-campus Field Work Term (FWT), and students usually obtain the degree in four years.

Bennington lacks a general education requirement as such. The College nonetheless embraces the ideal of the broadly educated person, and requires students to complete work successfully in four divisions during the first two years and to complete one year's course work beyond the introductory level in three disciplines by the time of graduation. Students are also urged by counselors, sponsors, the Dean of Studies, and ECC to explore areas outside of their major areas of interest. The ECC encourages students to include at least one analytical course in their programs each term, for a total of eight or more over the course of four years, or one quarter of their total program. The rationale for the requirements and the requirements themselves are communicated to students through the registration process, the plan process, orientation procedures, in counseling, the Student Handbook, and by the Dean of Studies Office.

In their fourth term, students, working with their counselors, prepare a Tentative Plan. In this plan, students review and assess their past studies, provide a statement of their educational purpose, and outline proposed courses and projects for the final two years. This plan is acted upon by an academic division or by a panel of interdivisional sponsors, and a recommendation is made to the Dean of Studies. If the Dean has concerns, he forwards the plan to a panel of the ECC, which has the final say on all plans. The plan process, including divisional requirements for majors, is spelled out in the Student Handbook.

In the middle of their sixth term, students prepare a plan for senior work called the Confirmation of Plan, specifying senior-year courses, tutorials, and the nature of the senior project. A senior

project is required by all divisions and is produced with the guidance of appropriate faculty members. The Confirmation of Plan is submitted to appropriate division(s) or faculty sponsors, the Dean of Studies, and ECC for approval. Successful completion of the work proposed in the Confirmation of Plan fulfills the requirements for the bachelor's degree.

Academic counseling is central to a Bennington education. Students are assigned a faculty member as their academic counselor by the Dean of Studies office. In regular meetings, student and counselor discuss course choices, work in progress, curricular and extra-curricular plans, Field Work Term, and academic expectations. The Dean of Studies office also does a significant amount of one-on-one counseling of students. Academic counselors represent students before divisions and the ECC when their educational accomplishments are under review. Typically, faculty counselors change after a year; as students move into a specific area of study, the faculty member most closely associated with their area of concentration often becomes their faculty counselor.

During their third and fourth years (sometimes sooner), students may request individual or group tutorials on topics outside of the regular curriculum. All tutorial requests must be approved by the appropriate division(s) and the ECC (or the Dean of Studies acting for the ECC). A measure of the importance of tutorials to the curriculum is the fact that during the fall term 1993, while approximately 170 regular courses were offered throughout the College, more than 270 group and individual tutorials were held, half of which were senior project tutorials. These individualized learning experiences extend Bennington's curricular breadth and depth and offer students additional opportunities to design their own education. Tutorials also sometimes serve as springboards for new courses. A recent Admissions brochure on Bennington's tutorial system is available in the team workroom.

Assessment of a student's performance in each class at Bennington takes the form of narrative evaluations written by the faculty member at the middle and end of each term. In these evaluations, instructors assess the student's academic strengths and weaknesses, identify areas for further efforts, and describe overall progress. At the close of the end-of-term narrative evaluation, the student's work for the term is rated "passing," "not passing," or in special cases, "to be completed" or (for medical reasons) "permanent incomplete." Four years of these narrative evaluations comprise students' transcripts. An exception is made in the science division, where students who take courses needed for admission to medical school receive both a narrative evaluation and a letter grade. For medical schools, an official transcript is sent along with a separate listing of grades in science courses.

The Dean of Studies office monitors student progress as well. At the end of each term, the office conducts a formal review of the evaluations of every student. That office has also initiated an early assessment system for academically troubled and first-year students, so that problems can be attended to at an early stage. Students at any stage of their studies whose work is determined by the Dean of Studies or ECC to be unsatisfactory may be placed on academic probation. Rules governing academic probation are in the Student Handbook, as are rules regarding academic progress. Failure to meet the College's expectations in regard to quality of work and timely progress toward a degree can result in a student's being required to withdraw from the College.

Candidates for graduation are evaluated by the appropriate division(s) or faculty sponsors and ECC to determine if their total record represents the quality and substance of work that a degree from Bennington implies. Candidates are then recommended by ECC to the faculty and by the faculty as a whole to the Board of Trustees for graduation.

New curricular offerings are generated by faculty members working individually or collaboratively, within or across divisions. Faculty members in the division(s) then review the proposed offering and approve or reject it. Divisions are expected to ensure the academic integrity of a curriculum that responds to student needs as well as faculty interests. The other major curricular offerings are tutorials, requests for which originate with the student. These requests must be approved by the counselor, the tutor, and the appropriate division(s). The process is outlined in the Student Handbook.

Due to the flexible nature of the curriculum and the fact that the Bennington viewbook/catalog is a biannual publication, the catalog lists representative courses, most of which have been taught within the preceding two-year period. Specific courses for each term are compiled by the Dean of Studies office and published according to the following schedule: In the spring term, when fall registration takes place, the course schedule for the upcoming academic year is published; an updated spring term schedule is published each fall before spring registration.

The Educational Counseling Committee (ECC) is an 18-member body of the faculty, representing all divisions and chaired by the Dean of Studies, the purpose of which is to oversee students' academic plans and progress. ECC members are appointed by the Dean of Faculty in consultation with the Dean of Studies.

Courses are reviewed through course/instructor evaluations completed by students after each term, in which they assess the course's successes and failures. Students discuss these assessments in class and the Student Educational Policies Committee (SEPC) class representative assembles a summary. The summary and individual forms provide feedback to the faculty member and enable evaluation of the course and instructional methods. Additionally, SEPC divisional representatives meet with students studying in divisions each term to assess the overall program of study.

Field Work Term (FWT)

Field Work Term (FWT) consists of an eight-week term in January and February of each year, when students take jobs (paid or volunteer) in their career fields or areas of interest or conduct independent studies with faculty sponsorship. Students are required to work a minimum of 30 hours per week for the period. Completion of one FWT period for each year of study is a requirement for graduation.

At the completion of each FWT, the employer/academic sponsor evaluates the student's work and the student writes a brief paper describing and evaluating the experience. Both are read by the Director, who makes the determination of a pass/fail grade. The evaluation becomes a permanent part of the student's academic record.

Students engage actively and directly in the placement process, assisted by the Student Placement/FWT Office. Annual mailings generate approximately 1,000 job listings in different career fields. The Director and Assistant Director work with students individually and in workshops to help them develop professional resumes and prepare them for job interviews and searches. A Guide to the Field Work Term handbook is available to all students; a copy is available in the team workroom.

Alumni support the FWT program by providing job and housing opportunities. Job-a-thons have been instituted recently in major cities, including New York, San Francisco, and Boston. The office maintains a list of housing options for student use.

A grants committee, with the director serving as chair and composed of faculty and administrative representatives, administers grants that allow students to take non-paying FWT internships. These total approximately \$2,700 and help support between five and seven students annually.

The office also assists students in making career decisions and developing job search strategies and techniques. The office maintains job listings for permanent, part-time, and summer jobs. In 1990 the FWT office developed a mentorship program that recruits alumni to serve as a network for current students and alumni. About 800 alumni have volunteered.

Study Abroad and Other Off-Campus Programs

Bennington has a number of study abroad programs, administered by the Dean of Studies office. Students who have had a Tentative Plan approved and are in good academic standing are eligible. The same academic procedures apply for study abroad as for work at Bennington, including discussion with counselors and instructors and ECC review. Bennington abroad programs include:

- Amsterdam Exchange with The Theatre School in Amsterdam, Holland. A program designed for dance majors and offered each fall term.

- Bennington/Antioch Program in Germany. In cooperation with Antioch College's Education Abroad Program, students can spend one semester or a full year at the Eberhard-Karls University in Tübingen with access to the full range of courses available at the university.

- Paris Program. The program is offered in the fall term of even-numbered years. Students of all disciplines are welcomed, but must have completed at least one year of college-level French. Course offerings include language, art history, music, literature, history, and filmmaking.

- London Program. Two Drama Division programs are available in conjunction with the British American Drama Academy (BADA): the Program in Performance, offered during alternate fall terms, and the London Theatre Design Program, which is offered every fall term. Design students also work with The Motley Design School.

- Individual faculty members have created programs that combine study abroad with FWT, including regularly-offered voice programs in Mexico and Portugal and Spanish study in Madrid and Granada.

- The School for Field Studies, a consortium formed five years ago of which Bennington is a charter member, involves courses in field biology taught at research sites on five continents. Students are fully involved in ongoing research as well as course work in biology, resource management, and environmental concerns.

Bennington has a cross-enrollment program with Williams College that allows limited numbers of students from each college to take courses not offered at their respective schools. Bennington and Southern Vermont College have a program through which faculty and staff at both institutions may take classes at the other with tuition fully remitted.

Students may take a leave from Bennington to spend a term or year at another institution. In order to qualify, students must be in good academic standing, justify such study as part of their overall program, and secure the approval of ECC or the Dean of Studies office. Credit toward the Bennington degree is evaluated after the student's return. The Dean of Studies office has information available for students on study abroad programs at other institutions.

Appraisal / Undergraduate Degree Programs

Both this self study and the Deans' Study have dealt centrally with curricular issues and hence what follows incorporates evaluation from both. The Academic Structures and Curriculum (pp. 11-14) sections of the Deans' Study are the most relevant. An additional perspective is provided by an ad hoc committee appointed by the President in the fall of 1993 to examine residential life.

The academic strengths of the College remain inseparable from its originating ideas: students taking responsibility for designing their education; the central role of academic counseling; the immersion of students from the outset in the center of the working life of the faculty; the continual pursuit and elaborations of the interrelationships between life inside the classroom and life in the world (the Field Work Term, emphasis on the practitioner teacher, teaching and learning as performing arts). In those instances where the college works, the power and intensity of the educational experience remain formidable.

The academic weaknesses of the College are: the recalcitrant rigidity of the divisions and the subsequent problems for faculty and students in putting together educational programs that transcend divisions; the unevenness in the quality of the counseling experience; the excesses of the focus on the individual and, conversely, the inadequacies in the experience of shared purposes and of social responsibility; an absence of uniformly high standards with respect to the demands made on students; and the freshman year experience. A discussion of these problems follows.

Divisional Structure

The Deans' Study notes that "since the organization of faculty, curriculum, students, and even our conversations is shaped to a large degree by the divisional structure, its limitations—and they most certainly exist—are matters of the utmost importance and concern."

The most obvious limitation is that students pursuing cross-divisional plans "sometimes experience a wide range of perceived resistance and obstacles." Less obvious, but no less important, are the growing tensions between the accumulation and fixing of requirements set by the divisions and the assumptions elsewhere regarding students' obligations to shape their education, as noted in the Study:

Tensions exist between the idea of the Plan, which insists on the responsibility of students to provide shape to the Bennington education, and the increasing role of divisions in providing that definition through practice and/or written guidelines. There are growing concerns because of increased pressures on students to make decisions very early with minimal responsibility for their choices. The discrepancies between divisional requirements have created another order of tension, if not an actual contradiction, given the intention of the Plan to emphasize a preliminary period of exploration and then to increase individual responsibility for its development.

Counseling

Significant disparities exist in the talents that both faculty and students bring to this aspect of the educational process. Nonetheless, as the Deans' Study points out, counseling is "a centerpiece in a Bennington education," its importance reflected in the fact that counseling obligations constitute the equivalent of teaching a course. If counseling is to work effectively across the College, more needs to be done on a number of fronts: building a stronger consensus among the faculty on the importance of counseling; developing adequate feedback to help achieve full faculty and student participation; orienting faculty—new and old—to the demands of counseling; revitalizing faculty understanding of and commitment to the responsibility of students in designing their education. The Study also observes that since knowledge of the full range of faculty and curricular resources throughout the College is critical to successful counseling, some of the difficulties are a reflection of the absence of a perspective on the College that extends beyond the context of divisions.

Standards

Increasingly, both students and faculty have expressed concern about the absence of uniformly high expectations and consistently high standards. This matter received its fullest expression in a set of recommendations submitted to the President by a committee on residential life consisting of students, faculty, and staff. Two main concerns emerged: "lack of academic rigor and the lack of integration of residential life with academic life." The report recommended "a meeting for faculty to discuss concerns regarding academic standards," and the need to achieve "a college-wide consensus and knowledge of the demands of each division...a clearer understanding of academic expectations that is consistent in all divisions." The committee's recommendations are available in the team workroom.

The Freshman Year

Bennington has long recognized that its first-year experience can be overwhelming, and several years ago, with the assistance of the Lilly Foundation, a College committee studied the situation and made recommendations, several of which are in practice. Part of the difficulty of the first year is that Bennington requires a high degree of self-directedness and self-motivation that can be overwhelming for first-year students. Another concern is that

Bennington has historically blurred distinctions between first-year and more advanced students; students here tend to be recognized by their achievements and abilities, not by class year. The College must therefore strive to improve the first-year experience without unduly isolating those students.

Because the counseling system is so critical to students' successful progress through Bennington, the College continues to work on improving it. Last year, Bennington strengthened its first-year counseling program by choosing 30 especially effective faculty counselors to counsel freshmen. Several meetings were held during 1992-93 with first-year counselors and counselees separately and together. The program is being repeated for 1993-94.

In addition to the strengthened counseling measures, the Dean of Studies office instituted an early assessment system, asking teachers of first-year students to make them aware of the overall workload in their freshman courses as early in the term as possible and to monitor early work closely. Faculty counselors were apprised by the Dean of Studies if their first-year students were experiencing academic difficulties, and those students were encouraged to speak to the Dean or Assistant Dean. Orientation for new students was also strengthened. Planned by a faculty member, it achieved a higher degree of integration between academic and social activities than in prior years.

The Field Work Term

Challenges continue in FWT implementation. While overall student response is positive, the difficulty of finding paid jobs and housing frustrates many students. In addition to the financial burden of FWT, many point to first-year students' difficulty in making the transition from school to their first FWT. At the other end of the spectrum, seniors often want to use the last year to work on their projects.

Although the office offers a variety of services for general career development, students and faculty view it primarily as the FWT Office. Aggressive communication to students and increased contact with faculty will help to re-orient the community to this expanding role.

The office currently provides counseling to alumni on an informal basis. Since the office increasingly seeks alumni support and since alumni of all colleges are seeking increased assistance from their alma maters for their own career concerns, it seems imperative to establish more formalized alumni career services.

Study Abroad and Off-Campus Programs

The value of such programs is universally acknowledged; the problems are in their implementation, given the size of the College. The amount of time and effort required to administer these programs given the necessarily limited numbers of student participation provides a continual conflict between programmatic needs and institutional resources.

Projection / Undergraduate Degree Programs

The entirety of Bennington's undergraduate programs is under review in the context of the Symposium. What will frame and inform those discussions are the principles enunciated in the mission section and some of the particular embodiments of those principles such as: counseling as a central activity; the participation of students in the design of their education (referred to as the Plan); some form of a Field Work Term. Emphasis will be on developing areas such as public service, and environment/ecology, not only because of their intrinsic value, but to focus much more on an ethos of interdependence, on a recognition of the inseparability of individual freedom and social responsibility. Areas such as film/video/multimedia and technology that are currently virtually absent will be developed. Others will be significantly transformed. If anything, even greater emphasis will be placed on treating all areas of the curriculum as performing arts.

Limitations in the infrastructure and governance that affect programs—the divisions as currently constituted, the ambiguities about the authority of those individuals and committees responsible for overseeing the character and quality of curriculum—will be addressed.

More specifically, the creation of the new position of Dean of Admissions and the Freshman Year will focus attention and responsibility on the freshman year from a perspective that is especially knowledgeable about entering students and especially concerned about what happens to them after they get here. The President's January 6 memo announcing this position and its rationale is available in the team workroom.

Progress has been made in strengthening Bennington's counseling system. Given its complex challenges and its importance, ways of continuing to address counseling must be ongoing.

Bennington's system of narrative evaluations undergoes continuous informal review. Some faculty members and students question whether this system places Bennington students at a disadvantage when applying to graduate schools where a student's GPA is a common comparative measure. The consensus continues to be that the value of written evaluations outweighs perceived disadvantages. In exceptional cases, the Dean of Studies office has provided an estimated overall GPA based on the evaluations, and as noted, an exception is made in the science division. Bennington continues to work on ways to strengthen narrative evaluations and to be sure that Bennington students are not penalized by the system.

Much thought is being devoted to Field Work Term: how to integrate it with a public service emphasis; how to respond imaginatively and effectively to the limitations in the current job market; whether students should stay on campus during their freshman and senior years and what that might mean for expanding on-campus academic programs.

Less cumbersome models of study abroad have been used periodically at the College (such as using Field Work Term) and are being given more attention; it is likely we will take fuller advantage of study abroad programs that are administered elsewhere.

Bennington has no formal system to assess the effectiveness of its educational programs vis-à-vis comparisons of student achievement, percentage of graduates attending graduate schools, and reliable records of recent graduates' occupations. As noted, the responsibility for institutional research has been assigned to the office of the Dean of Admissions and the Freshman Year, and improvement in this area is expected.

If Bennington is to be competitive today and into the 21st century, there can be no compromise on the matter of its excellence and distinctiveness. No ambiguity, real or perceived, should exist about its academic seriousness, its expectations, its consistent implementation of high standards. During the Symposium, every effort is being made to generate ideas that will have the imaginative power and scope to drive the necessary process of transformation. This is no small task—but compelling and innovative ideas are at the heart of Bennington's story, and to depend on them is to rely on its greatest strength and its richest tradition.

II. Graduate Degree Programs

The College currently offers Master of Fine Arts degrees in dance, music, and visual arts. In each case, a two-year program of study is individually structured by students in consultation with the division and a faculty advisor. Two full academic years in residency at Bennington are required for the degree. These programs are taught by faculty in the respective divisions, and there is ample opportunity for students to perform, exhibit, and, where appropriate, assist in teaching. Qualified students may be awarded assistantships. Current enrollment (fall 1993) in dance is 4; in music, 3; in visual arts, 15. These programs are administered by the divisions in concert with Admissions and the Dean of Studies office.

Bennington also offers a Master of Arts in Liberal Studies, designed to provide a context for students seeking a thematic course of study, with concentrations that cross disciplinary boundaries. As part of the admissions process, applicants propose the theme in a statement of educational intent. The program is currently in an initial stage with two students enrolled, both in regular residence. The amount of time necessary to complete degree requirements varies depending on the students' course of study and the pace at which they pursue it. In all cases, a substantial independent project is required.

The Bennington/Bank Street Program offers a collaborative program for students seeking teaching certification in early childhood, elementary, or middle school education. The program leads to a B.A. from Bennington, an M.S. from the Bank Street College of Education, and a recommendation for teaching certification at the end of five years. The program usually averages two students per year.

The Post-Baccalaureate program in premedical and allied health sciences, instituted in 1980, provides preparatory work for medical and veterinary schools. Save in exceptional cases, the program takes two years to complete. Students are integrated into the undergraduate science program with all of its individual, hands-on emphases. Current enrollment is 20.

In January 1993 the College appointed Liam Rector, Director of the Bennington Writing Workshops, to develop and direct a low-residency Master of Arts/Master of Fine Arts Program in Writing and Literature. The program began in January 1994. It includes two 10-day residency periods each year, and normally takes two years for completion. Between residencies, students work one-on-one with faculty preparing manuscripts and working on reading materials; each faculty member is assigned a maximum of five students. Faculty includes a core staff of five who, in addition to running workshops during the residency periods, serve as mentors throughout the year. The associate staff of nine participate in lectures and workshops during the residency periods. All faculty members must be active and recognized writers of distinction. A brochure and faculty list is available in the team workroom.

Appraisal / Graduate Degree Programs

Efforts to expand existing programs in the visual and performing arts have met with varying success. In the area where there has been dramatic growth—for example, the Visual Arts—strains have resulted as the pressure on faculty and space resources increases. The Music Division, on the other hand, has not been able to increase its applicant pool despite significantly increased promotion of this option. The Dance Division faces a similarly tough marketing problem, but has increased its applicant pool; in its efforts to promote dance it has been energetic and elegant in exploiting the College's history of dance. The division continues to explore collaborative relationships with other institutions as ways to offset the marketing problem. Graduate students have also focused attention on a recurrent issue at Bennington—whether or not the overwhelmingly hands-on approach allows the role of history to be adequately addressed.

The new MA/MFA Program in Writing and Literature has just completed its first session. If the success this effort had in recruiting its first class (25 instead of the projected 20) and the excitement it has generated in its inaugural session are any measure, the potential in this area is very promising.

While not providing a graduate degree, an instance of Bennington's potential in the area of serious education for students who have completed an undergraduate education is the extraordinary success of the postbaccalaureate program that provides the curriculum necessary for admission to medical and veterinary school. Not only has it grown dramatically in size, it has also become an acknowledged leader in an extremely competitive arena. This is particularly striking given Bennington's reputation in the world as an institution committed primarily to the arts and pointedly not known for its work in the sciences. Here too, as in the visual arts, success has its other side: as the numbers of postbaccs grow, the problem of successfully integrating their needs (and styles) with those of undergraduates is an increasing challenge.

The Bennington/Bank Street program has been a successful collaboration. Its enrollment has remained steady at an average of two per year from an average yearly pool of between five and ten students studying in early childhood education. As part of the program, students spend a full year in teaching internships. While at Bennington they have ample opportunities for on-site work

with children at the Early Childhood Center; they also have the full resources of Bank Street College at their disposal. Job prospects for graduates are excellent: The program is New York-certified, with reciprocal arrangements in 46 out of 50 states.

The MALS idea may well grow should the resources of the College grow, but until then will remain a pilot program.

Projection / Graduate Degree Programs

Bennington's focus on individual and highly focused work and its tradition of collaboration between student and faculty give it special potential as a model for graduate education. Moreover, there is a need today for alternative educational options that are serious, imaginative, and take greater advantage of the maturity of graduate students. For these reasons and because graduate education is a wide open area for expansion, it has been a focal point of thinking about extending the educational reach of the College. Programs along the lines of the new Bennington Writing Seminars, with its low-residency and high seriousness, are particularly consistent with the interconnecting and collaborative design of the College.

Ideas currently being evaluated include graduate education for teachers that might take maximum advantage of the Early Childhood Center and the College's distinctive pedagogical traditions, and a graduate program combining clinical psychology with neurobiology. Also under consideration is the creation of an Institute for Graduate Studies that would consolidate all graduate programs and the appointment of graduate dean who would administer and initiate programs.

However the College proceeds in the area of graduate education, it will do so with great care, resisting the temptation to expand programs without adequate support personnel and funding.

III. Scholarship and Research

Creative activity—in the form of scientific or scholarly research, performance, creating works of art or literature or music—is at the heart of the Bennington idea. From the beginning, Bennington has expected faculty members to pursue a high level of professional activity, and the College strongly encourages faculty members to share their professional lives with the campus community. Along with teaching and service to the College, Bennington considers professional activities when hiring faculty and evaluating them for contract renewal.

Through the office of the Dean of Faculty, the College annually provides modest support for faculty development. Funds can be used to defray all or part of the expenses associated with preparation of manuscripts, reproduction of musical scores, creation of works of art, and expenses associated with communicating with professional colleagues. The amount of the total faculty development budget for 1993-94 is \$36,000; awards generally range from a few hundred dollars to \$2,000.

Appraisal / Scholarship and Research

Because Bennington expects its faculty members to integrate active professional lives into their teaching, ongoing professional development is central to the vitality of the College and curriculum. It is the clearest possible illustration of Bennington's commitment to integrating work and life. Faculty members often include students in outside projects, including dance and music performances, scientific research, and drama productions. Levels of professional activity among faculty members vary greatly, however, and the College is pursuing ways to address that unevenness.

The Deans' Study, in acknowledging the potential for conflicts between professional demands and teaching commitments, recommends even greater interaction on campus:

If Bennington is to maintain its commitment to making the classroom a place where faculty invite students into the center of their working lives, legitimate conflicts can emerge when professional demands must be met off-campus. The academic calendar with its two-month break in midyear is intended in part as a response by providing an opportunity for extended periods off-campus other than in the summer. We think there is a need to explore even further ways in which the College can be a place that is hospitable to faculty professional life.

IV. Instruction

In a college where the student/faculty ratio is eight-to-one and where all faculty members teach all levels of classes, teachers and students come to know each other well. Faculty members deliver curriculum at Bennington in small, seminar-style classes and tutorials, often one-on-one.

To evaluate the effectiveness of instruction, students meet twice each term with their class SEPC representative (and without the teacher) to discuss course content, the instructor's response to student work, and other class-related topics. Following the first discussion, the SEPC representative meets with the instructor, who then discusses the evaluation with the class as a whole. At the end of term each student completes a questionnaire assessing the course and instructor. Class SEPC representatives summarize the evaluations. The instructor receives the summary in addition to individual evaluations at the discretion of each student. Divisional SEPC representatives meet with students in their division at least once a term to discuss problems with curriculum or instruction. If there are concerns, divisional representatives present them to the faculty at division meetings. This interactive and ongoing review process between students and faculty is the primary formal means for ensuring teaching effectiveness.

Bennington's system of academic counseling is discussed above in the description and appraisal sections of "Undergraduate Degree Programs."

Appraisal / Instruction

The Deans' Study addresses issues of teaching effectiveness from the standpoint of student and faculty involvement.

The importance of student involvement in this aspect of the review process at Bennington is evident in the very existence of SEPC and its policies. Discussion is ongoing among the students and faculty and between the SEPC and the Deans to develop a working consensus about student and faculty responsibilities in this regard. SEPC is a major voice for students at Bennington College. Too often students treat the process as a burden instead of as an opportunity to affect their academic lives. Serious efforts are being made to engage students more fully in the process.

The Study also notes a growing interest on the part of students for exploring matters that extend beyond individual faculty and courses. Areas of particular concern include the primary importance of teaching in evaluating faculty, difficulties with interdisciplinary programs, inadequacies in the process of course/instructor reviews as to procedure and implementation, and the need to evaluate all personnel who teach.

In terms of faculty involvement in evaluating teaching effectiveness, the Deans' Study notes that no formal College-wide procedures currently exist for peer review of teaching. Also, although counseling of new faculty by the division chair is mandated in the faculty handbook, this has not generally been the practice. The Deans' Study recommends the following:

At the end of a new faculty member's first year, the division chair will speak with the faculty member's colleagues and SEPC class and division representatives. The Dean of Faculty, after consultation with the division chair, the Dean of Studies, and SEPC representatives, will meet with the new faculty member to discuss his/her strengths and weaknesses. If there are problems of a serious nature, the Dean of Faculty can refer the matter to the Faculty Personnel Committee.

The Study affirms the importance of faculty peer review of teaching, cites proposals being considered to institute such a program, and requests that, until such programs are in place, faculty "open their classrooms to their colleagues, for feedback and a more informed evaluation at the time of review." The science division has already initiated a peer review program.

Projection Scholarship and Research / Instruction

Teaching is unequivocally the central priority at Bennington. Moreover, many of the conventional versions of academic scholarship are irrelevant to Bennington's pedagogy. It is, however, precisely because that pedagogy emphasizes the inseparability of theory and practice, thought and action, and because it sees the teacher and eventually the student as practitioner, that an active professional life for faculty is of the essence. Inconsistencies in the application of these

criteria abound at the College. A major challenge in the planning that is going on is to find ways to diminish radically those inconsistencies. That in turn means addressing how faculty are selected and how they are reviewed. This is certainly one of the most complex and difficult issues facing the College; it is also one of the most urgent.

V. Admissions and Retention

Effective February 1, 1994, a new position was created to oversee Admissions and connect its administrative leadership fully with the life of the College. The Dean of Admissions and the Freshman Year will direct the activities of the Admissions staff and coordinate the development and implementation of policies aimed at improving the quality of the first year. As mentioned earlier, President Coleman's memo to faculty and staff articulating the need for this position is available in the team workroom.

The College seeks applicants of diverse backgrounds capable of making intelligent and responsible use of the academic and personal freedom that Bennington offers. Students are valued who are able to present a well-balanced program of study in high school and whose interview and essays, as well as transcripts, recommendations, and test scores indicate self-motivation and a willingness to take themselves seriously as thinkers, artists, and scholars.

Applicants are required to submit standard written materials (the secondary school transcript, two teacher recommendations, Scholastic Aptitude Test or ACT scores), two essays, a graded expository essay, and a written statement from parents. Students are also encouraged to submit samples of work or evidence of special talents or accomplishments. Interviews are an important part of the evaluation process.

The Admissions Committee, made up of the entire professional staff, assesses application materials to obtain a composite picture of the applicant. They look for signs of curiosity, creativity, academic discipline, and the personal qualities of integrity, maturity, respect, and concern for others.

For transfer applicants, the process additionally requires transcripts from all post-secondary institutions and recommendations from at least two recent faculty members. Two-year transfers are required to interview with a Bennington faculty member in the area of their prospective major. Bennington does not automatically assign a transfer student status as a first-, second-, or third-year student, but considers the student to be entering without defined class rank. Transfer credit is awarded based upon the program of studies the student has undertaken both at the former institution and at Bennington. While the Dean of Studies office will make an estimate of transfer credit and class standing upon acceptance, official granting of credit is made by ECC when plans are presented for approval. Generally, credit will be accepted for liberal arts classes with grades of C or better from accredited two- and four-year colleges. Students must normally spend at least two years in residence at Bennington to earn a degree.

Students wishing to enter Bennington before completing high school may apply for Early Admission and should have the strong support of family and school. Bennington offers Early Decision and Early Action plans to give candidates early notification of the Admissions Committee's decision. Students may defer their acceptance to Bennington for up to a year.

Bennington does not give credit for advanced placement, prior learning, or independent study outside the aegis of the College. It may, however, allow a qualified student to enter an intermediate level class. These requests are evaluated on a case-by-case basis by the faculty member concerned.

Bennington recruits and enrolls a diverse international student population. Financial aid is available to international students on a limited basis. Students must be able to read, write, and speak English fluently. Tutorials for non-native speakers of English are offered each term.

In the case of students with special needs, Admissions alerts the Dean of Studies office and suggests specific counseling or housing assignments. Prior to each term, the Admissions staff meets with the Dean's office and the Student Life staff to discuss the new class and to identify and devise support for students with special needs. Their progress is tracked by staff members throughout the year.

For students interested in developing or refining basic writing skills, Written Composition I and II are offered each term as non-divisional courses. Faculty often make the referrals to these classes, and there is agreement and support for their inclusion.

The Office of Admissions handles application materials for the College's graduate and post-baccalaureate programs. Admissions decisions are made by the faculty of each division after consultation with the Dean of Studies. Decisions about graduate transfer credit are considered by the appropriate Division and by the Dean of Studies office.

Appraisal / Admissions and Retention

Enrollment at the College has declined dramatically since 1989 from an annualized enrollment of 576 to a current annualized enrollment of 435. The decline seemed to level off in 1992 at an average of 170 entering students (from an average of 190) and financial aid was coming increasingly under control from 25.5% of the comprehensive fee revenues in 1987 to 23.2% in 1990. This decline in enrollment was nonetheless sufficiently serious to initiate a series of responses, first making major cuts in administration, then cutting eight faculty positions.

Beginning in 1991 the financial aid budget began to climb precipitously; when it reached 33% the following year, the Board of Trustees responded by suspending business as usual and developing a two-year transition plan to design and to implement whatever changes were necessary to alter the competitive position of the College. It was fortunate that the Board of Trustees took this action, because in the following fall 1993, the number of entering students plummeted to 132 (from a projected 180) and the financial aid budget continued to rise, now constituting 37% of comprehensive fee revenue. The usual warning signs were absent. Inquiries had increased 25%, applications 6%. It was not until the last stage of the process—the yield of acceptances by applicants to the offer of admission—that the magnitude of decline was apparent.

Until fall term 1993 our yield in recent years has averaged 47%; in 1993 it was 39%. To understand what happened, it is necessary to look at very different kinds of variables—those concerned with quality. In this same time frame beginning in 1988, efforts were made to

increase the quality of the entering class, a difficult task in the short term under any circumstances, since high schools are, properly, very wary of recommending strong students once an institution lowers its admissions standards, which the College had done in the mid-1980s. In the context of the demographic and fiscal pressures of the last five years, such an effort is even more difficult. Nonetheless the College kept pressing in the direction of raising admission standards, since higher standards were felt to be absolutely essential to its educational and long-term fiscal integrity. This effort had its most dramatic success this past fall, with an increase of 55 points in the median SAT scores over the previous year. A consequence of this success, however, was to increase the competitive challenges the College faces; the lowering of the yield is most assuredly a sign of that. Painful as the short-term consequences are, these statistics with respect to the increased quality of the entering class (and the reports of the faculty that confirms what they suggest) are a sign of the long-term health of the institution. Bennington is most certainly a college that works by making substantial demands on students; compromises on admissions criteria are extremely costly.

The pressure on Admissions to increase the quantity and quality of the applicant pool has been relentless, and much remains to be done within the office itself to make it as effective and distinctive an operation as possible. Those efforts continue unabated, most recently with a significant upgrading of the leadership of Admissions to the level of Dean and the integrating of that position with leadership of the freshman year. Data of critical importance to admissions remain to be properly gathered and organized. Stability in leadership or in staffing remains to be achieved. Innovative ways of using the full resources of the College are yet to be fully implemented, although much has been accomplished on this front. The conventions of admissions are more difficult to rethink than they should be, but that too is beginning to change.

Projection / Admissions and Retention

A number of improvements undoubtedly can and will be made in the Admissions operation. Many have already been realized, most notably in the quality of its publications; its systematic planning, long- and short-term. No efforts should be spared in this arena. But any notion that the solution to this enrollment crisis is going to come from changes in the Admissions office is dangerously misplaced. Solutions to the magnitude of the enrollment and financial aid numbers will require a very different order of change, as has been fully recognized by the Board of Trustees. The central mission of the Symposium is to reconfigure the educational viability of the College in such a way as to recruit a student population of 600. That means designing a College that will double the applicant pool while sustaining and even increasing its quality and diminishing attrition.

Preliminary discussions between the President and headmasters of selected high schools have been very encouraging, especially if Bennington actually implements the kinds of ideas it is contemplating for revitalizing existing programs and developing new ones. A critical advantage in the marketing of its changing character is that at its most vital Bennington has been associated with serious and bold innovation. While complacency is particularly dangerous for this College, Bennington is uniquely credible when it speaks the language of imaginative innovation.

Another area where improvement has a transforming potential is retention. Currently half of the entering class does not graduate from Bennington. There are many reasons for this having to do with issues we cannot (and should not) change, but insofar as limitations in the quality of academic and social life play a part, change is imperative. Positive change in this pattern of attrition would have an especially powerful (because exponential) impact on enrollment.

VI. Special Programs

Special programs with instructional or enrichment activities include the Bennington July Program, Bennington Writing Workshops, and Alumni College. Administered by the Assistant to the President and Director of Special Programs, these programs are consistent with the mission and purposes of Bennington College and serve as important connections to a wider community.

The Bennington July Program, now in its 15th year, is a four-week "taste of college" for high school students aged 15 to 18. Offering 33 courses, the Program regularly draws 240-260 students each summer. By maintaining a student-faculty ratio of approximately nine-to-one, incorporating private tutorials in addition to classes, and integrating academic life into residential life, the July Program embraces the Bennington spirit of exploration, experimentation, and learning by doing. Academic credit is offered. Nationally recognized as one of the best of such programs, the Program generates critical revenue for the College as well as serving as a recruiting tool. About 10% of July Program students eventually apply to Bennington, and since 1988 between 5 and 15 July Program alumni have enrolled at the College each year.

Bennington Writing Workshops, founded in 1977, continue as one of the country's leading summer writing conferences. Two consecutive two-week sessions are offered each July; about half of students attend for the entire month. Courses are offered for undergraduate and graduate credit. Enrollment in the Writing Workshops suffered in 1991, but new leadership led to increased enrollment in 1992 and 1993, with 121 and 145 students, respectively. The quality of both the faculty and students is the best objective evidence of the value of this program; a listing of faculty and readers for 1993 is available in the workroom.

Inaugurated in 1991, Alumni College offers a week-long program of courses, seminars, tutorials, workshops, laboratories, studios, and individual study. No credit is given. Total enrollments have been modest, but not the diversity of participants which include alumni, parents of alumni, parents of current students, former faculty, friends of the College, guidance counselors, and staff.

Also administered by the office of Special Programs are community relations efforts and educational initiatives.

Community outreach has been greatly improved through the formation of a College Community Relations Committee, which includes local College alumni, Bennington town leadership, College staff and faculty. In the last two years the Committee has developed a panel discussion series, "The Bennington Forum," designed to engage members of the surrounding communities in conversations with panelists about local, state, and national issues. In addition, in the spring of 1993 the Committee kicked off the College's first "College Community Day in May" which drew roughly 200 town residents to the College campus. These efforts have been praised by the local newspaper in their 1993 highlights review. To encourage further integration of the College and its

community, Bennington has a special student program in which local residents can take courses at half price. Additionally, the Presidential Scholars program permits selected students from area high schools to take one course per term at the College without charge.

The College also offers use of its facilities during non-term times to maximize community exposure. Organizations for which the College has provided space and support at no charge include United Way, Retired Senior Volunteers Program, the Chamber of Commerce, Oldcastle Children's Theater, the Vermont Multiple Sclerosis Society, Temple Beth Israel, Sage City Symphony, Girl Scouts, Vermont Council on the Arts, and many others.

During the past fiscal year, more than \$300,000 was raised through fees charged for use of facilities. The College's educational mission is considered before renting to any outside group. Rentals include The Chamber Music Conference, Art New England, The School of T'ai Chi, The Nature Conservancy, and others. The College also provides use of its science facilities on a cost basis to the Community College of Vermont.

The Special Programs office also coordinates ideas for auxiliary academic programs, three of which have emerged recently:

- Bennington College summer graduate courses for Vermont teachers of science, and/or teachers who are Vermont residents (held July 1993);

- Bank Street College of Education and Bennington College summer graduate courses for Vermont teachers (plans for 1993 did not materialize; the program will be offered in 1994);

- Bennington has become an approved Continuing Education Unit (C.E.U.) Provider in the State of Connecticut and will explore offering C.E.U. courses for Connecticut teachers of music at the Kent School in Kent, Connecticut (July 1994). The College plans to make C.E.U. provider application to other nearby states.

Chapter Five

Faculty

The heart of the Bennington faculty's responsibilities in teaching, counseling, and professionalism is defined in the Deans' Study:

Teachers. At Bennington, teaching methods are generally expected to be collegial and participatory. In exchange for relative freedom to teach what interests them most, teachers assume an obligation to try to engage each student (including those least experienced) in their broader intellectual and artistic enthusiasm. Through individual attention, teachers are expected to enable each student to exceed his or her grasp and to encourage and emphasize scholarly, scientific, and artistic self-expression so that learning is understood as an active and creative undertaking. At the same time, faculty expectations of each student must be high and the standards of each discipline must be met. Finally, faculty members are themselves expected to thrive in the classroom. In some expressible ways, teaching should contribute to their professional lives as writers, scientists, choreographers, composers, scholars, artists, and makers of theater.

Professionals. Bennington's pedagogy requires faculty members to bring a lively and developing professional life to the campus and the classroom. The specific mode of such a life depends entirely on the faculty member and his or her discipline, but it must be explicitly demonstrated, shared with colleagues and students, and evaluated by outside peers. Students and colleagues should be actively invited into some aspects of that life—as apprentices, reviewers, observers, or visitors.

Academic Counselors. Trustees believe that regular, serious academic counseling is fundamental to the Bennington program for each and every student. Its purposes are several and include the oversight of an education of the highest quality each student can attain. A further and critical consequence of the commitment to counseling is that no Bennington student should leave the College without a mature, well-examined understanding of the choices, values, and principles that have shaped his or her education.

Bennington's faculty, which has no rank, is composed of 51 full-time and approximately 24 part-time instructors (60 1/2 FTE). Thirty-two faculty members have presumptive tenure. Seventy-two percent of full-time faculty members have received a doctoral degree in their field, within areas offering such a degree. Faculty-to-student ratio is approximately eight-to-one.

Each of Bennington's seven academic divisions has a chairperson, selected by election or rotation, who is responsible for chairing division meetings, approving the curriculum established by each division, representing divisional interests to the College, and overseeing divisional budgets.

Full-time faculty members are responsible for teaching two or more courses per semester, leading tutorials, acting as counselors to entering and advanced students, serving as faculty advisors to advanced students working on projects, and participating in rehearsals, performances, lectures, and special events as appropriate. All faculty members regularly teach entering as well as advanced students.

Faculty members are expected to serve on standing and ad hoc committees and to participate in a range of ongoing and special events and activities related to such areas as admissions, development, and orientation. They are also expected to pursue actively their professional interests and to integrate their professional activities into their teaching as much as possible.

Bennington has no separate graduate faculty, except in the case of the new low-residency M.A./M.F.A. Program in Writing and Literature, which employs a roster of prominent writer-teachers, two of whom are regular Bennington College faculty members. Part-time faculty members have the same kind of responsibilities as full-time, with proportionally lesser obligations of time. Adjunct faculty teach one or two courses with no counseling or committee obligations. Additionally, in the areas of languages and sciences, a total of six teaching assistants extend the work of the regular faculty. Nine out of 22 of the College's current graduate students do some teaching under the supervision of regular faculty as their experience in their field permits.

Responsibilities of faculty members are detailed in the faculty handbook. The handbook serves as a guide for policy and procedure. Parts of it are currently under review.

Faculty members, both full- and part-time, participate in formulating academic policies and practices through serving on the Academic Council and the Educational Counseling Committee (ECC). The composition and workings of the Academic Council are treated above under Planning and Evaluation. The ECC is a body of the faculty representing all divisions, chaired by the Dean of Studies. ECC members are appointed by the Dean of Faculty in consultation with the Dean of Studies to oversee students' academic plans and progress. They assess students' Tentative Plans and Confirmations of Plan, review academic standings, make determinations about transfer credits, and recommend candidates for graduation. The ECC has final authority in matters affecting student programs and plans.

In addition to the role that FPC and FPRC have provided in general personnel matters, these two groups came together with the Deans and the Vice President for Finance and Administration in the spring of 1992 to form a Steering Committee to recommend to the President and the Board of Trustees how the Board's decision to cut eight positions from the faculty be carried out. The Steering Committee consulted closely with the faculty about the cuts to be made, and their recommendations were accepted by the Board.

Faculty members participate in other institutional activities through membership on the Faculty Personnel Committee, the Faculty Personnel Review Committee, and the Budget Subcommittee of the Academic Council, all of which are elective offices. Appointive committee memberships for faculty include the Admissions and Financial Aid Committee, the Library Committee, the FWT Committee, the Safety Committee, the Facilities Committee, and the Academic Computing Committee.

Faculty are recruited nationally through notices placed in the appropriate professional newsletters often supplemented through other means, including notices in national newspapers and through word-of-mouth recruitment by current faculty, the Deans, and the President. Finalists are brought to campus for interviews with faculty, the Deans, the President, and current students. The academic division in whose ranks the opening exists makes a recommendation to the Dean of

Faculty, who reviews it, and if she approves it forwards it to the President, who in turn makes a recommendation to the Board of Trustees. Searches for part-time and adjunct positions usually follow the same process, with a less extensive search.

The College actively welcomes applications from members of minority groups. No special minority recruitment program exists. Out of 70 faculty members (including part-time appointments), four are African-American, two Hispanic, and two Asian-American. Additional diversity is provided by numerous foreign-body faculty members from Iran, Greece, Sri Lanka, Germany, England, Scotland, Northern Ireland, and Canada. Of these same 70 faculty, forty-three are men and twenty-seven women. Bennington does not differentiate between full-time and part-time faculty in terms of hiring guidelines. In regard to review of full- and part-time faculty, there are procedural differences; however, the same criteria of quality are applied in both cases.

Faculty contracts are normally offered for initial three-year terms, followed by three-year reappointments and five-year presumptive tenure terms. Reappointments are made by the Board of Trustees upon the recommendation of the President, which is made after review and recommendation by the Faculty Personnel Committee (FPC). In reviewing a faculty member for reappointment, the FPC consults that member's divisional colleagues, soliciting written comments on the candidate's competence, professional activity, and teaching ability. Responsiveness to student needs and contributions to working committees and other aspects of community life are also considered. FPC also seeks the opinions of those outside the institution to comment on the candidate's professional accomplishments. FPC reviews student comments from SEPC files and invites individual student comments at the time of the review.

Bennington's policy of presumptive tenure is meant to ensure the advantages and guard against the disadvantages of a standard tenure system. In contrast to standard tenure, there are periodic reviews of presumptive tenure appointments every five years, at which time FPC must exercise its options of recommending renewal, termination, or short-term presumptive tenure renewals. What differentiates this review from others is the presumption that the candidate will be renewed unless there are reasons to recommend otherwise, specifically, as outlined in the faculty handbook, "that the contribution to College life of the faculty member has markedly deteriorated or that he/she has substantially failed to perform the terms of the contract, or unless financial exigency or a change of educational policy requires the elimination of that teaching position." The purpose of these reviews is to ensure that those holding presumptive tenure appointments continue to maintain and enhance the quality of their work and to receive feedback from colleagues and students about their work.

In terms of staff, each of the seven academic divisions is provided with one division coordinator (except in the case of Dance and Drama, where the coordinator is shared) who handles all of the clerical work on behalf of the division. Students are employed by each of the divisions to provide additional clerical help.

The College, through the office of the Dean of Faculty, annually provides modest support for faculty development. Funds can be used to defray all or part of the expenses associated with preparation of manuscripts, reproduction of musical scores, creating of works of art as well as those expenses associated with communicating with professional colleagues. The Dean of Faculty announces to the faculty that funds will be available and provides a date by which requests must

be received. The Dean then makes allocations, and communicates the amount of the allocation to the faculty member requesting funds. A small portion of the faculty development budget is set aside as a faculty travel and conference fund to be allocated individually as requests are made.

Appraisal

By far the most precious asset of Bennington is its faculty; and at Bennington the responsibility for maintaining the highest possible standards in the recruitment and retention of faculty is overwhelmingly the responsibility of the faculty itself. While the President and the Dean of Faculty participate in this process, significant constraints on their role are reflective of where the balance currently lies. The Dean, for example, presides over the Faculty Personnel Committee and can vote, but does not have the option of presenting an independent assessment. If the President chooses not to accept a recommendation from the FPC, she must announce the intention to do so before the faculty.

Given the importance of the faculty and its role in this regard, concern that the faculty is not exercising its responsibilities adequately with regard to personnel matters is a matter of utmost importance. The Board request for a study by the Deans of how these matters are dealt with and whether any changes are in order was a response to that concern. On this subject, the Deans' Study is best read in its entirety; what follows are the most salient issues raised by the self study, enhanced by the work of the Deans' Study.

Bennington's small size and broad curricular reach (to include the visual and performing arts as an *equal* partner in a liberal arts education) have always sharpened the issue of what constitutes a critical mass in its faculty resources. The increasing departmentalization at the College, its emphasis on distinct disciplines and its de-emphasis on collaboration across disciplinary lines, serves to aggravate this issue further. Nonetheless, it is safe to say that insufficiency in faculty numbers is not the pressing need right now for the College given the luxurious faculty-student ratio and the traditions of passionate teaching that are so deeply engrained.

Bennington demands a great deal of its faculty, particularly with respect to being able to integrate their own work into the work of the classroom. Formal academic credentials such as the Ph.D. are not necessarily relevant, especially given Bennington's emphasis on the fusion of thought and action—the practitioner as teacher. In some areas such credentials are obviously more important than in others, but rarely are they decisive one way or the other. The current proportions, then, of such credentials are certainly adequate.

The area that is increasingly troublesome in regard respect to qualifications is a marked unevenness with respect to an active professional life that is subject to the public review of one's peers. This issue is particularly critical for Bennington because of its pedagogical commitment to practice and its historical distinction and recognition in the world. The urgency of the issue intensified when the Board of Trustees asked the Division of Literature and Languages to prepare a self study (at the same time it requested the Deans' Study) because of its concern for this division's apparent failure to exercise standards consistent with

the rest of the College or with standards comparable at peer institutions. The Board of Trustees has since asked the President to oversee directly all new appointments to the Division of Literature and Languages.¹

In 1987 Bennington ended a five-year freeze on faculty salaries and instituted a 7% annual faculty increase in order to close the gap between what salaries were and what they should be. Two years ago that increase was cut back to 5% and this year a one-year freeze on all salaries was imposed. Increasing faculty salaries remains a primary area for improvement.

Another matter in need of improvement is the Faculty Handbook, which needs to be updated and amended where changes in policy are called for. One outcome of the Deans' Study is clarification and policy action with Board of Trustees' involvement and approval that will lead to a revision of the Handbook.

As indicated above, the role of faculty in governance is extremely active. At issue is whether the current practice, policies, and procedures of faculty involvement are working to assure the maintenance of consistent and adequate standards. Opinions on this matter differ greatly and to a large extent these are matters of judgment that are difficult to objectify. There are, however, some relatively straightforward indications that there is reason to be asking the hard questions, most particularly the fact that in the last 20 years only three people considered for presumptive tenure have failed to be recommended by the FPC; only two under consideration for three year renewals have not been recommended; and all of those seeking renewal of presumptive tenure have been recommended. These proportions differ markedly from those at comparable institutions. Were the recruitment procedures exemplary, this pattern might be less noteworthy, but they are not. In fact, substantial variation exists in the procedures and the standards employed from division to division and, in some instances, case to case.

Another need that has emerged is for an explicit statement concerning issues of ethics and of academic freedom. A faculty committee has been appointed by the President to formulate such a statement in response to a recommendation from the Deans' Study.

Projection

The combination of the self study, the Deans' Study, and the Symposium along with the convergence of forces intrinsic and extrinsic, fiscal and educational, reflected and embodied in these acts of self scrutiny will undoubtedly lead to a number of changes in matters concerning the faculty—its governance, the nature of its contractual relationships, its procedures for recruitment and renewal, the definitions of faculty obligations, clarification of the distinctions between full- and part-time. The direction of some of these changes is evident from the recommendations in the Deans' Study; others will unfold in the context of the Symposium. The Deans' Study has provided an especially full opportunity for the faculty to present its views on these matters. The President and the Board of Trustees will also play a major role, with the Board being the ultimate arbiter.

¹This document requesting the Deans' Study also contains the request for the self study from the Literature and Languages Division. Materials bearing on the Board decision to transfer the direct responsibility for appointments to the President are also available in the workroom.

Chapter Six

Student Services

The Office of Student Life is engaged in fostering an environment conducive to the intellectual, moral, and emotional growth of each student. To support the educational mission of the College, this office serves as the bridge between the academic life of students and their life outside of the classroom. Through governing organizations such as Student Council, Student Educational Policies Committee, Academic Council, House Chairs Committee, Recreation Committee, and Residential Life Committee, students join with faculty members and administrators in shaping the academic and non-academic features of the College.

Self-governance at Bennington operates within a context of rules, regulations, and policies intended to ensure the health, safety, and well-being of the whole community. The Student Handbook, revised annually, details the tenets governing student behavior.

Orientation

Orientation comprises both pre-orientation training for student leaders and House Chairs and the program for new students. For three and one-half days, training for student leaders and House Chairs (students chosen by their peers to ensure that the life of the house proceeds smoothly and safely) covers substance abuse, safety and security, mediation, and College systems.

Orientation for new students introduces first-year, transfers, and re-entering students to the College—to the campus itself, to College programs, to faculty advisors and to one another. Prior to arrival, new students are sent a series of readings selected by staff and faculty, usually on a particular theme. During the week, events and programs incorporate intellectual and artistic exchanges: panels on the summer readings, art exhibits, films and panel discussions, special speakers, a dinner with faculty counselors and their first-year advisees. This year a dance performance/party and a health issues seminar were added. Special programs included advisory sessions for transfer, international, and graduate students.

Residence Hall Program

The core of the campus consists of 15 student houses, each accommodating approximately 35 students in double or single rooms. In addition, students may be housed in one off-campus building located in North Bennington. All houses are coed; each has a large living room, kitchenette, and storage facilities. All common areas are smoke- and alcohol-free.

All students are required to live in College housing, except for students over 25, graduate students, and a small number (depending on enrollment) who are eligible by lottery to live in independent housing; this year, the number of off-campus slots is 14. After completing a questionnaire in the summer, new students are placed in houses by staff. Returning students select their house and room through a series of steps and lotteries under the direction of the

Housing Coordinator in the Office of Student Life. The Student Housing Committee assists the Coordinator in setting policies and priorities; it also serves as an appeal board in cases of disputes.

Each house selects two House Chairs whose responsibilities are:

1. to serve as the link between house members and the Student Life Office, the Security Department, the Maintenance Department, and student government;
2. to be available to help with problems and facilitate solutions;
3. to schedule and run weekly house meetings, known as "Coffee Hours," where community and house information is shared, and house logistics are worked out;
4. to facilitate recreation and leisure time activities.

House Chairs must be at Bennington for at least one year before they can serve and cannot be on academic or disciplinary probation. Members of House Chairs sit on several College-wide committees — Housing Committee, Health Committee, Food Committee, Facilities Committee, and Library Committee.

The Office of Student Life serves as a resource for guidance and information to House Chairs and to other students concerning any aspect of campus life. In addition to full-time security coverage and on-call psychological services, staff members also furnish 24-hour emergency on-call coverage.

Faculty are increasingly willing to participate in the workings of this office, evidence of a community concern for the whole educational experience of students. The Acting Director, recruited from the faculty, has been active in soliciting the support and engagement of faculty in his day-to-day activities with students. This faculty connection will be maintained and formalized when a permanent director is hired.

To support the Office of Student Life and to deal with a number of concerns about the quality of community life on campus, in the fall of 1993, President Coleman appointed the Residential Life Committee made up of faculty, staff, and students. This group's primary mission was to recommend a set of guidelines for self-governance that assures an order of civility and standards of behavior that are consistent with Bennington's educational mission and overall objectives. It served as a liaison to the administration by facilitating communication and acting as a forum for student concerns about residential life. Parties where alcohol is served are now solely under the auspices of the College Food Service; these activities are restricted to certain public spaces on campus and are no longer permitted in student houses.

Students living in campus housing are required to participate in the College Board Plan. All meals are served buffet and cafeteria style in Commons. There are six dining rooms and, for warm weather, a verandah. The College's food service staff serves three meals a day, six days a week, and brunch and dinner on Sundays. The snack bar in Commons is open seven days a week, usually from 9 a.m. until after midnight, serving students, staff, faculty, and visitors.

International Students

There are 39 international students (8% of the full-time enrollment) at the College who come from Brazil, Canada, Chile, China, Czechoslovakia, France, Greece, Haiti, Hungary, India, Japan, Malaysia, Nigeria, Pakistan, South Africa, Spain, Sweden, Taiwan, Thailand, Turkey, United Kingdom, and Yugoslavia. Their immigration status and paperwork are coordinated by the Associate Director of Student Life who is in regular contact with the St. Albans, Vermont, Office of the Immigration and Naturalization Service. Counseling, both personal and academic, is shared by this office and the Office of the Dean of Studies. The Admissions Office serves as the bridge for entering international students. The Field Work Term office works with international students to plan their special needs concerning travel and off-campus work periods.

Student Conduct

Students and their House Chairs are expected to bring infractions against community standards to the Director of Student Life. Other members of the community and departments (Security, Maintenance, etc.) may also identify these violations. Cases may be referred to the Judicial Committee chaired by an elected student and made up of elected students, appointed faculty and staff or, after consultation with the Chair of Judicial, may be referred to the Administrative Review Committee, which consists of the Dean of Faculty, the Dean of Studies, and the Vice President for Finance and Administration. Sanctions for infractions of the tenets of student behavior may range from a letter of reprimand to suspension or expulsion. Detailed hearing processes and procedures are outlined in the Student Handbook and are reviewed by both disciplinary bodies at the start and at the end of each academic year. The College's Sexual Harassment Policy deals with incidents involving sexual harassment and sexual assault. The three-tiered system includes trained peer, staff, and faculty advisors; a mediation process, if appropriate; and a sexual harassment hearing committee, also made up faculty, staff, and students. The policy was enacted by the Board of Trustees in 1990 after review by faculty and staff and was revised recently to conform to new state law and to improve particular processes.

Student Government

In addition to the role of House Chairs in student government, students elect representatives to sit on Student Council. A primary responsibility of Student Council is the appropriation of student funds derived from College fee income on a per student basis. The recipients may include a committee, such as the Film Society; an individual artistic project; or a campus organization, e.g., SILO, the campus literary magazine. Council serves as the central forum for the discussion of campus issues, and it conducts elections for other representative committees including Judicial, Academic Council, and Facilities.

Student Educational Policies Committee (SEPC) is composed of two representatives of each academic division elected by the student majors and prospective majors. Its functions are to collect student views and make recommendations concerning educational policy, individual courses, and Field Work Term; and to assist the Faculty Personnel Committee in faculty reappointments.

The chair of each major student organization is also a member of the Talking Heads Committee which meets regularly to discuss campus issues, to foster cooperation among organizations, and to coordinate their activities. They also meet regularly with the senior staff of the College and with other groups of administrators and students. The Talking Heads are the president of Student Council, the chair of the Judicial Committee, the chair of House Chairs, the chair of the Student Educational Policies Committee, the chair of the Recreation Committee, and the student-at-large member of Academic Council.

Student Activities

The recently renovated Café, located adjacent to student residences, is a space designed for student social activities. It features an upstairs non-alcoholic snack bar and lounge and a downstairs where weekend entertainment is presented in a club atmosphere. The upstairs space is student-managed, and both are the responsibility of the Office of Student Life. Another student center is Commons Lounge with a pool table, television, and snack bar; also housed in Commons are the post office, dining halls, student government offices, Health and Psychological Services Offices, and student practice spaces for music and dance.

To respond to a greater interest in physical fitness and to place a greater emphasis on recreational alternatives, the student fitness center was moved to a larger space last summer. Currently it is primarily a weight room, but it will also be a source of information about available physical and outdoor activities. In most years, there is a soccer team that plays against other area colleges, an intramural volleyball team, a regular softball game between students and faculty teams, aerobics, yoga, martial arts (taught by students), and personal fitness training. The College's four clay tennis courts are for student use. A free College-run van into Bennington transports students to the local Recreation Center which has a pool and other facilities available to students at reasonable rates.

A portion of College fee income allocated to Student Council funds a number of student activities. This year it is \$67 per student or about \$30,000 annualized. These funds are distributed to campus organizations, such as the literary magazine; to individuals to produce independent plays; or to groups for ad hoc events. Several other activities are available to students under the auspices of the Office of Student Life, varying from term to term depending on the interests and needs of students. The Women's Issues Study Group offers lectures and activities on women's topics; the Film Society shows several films weekly; the Bennington *Voice*, the student newspaper, appears several times per term. An AIDS awareness event each year is a collaborative production with academic divisions. Students have organized two benefit concerts each year for the local AIDS organization and for the Project Against Violent Encounters (PAVE), an agency in town providing support services for survivors of domestic violence.

The College also offers a wide range of special events open to students free of charge throughout the year, including the annual Ben Belitt literature lecture by a distinguished author or scholar; the Nields/Mortimer/Hambleton Fellowship program for visiting artists and thinkers; the Robert H. Woodworth lecture series on the natural sciences; the Jacob's Pillow Dance collaboration; events

such as the 1993 film series featuring guest directors Buck Henry and James Schlesinger discussing their work; and the Bennington Forum, a series of panel discussions on current state and national issues with a range of guests including, recently, the Governor of Vermont, business leaders, and experts in a variety of fields.

Substance Abuse

Because of a substantial federal grant which the College received from the Fund for the Improvement of Post-Secondary Education (FIPSE) in 1992 that extends through 1994, funds have been provided for increased staffing, non-alcohol events, and preventive education on substance abuse. Workshops and sessions during Orientation and throughout the term are part of a College-wide effort to address alcohol and drug use and abuse on campus.

Six student peer assistants have been educated, trained, and supervised by the FIPSE Coordinator. These assistants are available to aid other students with their concerns about substance abuse and to serve as a resource, promoting information, services, and referrals.

There are currently two weekly Alcoholics Anonymous meetings on campus plus a regular Al-Anon meeting; all are open to students and community.

The purpose of the College's Alcohol Policy is (1) to be consistent with state and federal laws; (2) to stress moderation, safety, and individual accountability for those who choose to drink lawfully; (3) to work toward a college atmosphere that is free from coercion for those who choose not to drink; (4) to prevent alcohol abuse and its effects; (5) to provide information and education for all community members; and (6) to provide confidential advising and counseling for those with special needs related to alcohol use and alcoholism.

The College prohibits the possession, use, or sale of drugs and carefully regulates alcohol use on campus. Violations of College policy may result in disciplinary action. However, the College also provides support and referral services for individuals in need of them through the Offices of Health and Psychological Services. Resource information is provided in a brochure prepared by the Student Life Office and distributed to students annually.

The College contracts with United Counseling Service of Bennington to work with students to prepare a peer counselor program and train participants under the provisions of the FIPSE substance abuse prevention grant.

Psychological Services

The Office of Psychological Services provides clinical services to students; consultation to the campus community; and consultation to programs affecting College students within the town of Bennington. A staff of three licensed psychotherapists offers a range of clinical services to students, including crisis intervention, diagnostic evaluations, and ongoing treatment (both short- and long-term psychotherapy). The staff also refers students who wish to seek treatment off-campus to other area clinicians. A physician is available for psychiatric evaluations and ongoing medication consultations on campus one morning a week. All staff members are on-call and carry beepers to provide emergency coverage off-hours. Weekly in-service seminars address current

issues in the etiology and treatment of disorders affecting college-age students. The staff consults on campus with individuals and groups: House Chairs; the Student Health Committee; members of the faculty; and the Deans. The Director of Psychological Services meets regularly with other senior administrators and participates in the formulation of policies affecting students' lives at the College. Students' clinical records are confidential.

Off campus, the Director of Psychological Services consults regularly with the Administrative Director of the short-term Psychiatric Unit of the Southwestern Vermont Medical Center. She also serves on the committee evaluating that unit.

The service is financed mainly by the College, but fees collected from students allow the service to be staffed according to the demand. To avoid waiting lists and to educate students about insurance coverage and fees, there is a fee schedule that applies once a student decides that he or she wants longer-term therapy.

Psychological Services/ Appraisal and Projection

To evaluate the clinical component of the service and to provide information, the staff gathers extensive statistical data annually. The service also participates in an ongoing comparative study of 20 college mental health services conducted by Franklin and Marshall College.

The staff provides a wide range of services. Its effectiveness is evident on campus and also in comparison with centers on other campuses. Students use the service more at Bennington than at any other college participating in the Franklin and Marshall study.

In the future, the staff will have to work hard to maintain its commitment to providing a broad range of therapeutic services to students and effective consultation to others in the community. We plan to continue to keep abreast of the explosion of empirically-based research of the last decade to inform our work. Like other colleges and universities, we are seeing more and more students arrive with symptomatology that falls within the spectrum of clinically challenging disorders. In our weekly seminar this spring, the staff will review the new diagnostic and statistical manual; also on the agenda is an in-depth look at the latest physiological research, as well as outcome studies, focusing on effective treatment.

Health Services

The College Health Service is staffed by registered nurses and a receptionist. It is open every weekday with a nurse on duty from 8 a.m. until 11 p.m., with 24-hour weekend coverage. The services offered are acute medical care, non-emergency health care for health maintenance and chronic medical problems, and health education. All nursing visits and overnight stays are provided free of charge. The College has contracted with a family practice group to provide on-campus consultations three mornings per week by appointment. These family physicians are always available as back-up for the nursing staff and will often see students in their offices in town or in the Emergency Room of the local hospital when acute problems require immediate physician evaluation. Hospitalized students are also treated by these physicians, who coordinate specialist consultations as required. The physicians are on 24-hour call. Physician visits and prescription drugs are charged to the student, and all students must have health insurance

coverage, either through the College's student insurance carrier or an independent carrier. The Health Services Director, a physician, meets regularly with the Director of Student Life, the Director of Psychological Services and the Student Health Committee.

Health Services/ Appraisal and Projection

Current coverage of students' acute and chronic health concerns by Health Services is excellent, which reflects the College's commitment to this aspect of student life. Services are also well-utilized, evidence of general acceptance by students. Health education on campus, especially substance use and abuse, contraception, and sexually transmitted disease prevention, needs more attention. Expanded involvement with the Health Services staff outside the infirmary is also needed.

With the promise of improved awareness of health issues through FIPSE grant programming, we anticipate that drug and alcohol abuse on campus may be less of a concern. Student support and involvement in educational activities is paramount, and we hope to enlist the support of the Student Health Committee in these endeavors. We recommend a continuation of the campus-wide AIDS programming which was a feature of each term and involved faculty, students, and staff and was a well-attended, informative, and entertaining event. We are optimistic about the possibilities for expanded programs coordinated with the Student Life Office.

Security

Campus Security and safety are coordinated by the Security Department, with a force consisting of the Director of Security and six full-time officers. The campus is covered 24 hours a day. Officers are trained in emergency medical procedures, first aid, and C.P.R.; they do not carry weapons or have powers of arrest. They conduct a system of vehicular and foot patrols of the campus and student residences. The force has a working relationship with the Bennington Police and the Vermont State Police who assist when called on, but do not conduct independent patrols of College-owned property. Frequently traveled areas of the campus are well-lighted. Any member of the College community may report an emergency or a potential criminal action on campus by dialing the campus emergency extension number which is listed in all campus directories. There are two extension phones in each house with the emergency extension number posted on each. A brochure on campus security is published each year, and annual reports on campus crime are also available.

Security/ Appraisal and Projection

The Security Department staff is highly visible and is dedicated to ensuring the safety and security of all students and staff on campus. Of the seven officers, six have been with the department four years or more for a cumulative 60 years of experience at Bennington; the Director and his second in command have been on the force for over 15 years each. The Security officers receive on-the-job training, which serves the College's needs well. Careful selection of individuals applying for positions, comprehensive training, and monitoring of attitudes and performance have resulted in a group of dedicated professionals.

Within the next year, the College hopes to provide more education and training for Security officers in the area of substance abuse. As funds are available, Security work space expansion and computerization will be considered.

Financial Aid

The Financial Aid staff consists of the Director, the Assistant Director, and the Coordinator. The Director reports to the Vice President for Administration and Finance and works closely with the Admissions professional staff.

The availability of financial aid funds and the appropriate application procedures are outlined in the Bennington viewbook, given to all who inquire about college admission. Included with every applicant's and student's financial aid award is the Financial Aid Handbook, a more detailed look at policies and procedures. That handbook is updated and distributed annually. Financial aid staff are available during work hours to assist applicants, parents, or current students. Student borrowers have individual loan counseling sessions with financial aid staff both when they enter Bennington and before they leave or graduate.

The Financial Aid Office is located near the Admissions and Business Offices. The three personal computers in the office share financial aid information through a networked aid program called MicroFaid. In addition, a modem enables electronic transfer of information (EDE) with the Department of Education (for purposes of establishing financial aid eligibility and transfer of Pell Grant information) and with Vermont Student Assistance Corporation (VSAC), the state guarantee agency that originates and services most of the loans Bennington's students take.

Because changes in federal policy and other market forces greatly affect the administration of financial aid, the director and assistant director maintain active relationships with professional organizations through which they obtain information about financial aid issues. Both they and the financial aid coordinator regularly attend conferences and regional meetings.

The College considers the student and his/her family to be the primary resource for meeting educational costs. If a student does not have the resources to manage the cost of a Bennington education, it is College policy to provide 100% of the aid needed (as calculated by the Financial Aid Office) through a combination of loan, grant, and work. Over 99% of institutional aid funds are awarded on the basis of financial need. A small number of accomplished applicants are offered merit scholarships of \$5,000 or \$10,000. Students with timely applications have not been denied financial aid because of insufficient funds.

International students complete the College Scholarship Services (CSS)-generated Foreign Student Aid Application and the Certification of Finances. In addition, statements of wages and benefits from the parents' employers are required. Aid applicants submit the Free Application for Federal Student Aid (FAFSA) and the FAF as well as a Bennington College Financial Aid Application, copies of appropriate tax returns, and special forms as applicable (Divorced Parent's Statement, Business Supplement, etc.) Students who feel that the aid offered is not adequate can request that the Financial Aid Appeals Committee review their awards.

The College spent approximately \$3.8 million dollars of its own funds on financial aid grants in 1992-93. These funds went to approximately 325 students, 61% of the undergraduate student body. This figure includes six merit scholars (Brockway and Green Mountain Scholars), two of whom had no financial need. Another 24 students received no college grant funding but took student or parent loans and/or participated in the Federal Work-Study program.

Work opportunities in almost all departments and divisions are available to Federal Work-Study students during the school terms. Non work-study jobs on campus are also available, though less plentiful. Several students earn Federal Work-Study funds at local non-profit agencies, opportunities that the college is planning to expand.

1992-93 Financial Aid at Bennington College

<u>Fund</u>	<u>Number off Recipients</u>	<u>Total Awarded</u>
Bennington Grant	322	\$3,620,911
Brockway Faculty Schol.	5	25,000
Green Mountain Schol.	1	10,000
Harcourt Schol.	9	67,500
SEOG Grant	61	215,308
Pell Grant	119	194,500
State Grants	53	65,095
Outside Scholarships	30	51,940
Bennington College Loan	10	23,750
Stafford Loans	300	766,519
Unsubsidized Stafford Loans	1	500
SLS Loans	21	45,085
PLUS Loans	79	267,768
Other Loans	14	64,790
Federal Work-Study (awarded)	298	317,915
"Regular" Employment (awarded)	26	26,479
Total	349 unduplicated	\$5,763,060

All files in the Financial Aid Office are locked each night, as is the office itself. Because of the confidential nature of the files, no student workers are employed in the office.

Financial Aid/ Appraisal and Projection

The proportion of revenues currently allocated towards financial aid cannot be maintained in the long run. The options of the College for correcting this situation are at the moment constrained by the limited number of applicants. This is yet another reason why the planning of the College must focus on those strategies that will alter the size of that population. Once Bennington is in a position to make choices about the amount allotted to financial aid, it will have to face the increasingly challenging questions that all institutions face of compensating for the decrease in

federal and state support and the increase in need. A major item of the Symposium is to develop ways of assisting families to pay for a college education other than the allocation of grants and loans. We are trying to find ways to avoid turning away applicants because of the limits on the usual sources of financial aid.

Issues that are currently under review include: What is the best way, in regard to the calendar, available opportunities, and optimal student experience, to implement the new requirement that 5% of Federal Work-Study funds be allocated for community service? How can we make the aid application process less of a burden? Should we continue to require FAF information?

Records

The Office of the Dean of Studies houses academic records. The College abides by the provisions of the Family Educational Rights and Privacy Act of 1974. Student records are kept in locked files, and the office maintains a careful sign-out procedure for other departments, faculty, and for the individual student who may request access to his or her file. Directory information is provided in accordance with the Act, but students may withhold directory information by notifying the Dean's Office in writing. Academic records are moved to a locked vault after graduation and are released only with written permission of the student.

Student disciplinary records are kept in a locked file in the Student Life Office and are only available to office personnel and other College officials on a need-to-know basis.

If a student has an academic grievance, the student brings the grievance to the Dean of Studies or the Assistant Dean of Studies. After hearing the grievance, the Dean or Assistant Dean confers with the instructor. A further meeting with the instructor and student together may be called by the Dean or Assistant Dean. Action will be taken as appropriate.

Student Life/ Appraisal and Projection

The quality of residential life at Bennington is of great importance to the leadership of the College. Among areas of concern are the lack of a significant adult presence on campus after hours; substance abuse on campus; the need for cocurricular activities which are more appealing and better staffed than at present; vandalism, especially in student residences; the commitment of House Chairs as responsible mentors and house administrators; the small number of faculty willing to live in apartments in student houses. (The 12 apartments, formerly student-occupied, were made available by the Dean of Faculty to accommodate and encourage faculty presence on campus; nine now house faculty, two house graduate students, and one a member of the Admissions staff.)

The issue of community responsibility and personal freedom among students was the focus of four campus forums this year. Distinguishing freedom from license and responsibility from "anything goes" were at the center of these discussions. The President brought her concerns regarding student behavior to the faculty last year and asked for a community effort to address them by talking one-on-one to counselees, by inviting conversation, and by working with groups on the impact of social behavior on academic life. The President also wrote a letter to all prospective

students in our inquiry pool urging them to consider issues of self-governance and their capacity to take responsibility for their academic and personal lives at Bennington prior to applying for admission.

House Chairs are involved in discussions about their role and responsibilities, seeking a clearer sense of how they function in relation to house consensus and self-governance. Instilling a sense of honor and respect for the House Chair position and enlisting students who are truly responsible for the activities and administration of their houses and who are willing and capable of acting as a liaison to the College has been an overriding challenge for the Student Life staff.

Substance use and abuse, especially in the wake of a tragic incident in the fall of 1992 in which a student died of a drug and alcohol overdose, is a focus of several College bodies. The FIPSE grant has provided staffing and additional activities in this area and enabled the Student Life staff to introduce special programs in the houses, such as mini-grants for social and cultural events in house living rooms. Non-alcoholic events have been supported and expanded because of the FIPSE grant. However, a more aggressive substance abuse awareness program—bold, unequivocal, comprehensive, and involving both education and prevention for all members of the College community—is being readied for consideration during spring term 1994. The College's experience with the comprehensive sexual harassment awareness program several years ago provides a model for this project and will bring to light how members of the community can use the resources of the College to deal with alcohol and drug abuse. Also, the formulation by the three College constituencies of a new alcohol policy which spells out in more detail the medical, as well as the disciplinary, consequences of the use and abuse of alcohol and drugs will be an important aspect of this effort.

Diminished enrollment and the consequent availability of single rooms and elimination of triple rooms have permitted the Housing Office to accommodate students' preference for privacy. Because of the financial implications, the number of off-campus slots has had to be tightly limited. For the first time, older students are faced with the requirement of living in campus housing. MFA and Post-Baccalaureate students are offered on-campus housing. Conversations about accommodating students' wishes to live off-campus continue. We expect that enrollment will improve and that these restrictions will prove to be temporary.

New international students received more attention during their orientation this year. Several new events were included, and current international students took more of a role in advising and introducing them to the College and the country. Issues remain regarding the difficulties of employment and housing for international students during Field Work Term and summers. The Associate Director of Student Life is developing an international student group to work on these issues.

The College has made significant changes to enhance and improve the operations of the Student Life Office over the last six years, including revising the Student Handbook to incorporate a clear set of policies and procedures governing the student disciplinary system, alcohol policy, sexual harassment complaints, housing processes, and smoking. All were revised with the input of students, faculty, and staff and underwent a rigorous review by College counsel.

The College's sexual harassment policy and procedure works especially well, and was formulated before most colleges had dealt seriously with the pervasive and troubling issue of sexual harassment on the campus. It encourages members of the College community to bring forth complaints, informally to trained advisors or formally to either mediators or a committee made up of representatives of the staff, faculty, and students. The effect of the policy has been to bring complaints to the surface where they can be addressed humanely, in a timely way, and in accordance with recent legal developments.

Office staffing has also changed in response to faculty and student concerns. The Director of Student Life no longer has responsibility for the Field Work Term Office nor for the Offices of Admissions and Financial Aid; the focus of this position is solely student life. The decision to restructure the office was made in June 1992, but the first occupant of the position of Director left after less than a year in the job. In the summer of 1993, a search was reactivated but no suitable candidate was found; to cover the office and address the issue of bridging students' academic and residential experiences, a faculty member became interim director. An able and experienced Associate Director was hired in the fall term. The College is in the final stages of another search for Director, but the discontinuity in the leadership of the office is of primary concern and will be remedied as soon as a qualified director is hired.

The relatively small number of student clubs, the remission of intramural soccer for the last two years, and the decrease in the number of students volunteering with local organizations may be partly attributed to the turnover in staff. The five years preceding these staffing changes witnessed a growth in volunteerism and student activities, including an environmental group, a multicultural group, a lesbian/gay/bisexual alliance, and some political activities. But the lack of student involvement goes deeper: along with the staff needed to support these endeavors, profound changes in the underlying culture of the College must be effected, including a commitment by members of the College community to public service, individual and community responsibility, and a clearly articulated and shared set of values.

Greater faculty participation in the work of the Student Life Office—in terms of retention, counseling, trouble-shooting, social interaction, and the first-year experience—is a strong focus, and discussions are ongoing to define and formalize that relationship. A program aimed at helping first-year students deal with academic and social adjustment, emerging from a year of discussions supported by the Lilly Foundation, is being formulated by the Deans, the faculty, the President's office, and the Student Life staff.

The Student Life Office began a comprehensive attrition study with the Dean of Studies Office in 1991. Several facets of the project are in place, including a new system of tracking the reasons for student leaves or withdrawals, a protocol for students who wish to leave, and a more comprehensive student data base which will be networked over the next few years to facilitate sophisticated statistical inquiry on enrollment patterns. Much needs to be accomplished in this area, and a shortage of staff has slowed progress. Part of the difficulty is that the rotating nature of the Dean of Studies position hampers the development of long-term projects.

Orientation is a well-run, comprehensive program; annual enhancements have made it more accessible and engaging. The theme and focus change from year to year depending on the interests and concerns of the students, staff, and faculty involved in putting the program together. Students' participation in the program is not as strong as it could be, however, and efforts to involve returning students in the planning phases will begin earlier and more energetically.

Activities, too, could benefit from more student participation, but the initiation and success of these activities mostly depend upon adequate staffing. A careful examination of personnel needs in this area is being addressed this term. A College calendar where events are centrally listed has helped alleviate scheduling conflicts and distribute activities more evenly over the course of the week. Concerted efforts continue to schedule more weekend events that offer students more choices for non-class time.

The Student Handbook clearly describes standards for student behavior and conduct. The Handbook is distributed widely, referred to regularly, and revised or updated annually.

One pressing need is a central location for student organizations, recreational space, health and fitness facilities, student meeting spaces and offices. Currently, these spaces are located all over campus and are inadequate for the needs of the student population.

Despite budget constraints, staff attendance at conferences and workshops is encouraged and supported. Regular travel by staff to FIPSE programs, student personnel organization meetings, both locally and nationally, and area group conferences is built into office budgets.

The leadership of the College has made the area of student services a priority. Faculty are more alert to what happens on campus outside of the classroom and are more willing to support administrative decisions in this area. The appointment of the Residential Life Committee and its recent recommendations are evidence of this emphasis and augur well for needed changes and for a true collaboration of faculty and staff in this area.

Chapter Seven

Library and Information Resources

Crossett Library: The Collection and its Support

The principles of collection development and service that guide the operations of Edward Clark Crossett Library have always been rooted in the curricular needs of Bennington's students and faculty. Given the College's tradition of independent inquiry and creative freedom, however, cleaving to the curriculum has always meant something rather different from the practice at other small colleges. Even in the early days, when the library served primarily as a modest reading and reference facility located in the Barn, and students were frankly encouraged to travel to New York or Boston if they wanted to do real library research, the collection developed certain idiosyncratic strengths in theater, art, dance, literature, and other areas. This reflected the fact that teachers and their students were engaged in voyages of mutual discovery, and in their reading they strayed into regions well beyond the sphere of a standard academic consensus.

This pattern is still largely true of teaching and learning at Bennington, and the library still, therefore, can boast of definite strengths, such as in certain stretches of dance, drama, and the visual arts. The vast increase in the quantity of and the demand for information in the past half century has, however, rendered even the modest goal of supporting the curriculum an enormous challenge. It is a challenge we have mixed success in meeting.

A basic reason for this is, of course, a chronic shortage of money. Our 1992-93 budget for books and periodicals was \$89,700. More than a decade ago (FY 1982-83), as reported in the previous self-study, that figure was \$80,300. Given that in the past five years alone, our periodical subscriptions have gone up in price an average of 10.1% per year, a collection budget increase of under \$10,000 over eleven years is discouraging enough. However, the picture becomes yet more grim when it is reported that the FY '82-'83 figure was itself a temporary high-water mark, and college-wide financial exigencies forced the acquisitions budget for the following year down to \$58,110. By 1986 the figure was only \$63,000, and the figure rose steadily, if very modestly, until the current (FY '93-'94) year, when history is, we hope very temporarily, repeating itself with another cut dictated by financial exigencies (to \$78,200). Not surprisingly, the periodicals budget accounts for just over 60% of the total current acquisitions budget, despite some careful cancelling and reshuffling, with faculty guidance, to reduce costs. This figure is roughly 10% higher than it was at the time of the last self study.

The recent Mellon-funded Association of Research Libraries report on the state of academic libraries provides abundant evidence for the already well-known fact that the periodical inflation crisis is endemic. It also reveals that the portion of the typical institutional budget dedicated to the library has been in steady decline or in inadequate stasis. Ours is in the latter condition, at a level low enough to explain many of our inadequacies:

Year	Percentage of Total College Budget to Library
82-83	3.0%
83-84	2.2%
84-85	2.0%
85-86	2.3%
86-87	2.2%
87-88	2.4%
88-89	2.5%
89-90	2.4%
90-91	2.5%
91-92	2.6%
92-93	2.2%

Given that most other distinguished liberal arts colleges have managed to hold in the 4-5% range, and even the notoriously strapped large universities have only declined into the 3% range, these figures are discouraging. They are an understandable result of our unique educational tradition of emphasis upon individual creative development more than upon the inculcation of research skills--but in the Information Age even the creative need our resources, and many of the new electronic resources require even more institutional support than does paper-based collection development.

The picture is not, however, as bleak as this summary of our economics might make it appear. We have received steady and timely budgetary support, including extra funding for compact shelving--we have added nine ranges so far in our efforts to cope with overcrowding--and for some computerization and special collection development. We have also been the fortunate recipients of many gift books of extraordinarily high quality, and gifts of money to support the acquisition of materials, as well as a share of the new technology to improve access to those materials.

With few exceptions, we have been able to honor all specific faculty requests for the acquisition of specific volumes for course reserve readings and for curricular use. However, we have had to be less responsive concerning expensive periodicals. After the necessary expenditure for periodicals and standing orders, we simply do not have the funds for systematic collection development or formulaic subject allocation. We respond most to the actively library-oriented faculty--and in fact those who request the most do also demand the most library use from their students--as well as to specific (reasonable) student requests. We also, of course, buy titles of obvious relevance using the standard library review sources. Because of our many collection gaps and lacks, we are also able to make steady opportunistic use of drastic sale catalogues.

About 60% of our new titles are gifts. The ratio, which in recent years has been even higher, is troubling, given that collection development cannot be finely honed with such a dependence upon gifts. Many duplicate or inappropriate gifts do end up in our annual book sale or are otherwise used to raise money--indeed, the sale at auction in 1987 of a large collection of fine bindings and other works enabled us to buy a microfilm reader-printer and to install vastly improved full-

spectrum lighting for the entire library. Sometimes the generosity of alumni and friends does further specific collection development, as many gift books come in response to our *Quadrille* (the alumni magazine) "Wish List," and often we are given money specifically to purchase books of our own choosing.

We are particularly lucky, however, in the remarkably high quality of the general run of gifts we receive. Large donations in drama and modern literature, for instance, have enhanced those collections considerably, and certain much-treasured donors provide us with a steady stream of extremely fine--and useful--works in contemporary art and photography. In recent years the most notable acts of generosity have added particularly to our special "Closed Shelves" collections. To name just a few of them, we have been given many spectacular original signed photographic prints--Freund, Cunningham, Abbott, Jacobi, and Halsman, among others from just the past few years--some wonderful early Joyceana, including a superb set of *The Little Review* with the first printing of *Ulysses*, and--perhaps our most valuable single volume, in terms both of history and the market--a first edition of *The Origin of Species*.

Crossett Library now holds about 112,000 volumes, including about 600 current periodical titles. The collection is too small, as is its growth rate of around 2,000 volumes a year. It is, however, the best collection in Southern Vermont, and we are a valued resource for many in the town and general area, as well as for the College community. We cope with our overcrowding by shifting some space-hogging journals to microfilm, by careful weeding, and through the use of compact shelving, among other measures. Our videotape collection is still small but growing rapidly, from nothing a few years ago to more than 200 now. Our slide collection has also grown steadily, and procedures for managing and circulating that collection have been vastly improved. One of the major innovations in this area has been the creation by our staff of a slide database, now containing information about more than 20,000 of our slides, almost the entire collection. Indeed, the introduction of the computer has enhanced the support and the use of all of our collections in many different ways.

Library Expenditures for Materials, Processing, Access:

	89-90	90-91	91-92	92-93
Acquisitions:	\$74,222	\$81,677	\$69,248	\$92,776
Books	\$26,214	\$27,743	\$30,206	\$34,094
Periodicals	\$45,986	\$48,204	\$43,877	\$54,915
Audiovisual	\$ 930	\$ 1,000	\$ 1,050	\$ 2,545
Microforms	\$ 3,500	\$ 3,900	\$ 4,900	\$ 5,992
Supplies/ Equipment (inc. maintenance)	\$11,647	\$11,137	\$12,841	\$10,754
Binding	\$ 1,795	\$ 2,071	\$ 2,143	\$ 2,554
OCLC Network/ Bibliofile micro support	\$19,142	\$21,856	\$20,892	\$25,748

Note: The dip in '91-'92 acquisitions was due to a necessary cut in periodicals, followed by overcautiousness on the Head Librarian's part. Gifts are not included, and the acquisitions breakdown figures are approximate--we do not find it useful to keep our accounts in the format dictated by the IPEDS survey, an enterprise designed by functionaries of large libraries and the government.

Technology and Connectivity

Like most other academic libraries, Crossett Library has experienced dramatic changes in procedures and in efficiency because of the new and rapidly evolving information technology. As late as 1986, this library had but one computer, and that was actually a "dumb" terminal which served as our connection to the OCLC network. As of the summer of 1993, we have fifteen computers in the library, including four CD-ROM-based public access catalogues (Library Corporation Bibliofile Intelligent Catalogue workstations); an Infotrac Expanded Academic Index workstation, providing CD-based access to over a thousand periodical titles; another CD-based

public workstation dedicated to the MLA Bibliographies, ERIC, and other compact disk reference products; two OCLC computers, one devoted principally to cataloging, the other to interlibrary loan; and computers to support every other library function, from circulation control to the writing of gift acknowledgments.

We do not yet have any local area networks, and our only electronic connections continue to be to OCLC and to reference database vendors. We are actively pursuing ways to connect the library electronically to the rest of the campus and--perhaps via the Internet--beyond, but there is still much to be done in planning and in garnering institution-wide support for funding and staffing.

Although budgeted funds have provided some support for the library's computerization, a great deal of the necessary funding has come from gifts. When we decided several years ago to introduce a computerized public catalogue, it was the combination of a gift and book sale proceeds that made possible the purchase of two Biblionfile workstations. We have continued down the path of microcomputers and CD-ROM drives not only because of uncertain economics and the relatively inexpensive support these machines require, but also because they are powerful and convenient tools. All of our public workstations are very popular with our patrons, and the Infotrac and MLA electronic indexes have had a large impact upon our interlibrary loan business.

Only about half our total holdings are accounted for in machine-readable records, which means that only half are to be found on our computer catalogue workstations. This is roughly 35,000 (of about 80,000) titles, including everything acquired in the twelve years since we joined OCLC, the reference and periodical collections, and those portions of the older holdings that our overworked technical services staff have been able to reach in our (very) long-term retrospective conversion project. Without the funds or staffing to concentrate on conversion, they must approach this task as a lower priority than their more pressing current processing duties. This remains a major access problem, exacerbated by the fact that the older, non-machine-readable material is classified according to the Dewey Decimal system, while everything else is in the Library of Congress system. The problem is, however, somewhat ameliorated by the presence of the original card catalogue, as well as by our modest size, our reference help, and our open, very accessible stacks. Recently we decided to hasten the conversion process by ceasing the time-consuming task of reclassifying many Dewey books into LC and instead entering them directly as Dewey materials.

Another problem, not unrelated, is our lack of an integrated online catalogue. Since our computers cannot communicate with one another, our computer catalogues cannot give the circulation status of the materials in their files, and acquisitions and other procedures are also carried out in computer isolation. We have explored many integrated systems and come to the conclusion that such a system will have to wait until we have a new building addition. The specific choice will be contingent upon the nature of the funding, both immediately and long-term, as well as upon our specific needs.

Requests for price information for an integrated system to suit our needs have elicited proposals ranging from \$17,000 for a micro-based product (plus annual support at \$3-5,000) to the top-of-the-line mini-based system for \$143,000 (with annual support at over \$20,000). Whatever level of

funding we finally secure for our building addition, considerations of long-term staff and financial support, as well as the constantly improving micro-computer environment, will probably lead us to continue with the micro-based approach.

Whatever technological decisions we make, they will have to remain flexible and affordable, not only in the realm of the integrated system, but also in such services as document delivery, remote access, audio-visual support, and interlibrary loan. Our small size and modest economic base generally have prevented us from being on the cutting edge, although we did serve as one of the trial sites for OCLC's CD-ROM-based cataloging service, the CAT CD-450. However, we try to remain alert to the possibilities of technological innovation in the small liberal arts library. Our major connection with the information world beyond the campus continues to be the OCLC network, which in recent years has introduced some major technological enhancements, bringing its nearly 15,000 member libraries along with it. The principal resource-sharing component of OCLC, interlibrary loan, has grown and improved, and that is also very much the case in this library. The addition a few years ago of a second OCLC computer, combined with an OCLC computer upgrade and a number of improvements in our ILL procedures, has helped us cope with --and helped to encourage--a dramatic increase in ILL business. The following figures include books borrowed from Williams College via our local loan agreement:

Total materials borrowed from other libraries:

	88/89	89/90	90/91	91/92	92/93
Books	1117	1310	1373	1541	1225
Journal Articles	446	639	738	628	1049
<u>Total</u>	1563	1949	2111	2169	2274
Materials lent to other libraries:	579	653	685	660	658

"Access, not ownership" is the current library cliché, and although we definitely do not own enough, we are working, with some success, to improve the scope and timeliness of access. Again, an important point of access for us is the library of Williams College, which is vastly more well-stocked than ours, and, for our students and faculty with vehicles, only about twenty minutes away. We do occasionally lend to Williams also (our dance collection has, for instance, been useful to them), and recently our use of their collections has declined with the improvement of our electronic interlibrary loan, but we are still much in their debt for this generous service.

Staff and Services

At the time of the previous self-study, the library had a full-time staff of nine. Now our full-time staff numbers seven, with another at about 60% and two more who work part-time (10-15 hours per week). The professional staff numbers three, the Head Librarian, the Head of Technical Services, and the Reference Librarian/Head of Public Services. The non-professional staff includes the Circulation and Reserves Supervisor and the Secretary/ Archives/Serials Assistant, both of whom report directly to the Head Librarian; the Cataloging Assistant/Slide Assistant, the Acquisitions Assistant, and the Technical Services Assistant, all of whom report to the Head of Technical Services; the Evening Supervisor/ Interlibrary Loan Assistant, and the Reference Assistant, both of whom report to the Head of Public Services. The Library Custodian reports principally to the College's Housekeeping Department.

As in most small libraries, everyone here wears several hats, and the lines of responsibility are fluid. Our weekly staff meetings, and annual employee evaluations, help to keep the lines of communication open. There has also been considerable reorganization of tasks over the past six years, bringing greater focus and much improvement to slide collection, serials, and interlibrary loan management, among other areas. The staff is excellent, extremely responsible and experienced, most of them having been here five years or more. Because of our flexibility, we can exploit the individual strengths of staff members in several different areas. For instance, our Head of Technical Services is a computer expert who has played an invaluable role in selection, installation, trouble-shooting, and general guidance in every area in which we have installed computers. The Reference Librarian has revealed considerable talent in the supervision and mounting of library displays, the Slide Assistant uses her strong art background to make her a useful liaison to the art faculty, and the Library Secretary has shown the requisite versatility to take on a number of disparate tasks.

At the same time, the staff is small and is often stretched thin. There simply isn't enough time to accomplish the important task of retrospective conversion at other than a very slow pace, for instance, and we have a large backlog of rare gift books, the processing of which must have a lower priority than current materials. Perhaps the most important task we are forced to neglect much of the time is the management of the college archives. This duty is a small part of the Library Secretary's job.

We have in the past six years revamped and revitalized college-wide archival policies, introduced new procedures improved access, and created a separate dance archives--now managed, in cooperation with the library, by a part-time archivist hired by the Dance Division. However, there are still large numbers of unprocessed files from many parts of the College in our archives, with more to come. As efficient and knowledgeable as our Archives Assistant is--and she has had good success responding to archives-oriented questions--she simply does not have the time to confront this huge processing task; her services as Secretary and Serials Assistant must have a higher priority. We have in the past used student assistants in the archives, and we may again, but this also requires much staff time, training, and supervision. Except for the more rare and perishable materials, which are safely housed in the library's Closed Shelves, the bulk of the college's archival material is housed in a cinder block basement room in VAPA with pipes lining the

ceiling. This is not a good environment either for paper or for the people who have to give it order. If we manage to get an adequate space in the new addition for the storage, management, and the display of archival materials, we'll be in a much better position to try for grant funding for more archives staff support and perhaps to organize a volunteer program.

Not only do we have a smaller staff than we had ten years ago, we also employ fewer student assistants: In 1984-85, the library hired a total of 112 students to work a total of 10,278 hours; in 1991-92, we hired 74 students to work 6,955 hours. We are also open longer hours than we were a decade ago, having added a half hour in the morning on weekdays and two hours on Saturday mornings (during the regular school year we are now open 8:30 am - midnight weekdays, 10 am - midnight Saturdays, and noon - midnight Sundays, for a total of 103 1/2 hours per week). Because of inflation, and because a greater percentage of our students are now paid through the regular student wage line rather than the subsidized Federal Work-Study program, we spend more on student workers than we did a decade ago, despite the reduction in hours and the increase in efficiency. We are one of the few places on campus that employs students who do not qualify for FWS--and there are many, foreign and otherwise, who do not qualify for this aid and need to work, nevertheless--which means many other departments are balancing their student worker budgets with our help.

Both our circulation figures and our counter figures have declined recently, largely as a function of the College's decline in enrollment, and also because of variations in the faculty's dependence upon the use of reserves:

	89-90	90-91	91-92	92-93
Circulation:	19,419	20,342	19,168	19,238
Reserves:	8,464	7,515	6,643	5,160
Gate Counter:	70,998	69,408	63,788	60,074

(The gate counter, like the security system of which it is a part, has required repair and been in some difficulty recently, so the 91-92 figures may be low, and in 92-93 the machine did not count a good deal of the time, requiring estimation. The 3M system we own is more than a decade old, has had much maintenance, and still has troubles, especially because of increased electronic interference. A real solution awaits real money.)

Although there is no strong tradition of formal library instruction at Bennington, our Reference Librarian has made progress in introducing course-oriented instruction for some classes. We also have an established practice of introductory tours for new students, and our Reference Librarian has recently made good connections with the July Program, and therefore those students are also receiving useful introductory instruction in library use. As do most academic libraries, ours turns out numerous library guides, ranging from single-sheet introductions to our services to an elaborate, and much-used, senior thesis guide, and including many subject guides as well. We also reach our public through regular announcements in *College Week* and through occasional memoranda.

We are extremely fortunate in the quality and dedication of our staff -- particularly since their salaries are comparatively low. This circumstance has come into play when we have had to recruit nationally for the professional positions of Reference/Head of Public Services and Head of Technical Services. Although our benefits package is now fairly standard, we have found that our salaries are not competitive, an assertion confirmed by the annual New England Chapter/ACRL salary survey; however, we have also found that our professionals had other strong reasons for choosing Bennington. The same pattern applies to our non-professional staff, despite the absence of the competitive pressure of a national search.

Total Salaries:	89-90	90-91	91-92	92-93
Professional	\$82,409	\$87,264	\$95,464	\$99,283
Non-Professional	\$81,942	\$86,039	\$80,580	\$83,803
Students	\$18,983	\$22,959	\$24,669	\$25,416

The variations in the Non-Professional line are principally due to short-term job vacancies because of turnover and to temporary reductions in hours for personal reasons.

The Building

Crossett Library was designed by the distinguished architect Pietro Belluschi; it opened in 1959 and won the First Honor Award of the American Institute of Architects. It is still a remarkably attractive, functional structure, but since it was built before the decision to go co-ed and increase the size of the school, and before the major impact of the information explosion upon libraries, it was not long before space problems began to develop. As early as 1971, school documents call attention to the need for an addition. The original, designed capacity was 75,000 volumes; now, at 112,000 volumes, with a significant, and also unforeseen, computer presence, much of the building's original spaciousness has been sacrificed.

In the past half-dozen years, the entire collection has been moved several times, as we added compact and regular shelving, took over the all-night study and filled it with shelving, rearranged the reference and current periodical collections, and improvised a new archival room in the vestibule (the library's audio listening room had long since been converted into our other special collections space). The resilient design of the building has allowed it to absorb these encroachments with considerable grace, but there is much evidence of crowding. Our current seating capacity is about a hundred, down twenty percent from what it was ten years ago, although we have been able to maintain the number of reserved carrels at about fifty because some were added in what had been the all-night study. We have added a carrel-based public slide viewer and VCR and monitor (to be used with headphones), but we have no seminar or audio-visual rooms. The staff work areas have also become seriously overcrowded, in part, again, because the building was not planned with computers in mind.

In 1985 a group headed by the previous director and containing the Trustee Building Committee and members of the Library Committee completed an extensive program statement for a new addition. Through the generosity of some Trustees, the leading Boston firm of Shepley Bulfinch Richardson and Abbott was commissioned to create preliminary designs and a model based on that program. Though the results were impressive, the process of seeking grant funding for this project using them has thus far been unsuccessful, mostly because of the severe competition for that funding. Those preliminary designs have been modified several times since their creation--chiefly to add a special collections/archives area and public computer and AV areas--but the program itself is now so old that it needs more revision to take the new information technologies into account.

The Head Librarian has studied several newly built or renovated libraries in New England; the Trustee Library Committee and others have continued to receive advice from Shepley Bulfinch and faculty architect Patrick Beale. However, more concrete building planning, including reassessment of needs and the final choice of an architect, will have to await the realization of funding plans. This funding has been included as a final goal in the College's capital campaign, but that is contingent upon the success of the rest of the campaign.

The Library Committee

Although there are many informal channels of communication among the library, the faculty, and the students--and the Head Librarian is a faculty member who reports regularly to the Dean of the Faculty--there is one official body that regularly makes these connections. The Library Committee is composed of faculty members and students (currently two of each), appointed, respectively, by the Dean and the Student Council. It is chaired ex officio by the Head Librarian, and meetings (normally three per semester, along with more frequent informal contact) are also regularly attended by the two other professional librarians, as well as the library secretary.

In general the meetings are informational in purpose. The librarians report to the faculty and students about new technology and grant prospects, gifts, budget matters, and other concerns; the faculty and students offer suggestions concerning library services and relay complaints, if any (occasional noise and temperature problems, for instance) and other concerns. The Committee has, however, also been an instrumental part of substantial projects--such as the 1985 proposed building addition program--and policy changes. It was involved in our decision to convert the all-night study to stack and carrel areas (a move which required much discussion with many different groups) as well as a search for alternative study sites.

We have also made a number of circulation policy changes in the past six years with the advice and support of the Committee. These have had the common purpose of increasing the availability of our too-small collection to a larger number of students; they have all been successful, and most are standard in more traditional institutions, although the rationing of scarce resources also has its painful side. We converted our standard semester-long circulation period to a month, turned much of our heavily used art book collection into seven-day books (with the approval also of the Visual Arts Division)--both changes including renewal privileges for materials not requested by others --

and imposed overdue fines to enforce these policies. Indeed, it was the Committee which urged us to make the fines a stiff 25 cents per day, a measure which has caused some friction but has also met general acceptance--and the abundance of books which formerly circulated once per semester and now are used by three to six people in that time helps to confirm its stern wisdom.

Jennings Music Library and other Campus Libraries

Crossett Library has no branches, although there are a number of informal Divisional libraries on campus, some of which have fairly substantial holdings. There is a reading room with a library in the science building, for instance, which even provides temporary housing for some of our older chemistry journals to ease our overcrowding. The only Divisional library which is staffed by a (non-professional) librarian and student assistants is the Jennings Music Library. Although the Head Librarian of Crossett was involved in the hiring of the last three music librarians, and some informal connections have been established to help the music librarian enforce the return of borrowed materials, there are no official connections between the libraries. The music library is part of the Music Division, and despite attempts to create one in the past, it still has no separate materials and management budget. The current and recent music librarians have made much progress in improving the organization and maintenance of that library, but it is still thoroughly under-supported. It currently houses more than 6,500 scores and books about music and over 7,000 recordings. The major holdings of music reference and literature about music are in Crossett.

The introduction of electronic networking campus-wide may eventually allow us to improve communications and connections, not only with Jennings, but with other campus libraries.

Other Information Resources

Although the campus does not have direct access to the Internet, we have publicized the means for access to the net via commercial access providers. Only a few faculty and students have thus far signed on to use such services, however.

Through a foundation grant, the College acquired a satellite antenna and receiving equipment in 1991. The "dish" provides easy access to programming such as SCOLA (the foreign language news channel), NASA, C-SPAN, PBS, CNN and the major networks, and special event programming. Programming reservations by faculty and students are made through the secretary of the Literature and Languages Division, who also provides a videotaping service for educational programming. The resources of the dish have been put to work principally in language and politics courses, and for casual viewing of news. The dish is connected to three locations in Commons and the Barn.

A Macintosh-equipped writing lab was established in Dickinson as part of the same grant and is furnished with a small library of reference materials on CD-ROM.

The College's archival holdings, especially in dance and art, are noteworthy and are used as a resource for courses in dance history and in both art history and studio art. Except for the most valuable materials, the archives are currently located in secure rooms in VAPA.

Appraisal and Projection

John Swan, Head Librarian since 1986 and a member of the NEAS&C Steering Committee, died on January 25, 1994, after a two-year fight against ALS, "Lou Gehrig's disease." His leadership of the library enabled it to transcend its limitations of size and budget on a daily basis. The voice of this chapter of the self study is his, and it naturally omits praise of the work of the Head Librarian. No appraisal of the library, however, should begin without it.

John Swan worked up until his death and led the search for his successor. The new Head Librarian will be Robert Waldman of the University of Michigan at Ann Arbor, who is due to assume his duties on May 1, 1994. In the meantime, the library staff will run the library and meet weekly with William Morgan, Vice-President for Finance and Administration.

Most of the changes, innovations, and improvements in library services that the College seeks are described to some degree in the rest of this chapter, but some elements of this desired future should be emphasized:

We badly need an addition, preferably a second building connected to Crossett, to increase our storage capacity, improve our work areas, provide more study and research space, and enhance our electronic services. We should reverse the library's decades-long diminishment, because of relentless crowding, of its still-central role as a refuge for quiet, concentrated inquiry. A well-appointed archives and special collections area, including processing, research, and exhibit facilities, would also be a great boon to the College.

We should have an integrated online catalogue. Although we have made good progress toward a computerized catalogue, we must move away from our manual circulation system, improve the computer connections between library operations, improve public electronic access within the library, and create a system of convenient remote access throughout the campus and beyond it. In this and in many other aspects of the electronic future, including eventual connection with the Internet and other information networks, we must work closely with the administrative computer center and the academic computing interests on campus.

For all our computerization and our preparation for the electronic future, we shall remain committed principally to the book and to words and images on paper for a considerable time to come. Despite the undoubted advantages of the hand-held computer screen, paper will remain too useful a medium for the art, literature, philosophy, history--indeed, most reading disciplines, at least as they have taken shape in Bennington's creative and individualistic educational tradition. We need to increase the size of our collection, its growth rate, and our ability to respond to the needs of students and faculty for books and periodicals, audiovisual materials, and perhaps even software. This will require stronger institutional financial support. Although we already enjoy excellent support in terms of gifts, we should also consider establishing a friends of the library group to strengthen our relations with our donors and others.

Although the building and its collections remain fairly convenient and usable, they can be more so, not only with additional space and electronic improvements, but also with stronger faculty support for library instruction, conversion of all of our catalogue records to online format, eventual reclassification of our Dewey materials to LC, and other steps to render the library experience more rewarding.

Our interlibrary loan services have improved in quality and quantity, as has our electronic reference capability, but we must develop the support and capability for some forms of full-text electronic availability and full-text electronic delivery. These rapidly evolving innovations will require careful planning and setting of priorities.

Our small scale will always dictate that we have a small, versatile staff, and we are very lucky to have one of such high quality and with such a strong service ethic. We must, however, find ways to improve their salaries--we should not have to rely on luck in such a crucial matter.

This library should play a central role in Bennington's effort to reinvent itself and play a part in the future as vivid and important as that which it played in the past. To do so, it will require imagination, dedication--and increased funding.

Chapter Eight

Physical Resources

Physical Plant

The main campus of Bennington College encompasses about 550 acres with 61 buildings. In addition to the main campus, the College owns a substantial house with 90 acres in North Bennington, known as the Brick House, which serves as the President's residence. One off-campus dormitory, known as Welling Town House, is also located in North Bennington. The following list includes descriptions of the primary buildings of the College.

Dickinson Science Building (33,766 square feet): Dickinson was built in 1969. Even though programs and instrumentation in science have expanded substantially in the last few years, the building remains spacious and generally very satisfactory for the teaching of the sciences. It houses eight members of the Division of Natural Sciences and Mathematics and up to three members of the Division of Social Sciences, approximately twelve teaching and prep labs and special-purpose rooms, six classroom/seminar rooms, a greenhouse, storerooms, a large workshop, a reading room, a faculty lounge, and several rooms used for student office space. It also houses a heating plant for Dickinson and Commons and auxiliary generators.

Tishman Hall (4,671 square feet): adjoining Dickinson Hall, Tishman is a lecture hall with a capacity of 250 persons. It has projection facilities.

Visual and Performing Arts Center (116,073 square feet): this major facility houses office and teaching facilities for the divisions of Dance, Drama, and Visual Arts, and performing and exhibit spaces for all of the arts divisions. The three major performance spaces--Martha Hill Dance Workshop, Lester Martin Theater, and Greenwall Music Studio--meet professional-level standards and afford great flexibility. VAPA also includes several smaller spaces that are used for both rehearsal and performance. Major studio spaces for sculpture, ceramics (including kilns), painting, and architecture are complemented by a wide variety of smaller teaching studios, technical facilities for photography, print-making, etc., and student studio space. The Usdan Gallery provides space for major shows in the visual arts, and many smaller spaces are used for showings as well.

Jennings Music Building (20,087 square feet): the old Jennings Mansion now houses most of the Music Division. It includes ten practice rooms, all with pianos, teaching studios for music faculty, and a music library. The lobby of Jennings, which retains the original decor, has recently been restored.

The Deane Carriage Barn (5,238 square feet): the former carriage barn of the Jennings estate now houses rehearsal and performance space for the Music Division.

The Barn (26,898 square feet): the Barn houses, in addition to administrative offices and the College bookstore, the divisions of Social Sciences and Literature and Languages. In addition to office space for faculty in these divisions, there are eight classrooms. Barn 1 has large-screen video capacity and is connected to the satellite dish.

Crossett Library (17,483 square feet): library facilities are described in Chapter 7.

Commons (36,398 square feet): Commons has served as a center of College life since the College's founding. Its primary uses are not, strictly speaking, academic, although there are studio spaces on the third floor. Commons includes food services and dining halls, Health Services and Psychological Services, the Post Office, and a recently renovated lounge area with snack bar.

Early Childhood Center (1,277 square feet): the ECC maintains programs for children from age 2 through kindergarten. It is a laboratory school for the Early Childhood Program in the Social Sciences Division, and, incidentally, a resource for staff and faculty with children and an important connection with the community at large. Several additions and improvements, supported by independent fund-raising, have been made to the ECC structures in the last two years.

Maintenance Building (3,360 square feet): this complex includes the heating plant for 15 student houses and 15 outbuildings, primary shipping and receiving, a range of workshops and repair shops, and office space for maintenance staff.

Observatory: dedicated in 1993, the Rebecca B. Stickney observatory replaces inadequate observing facilities on the roof of Dickinson. It houses a professional-quality optical telescope with computer controls and digital camera, and a teaching room that can house a small planetarium dome.

Studios: A number of smaller buildings around campus house studio space for students in the visual arts, dance, etc.

The Café: The Café is a student center, supporting an upstairs food service-snack bar and a downstairs party space.

Student Houses: 15 student houses provide beds for approximately 480 students. The student houses are designed to look and function more as houses than as dormitories. Each includes a living room and kitchen facilities. Twelve original houses are designed in a traditional "New England" style and surround Commons Lawn. The 3 "new houses" (built in the late '60s) are of contemporary design.

Faculty Housing: a number of houses (some divided into apartments) provide housing for approximately 46 faculty and some staff on campus. Several apartments or rooms are used primarily by faculty who commute to the campus.

The campus grounds include a soccer field, volleyball court, tennis courts, and an outdoor basketball court. Commons Lawn is also a site for informal athletics. The bulk of the main campus consists of agricultural fields, meadows, a pond, and a number of small woodlands. The agricultural fields are maintained and harvested by a local dairy farmer who, in return, maintains other open areas on the campus. The campus pond, meadows, woodlands, swamps, and Paran Creek (at the western edge of the campus) are valuable resources for teaching in the natural sciences, recreation (cross-country skiing, hiking and running on trails being constructed by student groups), and simple escape.

The primary responsibilities for management and planning of the physical plant rest with:

- The President;
- The Facilities Committee, which advises the President and the Trustees on all matters relating to planning, development and maintenance, and hears proposals, complaints, and questions from all constituencies within the community. The Committee consists of: up to five faculty members, including the chairman, appointed by the Dean of Faculty; two students appointed by Student Council; the Vice President for Finance; Director of Maintenance; and the Associate Director of Student Life;
- The Vice President for Finance who serves as a link between the Committee and administration, and works closely with
- The Director of Maintenance, who has immediate responsibility for supervision of College maintenance staff and outside contractors.

Maintenance Staff

The physical plant is maintained by a staff currently consisting of two administrators, a secretary, and 23 staff members, including two carpenters, two electricians, two plumbers, one groundskeeper, one painter, ten housekeepers, three cleaner/movers, one locksmith, and one boiler attendant, all supervised by the Director of Maintenance. The size of the maintenance staff has decreased over the last 13 years, with general decreases in staff, and with transfer of some jobs to outside contractors. Maintenance of grounds has been in the hands of contractors since 1987.

Appraisal

The three following sections address each of the criteria of Standard Eight.

Sufficiency of Physical Resources

In many ways Bennington's physical plant provides exceptional resources for a small liberal arts college. With the exception, perhaps, of the library (discussed elsewhere) "academic space"--labs, classrooms, studios,--is ample, often very generous, and generally well-appointed. Arts studios are large and well-equipped, and advanced students have personal studio space. Performance spaces are

numerous and diverse, offering strong support for all of the performing arts. Laboratories in the sciences are spacious and well-designed and recent efforts have brought equipmentation substantially up-to-date.

Facilities development in the last few years has focused on development of new technologies and updating of educational equipment. External funding (some matched by College funds), totalling approximately \$300,000 has allowed substantial upgrading of scientific equipment. Purchases have been directed, especially, towards bringing chemistry and cell/molecular biology labs to a level of currency allowing substantial research by faculty and students. Instruments acquired include a superconducting nuclear magnetic resonance spectrometer, UV/visible spectrophotometer, scintillation counter, liquid chromatography system, electronic data acquisition equipment for physiology, equipment for the new observatory, and a variety of smaller items. The College's many pianos, after a recent history of neglect, have been substantially restored over a several year program financed through the educational equipment budget. A satellite dish, connected to video units in two classrooms and other points on campus, allows access to a wide range of programming, including foreign language news programs. The sound and light booths for the College's two largest theaters have been renovated and upgraded in recent years.

Until recently, access to general computer facilities was seriously limited. Before 1991, a single small computer lab was maintained by the Science Division; this resource served scientific computing needs and some other purposes, but was not capable of supporting the growing general needs for computing resources. A foundation grant in 1991 allowed the opening of a new facility with six networked MacIntosh computers with software and peripherals appropriate for a general-purpose community computer lab. This facility, housed in Dickinson Science Building, is being expanded to include DOS machines in a second network. An administrative computing office in the Barn has also been developed, and has helped to standardize and link administrative computing.

In other respects, however, the adequacy of our physical plant is threatened or less than wholly adequate. Serious concerns revolve around:

- Library space: The need for expansion of current library space has been apparent for some time. The 1983 self study referred to initial discussion of expansion. The current status of these plans is reported in the library section of this document.
- Recreational facilities: The only other generally recognized major new building need is an indoor recreational and athletic facility, with gymnasium and perhaps pool. Currently, options for individual or group recreation are seriously limited by the types of space available, much to the detriment of the social environment of the College community. The only indoor athletic facility at present is a weight-room/fitness center. Although plans for this project are not in place, this building is expected to be a high priority after the completion of the campaign.

- **Deferred maintenance:** As noted in the Overview to this Self Study, considerable deferred maintenance was done in the period 1987-89. Financial constraints have since made it difficult to continue to maintain, improve, and modernize optimally buildings and other facilities. As mentioned above, maintenance staffing has suffered as well, aggravating this situation. Recent College budgets have been inadequate to meet many perceived needs.
- **Renovation of Commons:** Renovation of Commons has, like expansion of the Library, been an object of long-term discussion at the College; this building, at the core of the campus, should be a center of activity for the community, but is not very effectively used. Part of the ground floor (lounge and snack bar areas) was renovated three years ago, making extensive use of student design and labor. Other areas on the first two floors may be dealt with similarly. The third floor of Commons is a large and potentially valuable space, but limited in usefulness now due to safety constraints. A long-term goal is to make this space usable by installing proper wiring and fire safety systems.
- **Information technology:** Continued development of computing facilities and information networks will be necessary for the educational function of the College and to meet professional requirements of the faculty. The College does not currently have institutional access to Internet, nor is there a campus-wide network; the lack of each is increasingly felt.

Safety and Access

The College recognizes a number of issues of access, physical safety, and environmental safety as needing continued attention. Over the last several years, efforts have been made to deal with an accumulation of problems in these areas, but much remains to be done. Among undertakings of the last few years are:

- **Revitalization of the Safety Committee:** This Committee has been working to address problems of safety throughout the College. Toxic waste management plans have been developed and implemented over the last five years; these have begun to address environmental threats in science labs and some arts studios, as well as in maintenance facilities. A toxic waste storage and transfer facility has been built.
- **Smoking regulations:** During the last two years, most of the indoor spaces at the College, including all public spaces except one dining room, have become smoke-free.

- Improvements in fire safety: Updated alarm systems have been installed in some student houses and other buildings, with others planned for next year. Additional fire safety measures, including fire walls and new exits, are planned for Jennings and the Barn during the coming year. Wiring in several student houses has been up-graded. Further improvements along these lines are high on the agenda of the Facilities Committee and our consulting architects (see next section).

However, many needs remain unmet. In particular, portions of a number of buildings on the campus are not fully accessible; most problematic are the second floor of the Barn, the Bookstore, Jennings, and parts of Commons. Environmental concerns continue to be raised.

Management and Planning:

The role of the Facilities Committee has been an object of discussion in recent years. Most of its actual work has consisted of review and recommendations on proposals from various quarters concerning use of facilities and minor renovations and additions. There has been little involvement of the committee in planning, and there has been little direct communication between committee and either President or Board. Some projects and planning have been carried out without consultation with the Committee. Committee members have voiced concerns that the Committee has been relegated to a role of dealing with minor concerns and proposals rather than serving as an organ through which the College community can, in an integrative way, discuss, develop, and evaluate plans for the physical facilities of the College.

All of this has led to efforts at redefinition of the Committee's responsibilities and roles, both in nature and scope. Questions have concerned the authority of the Committee, the legitimate scope of its activity, and the pathway by which recommendations are to be made and reacted to. The Committee has generated a new definition of its duties and responsibilities to replace that which exists in the current Faculty Handbook (where the Committee is still referred to as the "Art and Architecture" Committee).

In a recent development addressing some of these concerns, as well as those raised in previous sections, the College has established an ongoing relationship with the architectural firm of RK Studio and M. Hart Associates. These architects, in collaboration with the Facilities Committee, have begun to develop a more integrated vision of the College's physical facility, and a set of priorities for action. The summary portion of their report will be available in the team's workroom. Although the College has hired consultants and developed "master schemes" and "grand plans" several times in the past, these prior efforts have fallen prey to financial constraints, changing personnel, and neglect following the completion of final reports or proposals.

The current undertaking is being approached differently in two respects. First, the relationship between the college and architects is seen as ongoing and developmental, whereas previous projects amounted to single-purpose contracts; the product of the current undertaking is expected to be a continuous development of projects and plans rather than one final report. Second, although it is

hoped that an encompassing vision of the campus will grow from the discussions between the architects and members of the College, there is a first emphasis on the development of immediately attainable projects and plans. The first material products of this new relationship are plans for alterations in the Barn and Jennings addressing problems of fire safety and access; these undertakings are incorporated in budgets for the current and upcoming fiscal years.

Projection

The current expectation is that physical resource planning will continue to be an active endeavor of the Facilities Committee with substantial and continuing input and suggestion from the architects. It is anticipated that much of this effort will be directed towards:

- Continued address of problems of access and fire safety;
- Prioritizing address of deferred maintenance needs and determining appropriate and efficient means of address;
- Use of space. Although Bennington possesses an impressive amount of *per capita* space, there is a pervading sense of crowding. This seems to be due to inefficient and awkward use of available space;
- Energy efficiency. Several College buildings (especially VAPA and student houses) are distinguished by extremely inappropriate energy design for a cold climate; it is hoped that addressing this issue may lead to substantial savings in fuel bills and set a more environmentally appropriate standard. Assisted by an incentive program offered by the local electric utility, the College has just contracted for the installation of energy efficient lighting in most campus buildings other than student housing. The estimated annual savings will be at least \$60,000, a quarter of the College's current electric bill.
- Renovation of Commons. This undertaking, as mentioned above, has been an object of long-term discussion at the College. Beyond initial undertakings, it is clear that more appropriate design and use of this building could contribute dramatically to the functioning of the College.

The College believes itself to be aware of each of the existing problems in the area of physical resources and is taking such measures as serious budgetary constraints allow to address them. It is hoped that planning objectives will be substantially advanced if the promising new relationship between the College's Facilities Committee and the consulting architects can be sustained and cemented.

Chapter Nine

Financial Resources

The budgeting and financial reporting process at Bennington has followed the same pattern over the last six and one-half years. The first important event in this cycle occurs at the October meeting of the Board of Trustees when the audit report and other supplementary financial information for the previous year (June 30 fiscal) are presented to the Administration, Budget and Finance Committee (and subsequently to the full Board). The College's auditors are also present at this meeting where, in addition to discussing the audit report and the management letter, the Committee is afforded an opportunity to speak privately with them concerning management's performance. (It should be noted that there have been no recommendations for improvements in the last four management letters.) At the October meeting there is also a discussion of any variances from the current year's budget, principally informed by results from the summer programs and fall registration.

The January meeting is an opportunity for the Board to take a first look, at the "macro" level, at the budget for the upcoming year. Working assumptions for factors such as enrollment, staffing levels, salary policy, and nonpersonnel spending levels are established. Fees for the following year are usually set at this meeting.

Detailed departmental budgeting begins after the January meeting and is completed in a preliminary fashion before the Board's April meeting, where any necessary revisions to January's working assumptions can be made. These adjustments are then worked into departmental budgeting and a final budget, in agreement both at the "macro" and "micro" levels, is presented to the Board for adoption at its June meeting.

Throughout this period the Board receives updated projections of expected results for the current year. This information, while obviously important in its own right, will also, in most cases, inform budgeting decisions being made for the subsequent year.

In addition to the Board reporting described above, the Vice President for Finance and Administration, over the course of the year, regularly meets with the Faculty Budget Committee, made up of three elected faculty members (designated members of the Academic Council) and the Dean of Faculty, who serves as chair. This Committee acts as an information-gathering and advisory body. Its members are invited to attend Administration, Budget and Finance Committee meetings of the Board and, as is the case for other faculty members of the Academic Council, may attend all meetings of the Board except those held in executive session. The Faculty Budget Committee reports its activities to the entire faculty, generally at the last faculty meeting of each term.

The current budgeting and financial reporting process has served the College well over the last several years in informing its constituencies and, in particular, the Board, of the financial realities facing the College. The seriousness of these realities became such that in April 1993, the Board of Trustees decided to abandon business as usual and to adopt a two-year transition plan with the first year devoted to developing a new design for the College, consistent with its principles, and the second year as the period in which to implement that design. The goal of this process is to position the College with respect to the character of its educational and fiscal resources so that it is able realistically to recruit the number of students it needs (600) to achieve fiscal stability.

The quality of the students Bennington can attract, and will admit, must be a complementary factor in the College's renewal. As noted in Chapter Four, the class of 1997, although smaller than we would have liked, appears to be academically the strongest enrolled at Bennington in some years.

The financial dimensions of the need which prompted the plan to which the Board has committed itself have become even more critical since it was adopted. Undergraduate enrollment declined below the level anticipated in our November 1992 Annual Report to NEAS&C with an entering class of 132 this fall and expected annualized undergraduate enrollment of 435 FTE in fiscal 1993-94. These realities only underscore the importance of the decision to launch a special plan for proceeding that will emphasize continued financial restraint, bold and imaginative thinking, and very careful strategic planning.

Bennington's financial difficulties are due not only to a significant decline in undergraduate enrollment but also to an unwelcome increase in spending for institutional financial aid. Although the College has taken several steps to offset the net revenue loss associated with this situation, they have fallen short of what would be necessary to ensure long-term financial solvency. The College's current re-examination of itself, principally launched to deal with academic matters, will inevitably have to include, as part of a coherent set of recommendations, a righting of the financial imbalance.

Undergraduate enrollment has fallen steadily from a high of 576 FTE in 1988-89 to an expected count of 435 in the current year. During the same period institutional financial aid, expressed as a percentage of total assessed charges, has risen from 23.2% in 1990-91 to an estimated rate of 37% this year. The net revenues available from undergraduate enrollment have declined from \$8.732 million in 1990-91 to a projected \$6.743 million in 1993-94. Of further concern on this score is the College's most recent entering class, which comprised 132 students (compared to an average of 170 over the previous four years) with greater financial need than any earlier class.

In recognition of this accumulating bad news, the College has responded in a number of ways. Beginning in August 1990 there has been a concerted effort to reduce administrative staffing wherever possible. Since that time there has been a net reduction of 17 non-faculty positions, approximately 10% of the workforce. Most of these reductions were achieved through attrition, although there have been a few layoffs.

The College has also reduced the size of the faculty by the equivalent of eight full-time positions. We are in the first year of a two-year period of implementing this reduction, with approximately half of the cuts occurring in each of the two years. The size of the faculty after these cuts will stand at 60 1/2 FTE. The student/faculty ratio (graduate students included) will remain at Bennington's traditional level of eight-to-one after the cuts, due to reduced enrollment.

There have also been cuts in several nonpersonnel lines. Those where the largest reduction in absolute dollars has occurred are deferred maintenance (from \$254,976 in 1990/91 to a budget of \$150,000 in 1993/94) and instructional capital equipment (from \$58,483 in 1990/91 to a budget of \$35,000 this year). These two particular measures, while responsive to current budget realities, are, of course, not conducive to the long-term health of the College. Although grant funding has enabled us to purchase capital equipment beyond that provided from budgeted funds, there is little opportunity for such funding for deferred maintenance.

On the revenue side of the ledger there is some good news to report regarding several of the College's ancillary programs. The hoped-for expansion of the Post-Baccalaureate program in the sciences and the Masters in Fine Arts program (in visual arts, dance and music) has been realized. There are 21 students this fall in both the post-bacc program and the MFA program. (In fall 1990 there were 8 students in the post-bac program and 3 MFA candidates.) In January of this year Bennington launched a new low residency MA/MFA Program in Writing and Literature. The desired initial enrollment of 20 students has been exceeded by 5. Summer programs, including the July Program for high school students and the Summer Writing Workshops, have also held up over the last few years.

All of these expense-cutting and revenue-enhancing measures have, however, been insufficient to offset the net revenue loss from declining undergraduate enrollment. Thus the College has, over the last several years, been able to balance its operations only by resorting to extraordinary fund raising and using reserves. In the fiscal year which ended June 30, 1993, Bennington needed \$866,000 in special fund raising and used its last \$695,000 in reserves in order to avoid a reported deficit in its operations.

With the unusually small and extremely financial aid-dependent class of 1997, the College's operational shortfall has reached \$2 million. It is clear that this structural imbalance in operations cannot continue much longer.

While the College addresses the need to increase enrollment, efforts continue to meet the \$30 million goal of the Capital Campaign. As of December 31, 1993, gifts and pledges totalled over \$18 million. A recent pledge of \$2 million from a Trustee reflects the continued vitality of the Campaign.

Complacency is obviously out of the question, and the leadership of the College is confronting squarely the magnitude of the fiscal problems it faces and the necessity for significant change. We remain confident that the educational potential of this College, combined with its distinguished history, can provide the makings of a design for a financially viable institution that responds to critically important educational needs in this country.

Chapter Ten Public Disclosure

The Office of Communications has, since the winter of 1992, combined internal and external communications, including publications and public relations, under one roof. While this arrangement has its drawbacks in terms of multiple responsibilities, it does help realize our goal of cohesive, clear, and accurate communications.

This office publishes more than 75 pieces each year. The following is an overview of major publications, their frequency, and the office responsible for review. In most cases, the Communications staff, in conjunction with members of the various departments, prepares the publications (including writing and design) which are then submitted to department heads for review and approval.

<u>Publication</u>	<u>Frequency</u>	<u>Review/Approval</u>
Viewbook/catalog	Every two years	Admissions
Application packets for undergraduate, MFA, and postbac programs	Annually	Admissions
Travel piece	Every two years	Admissions
Values brochure	(new publication) Every two years	Admissions
Tutorials brochure	(new publication) Every two years	Admissions
Science and math brochure	(new publication) Every two years	Admissions
Financial aid handbook	Annually	Admissions
Initial recruitment piece	Annually	Admissions
Division newsletters	Sporadically	Admissions/ Divisions
A variety of posters/ invitations/minor informational pieces	As needed	Admissions
<i>Quadrille</i> (alumni magazine)	3 times/year	Development
Annual fund appeals	3 times/year	Development

Checks & Balances (donor book)	Annually	Development
Capital Campaign News	2 times/year	Development
Reunion brochure	Annually	Development
Parents newsletter	(new publication) 2 times/year	Development
Term calendar	Each term	President's Office
Alumni College materials	Annually	President's Office
<i>College Week</i>	Weekly during term	Student Life
Health and Psychological Services brochure	Annually	Student Life
College calendar	Annually	Student Life
Student Handbook	Annually	Student Life
Sexual harassment brochure	Annually	Student Life
Field Work Term brochure	Every two years	Student Placement
<i>SILO</i> (literary magazine, prepared by students)	2 times/year	Communications
Bennington July Program brochure & related pubs.	Annually	Special Programs
Bennington Summer Writing Workshops brochure & related publications	Annually	Special Programs
Bennington Writing Seminars brochure & related publications	Annually	Special Programs

Bennington's advertising is almost exclusively limited to its special programs: the July Program, the Writing Workshops, the Writing Seminars, and the Alumni College. We rely on a systematic press release schedule to disseminate news regionally about events on campus (approximately 50 per term), and have begun a concerted effort with the help of consultants to get the word out about Bennington's educational philosophy and programs through the regional and national media.

Communication among College constituencies is accomplished through *College Week*, distributed weekly to all students, faculty, and offices, and through college-wide distribution of special bulletins such as the five issues of *Symposium News* produced last fall, consisting of minutes from public meetings held in connection with the Symposium.

Copies of all the above publications and samples of advertising for the special programs will be available in the visiting team's workroom.

Appraisal

Bennington College is not for everyone: It is small, intense, individualistic; it demands a great deal of self-motivation and discipline; it works best for those who are passionate about learning. This is a message we want to make clear—and that we feel we do make clear—through our publications, because it is no more to Bennington's benefit than to the students' if they come to this College expecting more or less than that reality.

Bennington's mission is spelled out in the combined viewbook/catalog, and its size, scope, organizational status, educational programs, facilities, and accreditation status are presented as carefully and accurately as possible. The viewbook/catalog is published every other year, which can result in out-dated information from time to time. The catalog also lists seminars and tutorials which, as indicated in bold-faced type at the beginning of the section, "are meant to provide an indication of what is taught at Bennington. As such it is a representative and not a definitive selection." This method of dealing with course offerings results from Bennington's flexible curriculum, in which faculty teach that which most interests them and their students. Also, as noted in a recently produced brochure on tutorials at Bennington, while 172 regular courses were taught in the spring term 1993, more than 280 tutorials were conducted. It is difficult, if not impossible, to convey accurately such a living, changing, growing curriculum. One solution might be to head up course offerings as "Courses taught during the 1992-93 Year," with an additional listing of other recent courses and tutorials. This is a challenge with which we continue to wrestle. The new tutorials piece, in fact, grew out of that concern. Also, as before, a complete and up-to-date list of course offerings is available through the Admissions Office. It is also distributed twice a year to all students and faculty by the Dean of Studies' office.

Bennington's academic structure, centered around the student's plan developed during his/her tenure at the College, was not adequately explained in previous viewbooks. In the 1992-94 viewbook, a new section, "On the Road," took on the task of explaining how the plan, counseling, Field Work Term, and senior theses work together to comprise a Bennington education. Another new publication, "The Value of a Bennington Education," also attempts to define the life-long benefits of self-directed study. The College's divisional structure is also non-traditional, and we are working on ways to explain how it works and how interdivisional majors are pursued.

To date, Bennington's outreach to nontraditional students has come in the form of recruiting graduate, postbaccalaureate, and special programs students. In light of an increasing demand from older students who may be interested in part-time attendance, Bennington may well look to that constituency in the future and design means of reaching it.

The Communications Office believes that credibility is paramount. We remain committed to getting the facts right and maintaining the integrity of our communications. Toward that end, we regularly meet with departments, especially Admissions and Development, prior to reissuing existing publications to verify accuracy and clarity. We also conduct informal focus groups with current students on publications, and initiated during spring 1993 a monthly session with students in order to regularize communication. A student advisory committee is meeting to help formulate the new viewbook. We post new publications outside the Communications Office, and pay attention to the responses. For instance, in an "IF" piece which described events at Bennington during the previous semester we included a photograph of a downhill skier, about which we received negative comments since that sport is not representative of most students' leisure activities. That photograph will not be used in future publications of that nature.

Projection

The policies and practices of the Communications Department correspond closely, for the most part, with NEAS&C standards for public disclosure. Areas we need to improve center mostly on the issue of the two-year cycle of our combined viewbook/catalog and a method of adequately and clearly portraying Bennington's flexible curriculum. We are already exploring ways to do that, and expect to resolve the situation with the next viewbook.

Because we have not had a viable system for tracking success in job and graduate school placement and in the achievements of graduates, we are unable to use any kind of statistical data in our publications; we rely instead on individual stories about and quotations from alumni. Although we often profile alumni in *Quadrille* and thereby generate "anecdotal" material of high quality, we do not have systematic data at our disposal. As noted above (Chapter Two)—an institutional research function will be working to remedy this lack of documentation. In the meantime, we are surveying recent alumni to obtain graduate school and employment data.

In light of the Symposium the College undertook in the fall of 1993, many questions about publications—and especially the viewbook/catalog—remain unanswered. In planning publications to reflect clearly Bennington's reaffirmed mission and programs, the NEAS&C standards will continue to guide and direct the efforts of this department.

Chapter Eleven

Integrity

Bennington College endeavors to manage its affairs with the highest ethical standards in all its dealings with faculty, students, staff, and the general public. The College values human diversity, and a respect for the individual is reflected in all of its academic and social practices.

Faculty

Policies and practices governing the lives and work of the faculty are contained in the current Faculty Handbook. As stated in the Handbook, “faculty members are retained by the College by contract. The College enters into the contract by means of the action by the Board of Trustees who act upon the advice of the President.” The Faculty Personnel Committee (FPC) has primary responsibility for faculty personnel policy, faculty appointments and reappointments. Recommendations of the FPC are forwarded to the President and to the Board’s Educational Policy and Facilities Committee as needed. Decisions affecting the Bennington program are deliberated in the Academic Council and in the Educational Counseling Committee; if necessary, they are then forwarded to the Faculty Meeting, President, and the Board’s Educational Policy and Facilities Committee. The curricular structure of Bennington College grants considerable freedom and flexibility for what and how faculty teach. This practice is one source of the College’s academic strength and reflects the College’s respect for academic freedom. The classroom environment at Bennington is characterized by openness and a willingness on the part of both faculty and students to question received knowledge in the context of rigorous and unprejudiced scholarly inquiry. Faculty, as employees of Bennington College, are protected by the Federal Executive Order 11245 and 11375 and by the State of Vermont’s Fair Employment Practice Code (21 VSA, Section 495 and 495C). Bennington College provides equal opportunity for all qualified and qualifiable persons and promotes the realization of equal opportunity. Grievance procedures are found in the Faculty Handbook.

Students

Bennington has clear policies insuring institutional integrity in regard to College student relations. Its policies are disseminated in writing to students both prior to and during their tenure at Bennington, principally in the Student Handbook (revised each year) but also in the viewbook/catalogue. The College’s policy concerning the Family Educational Rights and Privacy Act (the Buckley Amendment) is described on pp. 25-26 of the 1993-94 Student Handbook; concerning the privacy of medical records and psychological counseling, p. 30; financial records, p. 34; housing and house government, pp. 37-49; student behavior and disciplinary procedures, pp. 62-70; HIV infection/AIDS, p. 77; sexual harassment, pp. 77-84. These policies embody a respect for student self-determination and an expectation on the part of the College that students will act with personal honesty and respect for the rights of other members of the College community. A statement regarding the College’s policy of non-discrimination with respect to age, sex, religion, handicap, race or color in admissions and all relations with students is on p. 50 of the current viewbook/catalogue and on the application form itself.

Staff

Bennington is an Equal Opportunity and Affirmative Action Plan employer. It does not discriminate against applicants and employees on the basis of race, color, religion, sex, age, national origin, sexual orientation, or handicap. The staff/administration handbook outlines for College employees the grievance procedures. The President meets periodically with staff to keep them informed of developments at the College and to enable them to ask questions in an open forum.

General Public

Please see Chapter Ten, "Public Disclosure." Freedom of speech has been the subject of several public forums and of one general college meeting in recent years.

Appraisal and Projection

Bennington College practices the tolerance it preaches with regard to academic and human freedom. The College observes the spirit as well as the letter of applicable legal requirements and maintains a high standard of ethics in all its affairs.

An ongoing concern of many members of the College is what are the proper limits to freedom, particularly with respect to freedom of behavior, in an academic community. Issues of freedom of behavior are currently under discussion by the faculty (as evidenced in the Deans' Study) and by students and administration (as evidenced by the President's appointment of the Residential Life Committee). As reported in Chapter Five, the Faculty Handbook is undergoing revision. The current version of the Handbook does not explicitly address matters of academic freedom. In the fall of 1993 the President appointed a faculty committee to draft a statement and policy in regard to academic freedom for inclusion in the new Handbook.

In reviewing the College's published statements of non-discrimination for this self study we realized that the statement on non-discrimination published in the viewbook/catalogue and on the application form omits reference to sexual orientation. It has been Bennington's longstanding practice not to discriminate on this basis, and the next edition of the viewbook and application materials will contain language to that effect. The College's personnel handbook already contains such language.

CIHE DATA FORM I. CURRENT FUND REVENUES AND EXPENDITURES (000 DOLLARS)

Please use attached definitions

FISCAL YEAR ENDS MONTH 6 DAY 30 3 YEARS PRIOR (FY 1990) 2 YEARS PRIOR (FY 1991) 1 YEAR PRIOR (FY 1992) MOST RECENTLY COMPLETED FY (FY 1993) CURRENT BUDGET (FY 1994)

CURRENT FUND REVENUES RESTRICTED & UNRESTRICTED

1) TUITION & FEES	\$ 9,584	\$10,065	\$10,175	\$10,220	\$10,055
2) GOVERNMENT APPROPRIATIONS					
3) GOVERNMENT GRANTS & CONTRACTS	443	457	492	551	499
4) PRIVATE GIFTS, GRANTS & CONTRACTS	2,012	2,051	2,587	2,170	3,025
5) ENDOWMENT INCOME	232	275	349	377	400
6) AUXILIARY ENTERPRISES	2,884	3,036	3,021	3,164	3,169
7) OTHER	178	198	166	837	243
8) TOTAL REVENUES	\$15,333	\$16,082	\$16,790	\$17,319	\$17,391

CURRENT FUND EXPENDITURES RESTRICTED & UNRESTRICTED

9) INSTRUCTION	3,863	4,013	4,261	4,335	4,089
10) RESEARCH					
11) PUBLIC SERVICE					
12) ACADEMIC SUPPORT	733	896	804	821	866
13) STUDENT SERVICES	1,079	1,136	1,304	1,170	1,195
14) INSTITUTIONAL SUPPORT	2,438	2,691	2,638	2,576	2,580
15) OPERATION, MAINTENANCE OF PLANT	968	983	889	855	899
16) SCHOLARSHIPS & FELLOWSHIPS	3,081	3,111	3,731	4,413	4,566
17) MANDATORY TRANSFERS	327	327	327	327	0
18) NONMANDATORY TRANSFERS	106	104	437	293	0
19) AUXILIARY ENTERPRISES	2,466	2,522	2,482	2,408	2,520
20) OTHER Depreciation Debt					425 250
21) TOTAL EXPENDITURES	15,061	15,783	16,873	17,198	17,390
22) REVENUE LESS EXPENDITURES			<83>	121	1
23) REVENUE LESS EXPENDITURES NOT INCL AUXILIARY ENTERPRISES	<146>	<215>	<622>	<635>	<648>
24) TUITION AND FEES CHARGE FOR FULL TIME UNDERGRADUATE STUDENT			19,400	19,780	20,750

FISCAL YEAR ENDS
MONTH ____ DAY ____

3 YEARS PRIOR
(FY 19~~89~~-90)

2 YEARS PRIOR
(FY 19~~90~~-91)

1 YEAR PRIOR
(FY 19~~91~~-92)

MOST RECENTLY
COMPLETED FY
(FY 19~~92~~-93)

CURRENT
BUDGET
(FY 19~~93~~-94)

CURRENT-UNRESTRICTED

FUND BALANCE BEGINNING OF YEAR	(5,477)	(5,214)	< 4,639>	< 4,438>	< 4,216>
NET INCREASE/(DECREASE)	263	322	201	222	1
FUND BALANCE END OF YEAR	(5,214)	(4,892)	< 4,438>	< 4,216>	< 4,215>

CURRENT-RESTRICTED

FUND BALANCE BEGINNING OF YEAR	741	620	616	331	231
NET INCREASE/(DECREASE)	(121)	(50)	285	<100>	-
FUND BALANCE END OF YEAR	620	570	331	231	231

LOAN FUNDS

FUND BALANCE BEGINNING OF YEAR	0	0	0	0	0
NET INCREASE/(DECREASE)	0	0	0	0	0
FUND BALANCE END OF YEAR	0	0	0	0	0

ENDOWMENT & SIMILAR FUNDS

FUND BALANCE BEGINNING OF YEAR	3,700	4,177	5,081	6,630	7,180
NET INCREASE/(DECREASE)	477	162	1,549	550	400
FUND BALANCE END OF YEAR	4,177	4,339	6,630	7,180	7,580

ANNUITY & LIFE INCOME FUNDS

FUND BALANCE BEGINNING OF YEAR	0	0	0	0	0
NET INCREASE/(DECREASE)	0	0	0	0	0
FUND BALANCE END OF YEAR	0	0	0	0	0

PLANT FUNDS

FUND BALANCE BEGINNING OF YEAR	13,327	13,834	4,092	4,317	4,389
NET INCREASE/(DECREASE)	507	368	225	72	
FUND BALANCE END OF YEAR	13,834	14,202 *	4,317	4,389	

INDEBTEDNESS ON PHYSICAL PLANT

BALANCE OWED ON PRINCIPAL AT BEGINNING OF YEAR	7,120	6,780	6,170	5,755	5,325
ADDITIONAL PRINCIPAL BORROWED DURING YEAR	0	90	0	0	0
PAYMENTS MADE ON PRINCIPAL DURING YEAR	340	345	415	430	445
BALANCE OWED ON PRINCIPAL AT END OF YEAR	6,780	6,525	5,755	5,325	4,880
INTEREST PAYMENTS ON PHYSICAL PLANT INDEBTEDNESS	517	489	440	427	395

CIHE DATA FORM III. STUDENT ADMISSIONS DATA (fall term) - Credit Seeking Students Only
Including Continuing Education

Fall Term (Year)	4 years ago (19 <u>84</u>)	3 years ago (19 <u>85</u>)	2 years ago (19 <u>86</u>)	1 year ago (19 <u>87</u>)	Current year (19 <u>88</u>)
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Freshmen

Completed Applications	467	517	536	581	589
Applications Accepted	330	386	400	404	365
Applicants Enrolled	170	166	173	184	141
Statistical Indicator of Aptitude of Enrollees used by Institution (describe below)					

Transfers - Undergraduate

Completed Applications	79	75	64	89	68
Applications Accepted	51	50	45	65	37
Applicants Enrolled	37	28	30	34	23

Master's Degree

Completed Applications	21	31	23	40	39
Applications Accepted	1	2	9	21	18
Applicants Enrolled	1	1	8	2	11

First Professional Degree

All Programs

Completed Applications	36	47	40	80	94
Applications Accepted	3	12	12	30	33
Applicants Enrolled	3	7	8	14	16

Doctoral Degree

Completed Applications					
Applications Accepted					
Applicants Enrolled					

Description of statistical indicator of aptitude of freshmen enrollees (average combined SAT, average rank in high school graduating class, etc.)

CIHE DATA FORM IV. STUDENT ENROLLMENT DATA (fall term) Credit Seeking Students Only, including Continuing Education

		4 years ago (19 89)	3 years ago (19 90)	2 years ago (19 91)	1 year ago (19 92)	current year (19 93)
Undergraduate						
First year	Full-Time Headcount	144	145	150	159	122
	Part-Time Headcount	0	0	0	0	0
	Total Headcount	144	145	150	159	122
	Total FTE	144	145	150	159	122
Second year	Full-Time Headcount	167	126	133	139	134
	Part-Time Headcount	0	0	1	0	1
	Total Headcount	167	126	134	139	135
	Total FTE	167	126	133.25	139	134.50
Third year	Full-Time Headcount	160	142	110	113	108
	Part-Time Headcount	0	0	0	0	1
	Total Headcount	160	142	110	113	109
	Total FTE	160	142	110	113	108.50
Fourth year	Full-Time Headcount	105	156	126	98	93
	Part-Time Headcount	0	1	0	0	0
	Total Headcount	105	157	126	98	93
	Total FTE	105	156.50	126	98	93
Unclassified	Full-Time Headcount	0	0	0	1	1
	Part-Time Headcount	0	0	0	0	0
	Total Headcount	0	0	0	1	1
	Total FTE	0	0	0	1	1
Total Headcount Undergraduate		576	570	520	510	460
Total FTE Undergraduate		576	569.50	519.25	510	459
Graduate						
	Full-Time Headcount	14*	11*	21*	34*	44*
	Part-Time Headcount	0	0	0	0	0
Total Headcount Graduate		14*	11*	21*	34*	44*
Total FTE Graduate		14*	11*	21*	34*	44*
Grand Total Headcount		590*	581*	541*	544*	504*
Grand Total FTE		590*	580.50*	540.25*	544*	503*

Definition of FTE used (undergrad) Actual course load divided by 4 (required course load) Same

*In the total Graduate Headcount there are included a number of students enrolled in Bennington's Postbaccalaureate Certificate Program in Science, Mathematics, and Premedical Studies (a non-degree program)

1989	1990	1991	1992	1993
8 Grad sts.	3 Grad sts.	11 Grad sts.	18 Grad sts.	23 Grad. Sts
+6 P-B	+8 P-B	+10 P-B	+16 P-B	+21 P-B
14 Total	11 Total	21 Total	34 Total	44 Total

CIHE DATA FORM V. PROJECTED FINANCIAL, TUITION, and ENROLLMENT DATA
For Next Three Years

Fiscal Years **FY** **FY** **FY**
 19 94-95 **19 95-96** **19 96-97**

Projected Financial Data (000s omitted)

Total Current Fund Revenues	14,518	16,030	16,997
Total Current Fund Expenditures (including Mandatory Transfersfor Principal and Interest)	16,456	17,397	17,798
Revenues less Expenditures	1,938	1,367	177
Other Transfers	-0-	-0-	-0-
Change in Current Fund Balance	1,938	1,367	177

Year **19 94-95** **19 95-96** **19 96-97**

Projected Tuition and Fees Charge for Full-Time Student	21,700	22,700	23,800
---	--------	--------	--------

Projected Enrollment - Fall Term

(Credit Seeking Students Only, including Continuing Education)

Year **19 94** **19 95** **19 96**

Undergraduate

Full-Time Headcount	380	407	467
Part-Time Headcount	2	2	2
Total Headcount	382	409	469
Total FTE	381	408	468

Graduate

Full-Time Headcount	65	105	125
Part-Time Headcount			
Total Headcount	65	105	125
Total FTE	65	105	125

Post-Baccalaureate 25 30 35

CIHE DATA FORM VI. FACULTY PROFILE

PAGE 1

4 YEARS AGO

(1989-90)

FT / PT

3 YEARS AGO

(1990-91)

FT / PT

2 YEARS AGO

(1991-92)

FT / PT

1 YEAR AGO

(1992-93)

FT / PT

CURRENT YEAR

(1993-94)

FT / PT

NUMBER OF FACULTY

PROFESSOR					
ASSOCIATE					
ASSISTANT					
INSTRUCTOR					
OTHER No Rank	56/26	58/25	58/25	54/30	51/30
TOTAL					

AGE (RANGE/MEAN)

PROFESSOR					
ASSOCIATE					
ASSISTANT					
INSTRUCTOR					
OTHER No Rank	33-81/35	27-82/42	26-83/47	30-84/46	26-76/45

MALE/FEMALE

PROFESSOR					
ASSOCIATE					
ASSISTANT					
INSTRUCTOR					
OTHER Male	42/16	44/17	43/12	38/20	35/20
TOTAL Female	14/10	14/8	15/13	16/10	16/10

YEARS AT THIS INSTITUTION

(RANGE/MEDIAN)

PROFESSOR					
ASSOCIATE					
ASSISTANT					
INSTRUCTOR	1-43/17	1-43/10	1-51/13	1-46/11	1-47/10
OTHER					

CIHE DATA FORM VI. FACULTY PROFILE

PAGE 2

4 YEARS AGO
(1989-90)
FT / PT

3 YEARS AGO
(1990-91)
FT / PT

2 YEARS AGO
(1991-92)
FT / PT

1 YEAR AGO
(1992-93)
FT / PT

CURRENT YEAR
(1993-94)
FT / PT

HIGHEST DEGREE EARNED

DOCTORATE

PROFESSOR					
ASSOCIATE					
ASSISTANT					
INSTRUCTOR					
OTHER No Rank	23	23	24	24	24
TOTAL					

MASTER'S

PROFESSOR					
ASSOCIATE					
ASSISTANT					
INSTRUCTOR					
OTHER No Rank	23	23	27	30	33
TOTAL					

BACHELOR'S

PROFESSOR					
ASSOCIATE					
ASSISTANT					
INSTRUCTOR					
OTHER No Rank	11	6	15	16	12
TOTAL					

PROFESSIONAL LICENSE

PROFESSOR					
ASSOCIATE					
ASSISTANT					
INSTRUCTOR					
OTHER					
TOTAL					

CIHE DATA FORM VI. FACULTY PROFILE

PAGE 3

	4 YEARS AGO (19 89-90)	3 YEARS AGO (19 90-91)	2 YEARS AGO (19 91-92)	1 YEAR AGO (19 92-93)	CURRENT YEAR (19 93-94)
	FT / PT	FT / PT	FT / PT	FT / PT	FT / PT
TEACHING LOAD: Full-time faculty members normally teach two courses per term. Each course requires two classes per week. Each course equals four credits per term. The average number of students per class is 20. Each faculty member is also responsible for teaching individual tutorials.					
FALL TERM ONLY FOR EACH YEAR (RANGE/MEDIAN IN CREDIT HOURS)					
PROFESSOR					
ASSOCIATE					
ASSISTANT					
INSTRUCTOR					
OTHER					

BASE SALARY FOR ACADEMIC YEAR (RANGE/MEAN)

PROFESSOR					
ASSOCIATE					
ASSISTANT					
INSTRUCTOR					
OTHER No Rank	24-47,1/ 30,4	24-50/ 34,5	24-53,9/ 37,5	26,2-56,6/ 38,6	26,2-56,6/ 37,3

FRINGE BENEFITS (RANGE/MEDIAN)

PROFESSOR					
ASSOCIATE					
ASSISTANT					
INSTRUCTOR					
OTHER No Rank	4.8-9.4/ 7.1	4.8-10/ 7.4	4.8-10.8/ 7.8	5.2-11.3/ 8.2	5.2-11.3/ 8.2

Based on 20% fringes

NUMBER OF FACULTY APPOINTED

PROFESSOR					
ASSOCIATE					
ASSISTANT					
INSTRUCTOR					
OTHER	11	11	5	7	8
TOTAL					

CIHE DATA FORM VI. FACULTY PROFILE

PAGE 4

4 YEARS AGO
(19 89-90
FT / PT

3 YEARS AGO
(19 90-91
FT / PT

2 YEARS AGO
(19 91-92
FT / PT

1 YEAR AGO
(19 92-93
FT / PT

CURRENT YEAR
(19 93-94
FT / PT

NUMBER OF FACULTY IN TENURED POSITIONS

PROFESSOR					
ASSOCIATE					
ASSISTANT					
INSTRUCTOR					
OTHER No Rank	31/9	30/6	32/4	35/6	30/4
TOTAL					

NUMBER OF FACULTY DEPARTING

Projection

PROFESSOR					
ASSOCIATE					
ASSISTANT					
INSTRUCTOR					
OTHER No Rank	15	10	7	7	8
TOTAL					

NUMBER OF FACULTY RETIRING

PROFESSOR					
ASSOCIATE					
ASSISTANT					
INSTRUCTOR					
OTHER No Rank	0	0	1	5	1
TOTAL					

PAGE 5

CURRENT YEAR
(19 93-94
FT / PT

NAME OF DEPARTMENT OR ACADEMIC UNIT

[illegible]

CIHE DATA FORM VII. STUDENT HEADCOUNT BY UNDERGRADUATE MAJOR AND GRADUATE PROGRAM

Fall Term (Year) 4 years ago 3 years ago 2 years ago 1 year ago Current year
 (19 89) (19 90) (19 91) (19 92) (19 93)

UNDERGRADUATE N/A

CERTIFICATE					
TOTAL					

N/A

ASSOCIATE					
Undeclared					
TOTAL					

CIHE DATA FORM VII: STUDENT HEADCOUNT BY UNDERGRADUATE MAJOR AND GRADUATE PROGRAM

Page 2

Fall Term (Year)	4 years ago (19 <u>89</u>)	3 years ago (19 <u>90</u>)	2 years ago (19 <u>91</u>)	1 year ago (19 <u>92</u>)	Current year (19 <u>93</u>)
------------------	--------------------------------	--------------------------------	--------------------------------	-------------------------------	---------------------------------

UNDERGRADUATE

BACCALAUREATE					
DIVISIONS					
Dance	7	8	6	5	5
Drama	36	36	31	30	18
Literature & Languages	49	75	56	41	37
Music	22	19	15	21	20
Natural Sciences & Mathematics	8	14	14	12	10
Division of Social Sciences	26	24	20	25	20
Visual Arts	42	46	41	33	41
Interdivisional	72	72	52	40	41
Thematic	-	-	-	-	8
Undeclared	314	276	285	303	260
TOTAL	576	570	520	510	460

Fall Term (Year)	4 years ago (19 <u>89</u>)	3 years ago (19 <u>90</u>)	2 years ago (19 <u>91</u>)	1 year ago (19 <u>92</u>)	Current year (19 <u>93</u>)
------------------	--------------------------------	--------------------------------	--------------------------------	-------------------------------	---------------------------------

GRADUATE PROGRAM

MASTER'S					
Dance	3	1	2	2	4
Music	3	2	4	6	3
Visual Arts	2	-	5	10	14
MALS	-	-	-	-	2
TOTAL	8	3	11	18	23

DOCTORATE					
TOTAL					

PROFESSIONAL					
TOTAL					

OTHER	Post-Baccalaureate Program in Science (Non-Degree)				
Natural Sciences & Mathematics	6	8	10	16	21
TOTAL	6	8	10	16	21

4 years ago (19 <u>89</u> -) 90	3 years ago (19 <u>90</u> -) 91	2 years ago (19 <u>91</u> -) 92	1 year ago (19 <u>92</u> -) 93	Current year (19 <u>93</u>) Fall
---------------------------------------	---------------------------------------	---------------------------------------	--------------------------------------	---

UNDERGRADUATE

[illegible]

Page 2

90

91

92

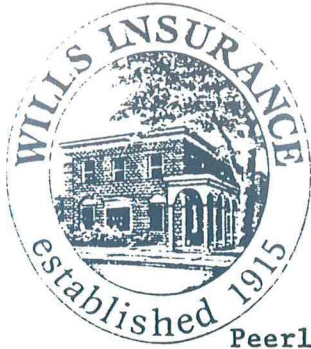
93

Fall

OR COMPARABLE UNIT

GRADUATE

[illegible]



WILLS INSURANCE INC.

116 South Street
Bennington, Vermont 05201
Tel: (802) 442-5414
Fax: (802) 442-1131

Peerless Insurance Company
CPP 4164655
7/1/93 to 7/1/94

BENNINGTON COLLEGE CORPORATION

Business Package

Property Coverage:

Special Form; Replacement Cost; Agreed Amount

\$ 1,000 Loss Deductible

\$32,812,333 Blanket Building and Contents

Statement of Values attached

\$ 31,600 Contractors Equipment; \$100 Deductible

\$ 200,000 Exhibition Floater; \$100 Deductible

\$ 158,714 Musical Instrument Floater; \$250 Deductible

\$ 730,700 Fine Arts Floater; \$100 Deductible

\$ 150,000 Computer Equipment; \$100 Deductible

Crime:

Employee Dishonesty: \$1,000 Loss Deductible

\$ 100,000 Limit

Money and Securities: \$1,000 Loss Deductible

\$ 10,000 On premises

\$ 5,000 Off premises

Comprehensive General Liability:

\$2,000,000 Annual Aggregate Limit

\$2,000,000 Products Aggregate

\$1,000,000 Per Occurrence Limit

\$1,000,000/\$3,000,000 Employee Benefits Liability

\$1,000 Loss Deductible

Including Sexual Abuse

Teachers Liability (corporal punishment)

Including Professional Liability (infirmary)



WILLS INSURANCE INC.

116 South Street
Bennington, Vermont 05201
Tel: (802) 442-5414
Fax: (802) 442-1131

BENNINGTON COLLEGE CORPORATION

Peerless Insurance Company
018 73 17 29
7/1/93 to 7/1/94

Peerless Insurance Company
BA 4164655
7/1/93 to 7/1/94

Peerless Insurance Company
WC 4164655
7/1/93 to 7/1/94

United Educators Insurance
ELP 9000108
7/1/93 to 7/1/94

Peerless Insurance Company
UP 4164655
7/1/93 to 7/1/94

Employee Dishonesty Bond

\$ 150,000 Employee Dishonesty Bond
All employees regardless of duties
\$1,000 Loss Deductible

Business Automobile

\$1,000,000 Bodily Injury and Property Damage Liability
\$ 5,000 Medical Payments
\$1,000,000 Uninsured motorists
\$1,000,000 Non-Owned and Hired Car Liability
\$ 25,000 Hired Physical damage
See attached schedule of vehicles

Workers Compensation

Statutory insurance for work related injuries

Directors' & Officers' Liability

\$2,000,000 Liability limit covering "wrongful acts"
of directors and officers
\$ 5,000 Deductible

Umbrella Liability

\$3,000,000 Excess Liability



WILLS INSURANCE INC.

116 South Street
Bennington, Vermont 05201
Tel: (802) 442-5414
Fax: (802) 442-1131

BENNINGTON COLLEGE CORPORATION

New Hampshire Insurance Company
1 10 02 28
7/1/93 to 7/1/94

Travel Accident

\$ 250,000 Each person limit
\$ 750,000 Aggregate limit

Peerless Insurance Company
SM 8 68 53
10/27/92 to 10/27/93

Postal Mistress Bond

\$ 10,000 U.S. Post Office Department

Hartford Steam Boiler
HT-3704513-02
7/1/93 to 7/1/94

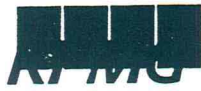
Boiler and Machinery

\$1,000,000 Limit
\$ 250 Deductible
\$ 250,000 Extra Expense

Chicago Insurance Company

86-1015661
86-1017154
86-1015662
86-1015374
86-1016880
86-1019124
86-1019123

Nurses' Professional liability
\$1,000,000 Liability limit each claim
Elizabeth Tomasi (12/25/92-12/25/93)
Catherine LaRoche (2/9/93-2/9/94)
Elizabeth Sulham (12/1/92-12/1/93)
Gail DeGioia (9/6/92-9/6/93)
Carol Baringer (11/21/92-11/21/93)
Arla Foster (5/27/93-5/27/94)
Nora Cluett (5/27/93-5/27/94)



Peat Marwick

Certified Public Accountants

BENNINGTON COLLEGE CORPORATION

Financial Statements

June 30, 1991

(With Independent Auditors' Report Thereon)

BENNINGTON COLLEGE CORPORATION

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Independent Auditors' Report	1
Balance Sheet	2
Statement of Changes in Fund Balances	3
Statement of Current Funds Revenues, Expenditures and Other Changes	4
Notes to Financial Statements	5 - 10



Certified Public Accountants

1900 BayBank Tower
Springfield, MA 01115

Independent Auditors' Report

The Board of Trustees
Bennington College Corporation:

We have audited the accompanying balance sheet of Bennington College Corporation as of June 30, 1991 and the related statements of changes in fund balances and current funds revenues, expenditures and other changes for the year then ended. These financial statements are the responsibility of the Institution's management. Our responsibility is to express an opinion on these financial statements based on our audit.

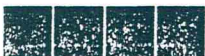
We conducted our audit in accordance with generally accepted auditing standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Bennington College Corporation at June 30, 1991 and the changes in fund balances and the current funds revenues, expenditures and other changes for the year then ended in conformity with generally accepted accounting principles.

As discussed in note 13 to the financial statements, Bennington College Corporation adopted the provisions of Statement of Financial Accounting Standards No. 93, "Recognition of Depreciation by Not-for-Profit Organizations" and, accordingly, has provided for depreciation in the accompanying financial statements.

KPMG Peat Marwick

August 30, 1991



Member Firm of

BENNINGTON COLLEGE CORPORATION

Balance Sheet

June 30, 1991

Assets	Current funds		Endowment and similar funds	Retirement of indebtedness	Plant funds		Total all funds
	Unrestricted	Restricted			Investment in plant	Unexpended plant	
Cash and cash equivalents	\$ 592,826	-	-	-	56,794	-	649,620
Accounts receivable	255,766	-	-	-	-	-	255,766
Allowance for doubtful accounts	(114,554)	-	-	-	-	-	(114,554)
Grants receivable	-	41,204	-	-	-	-	41,204
Investments (notes 2 and 3)	36,847	-	3,756,827	463,465	-	-	4,257,139
Other securities (note 4)	-	-	123,000	-	-	-	123,000
Inventories	108,722	-	-	-	-	-	108,722
Prepaid expenses	210,125	-	-	-	72,000	-	282,125
Plant assets (notes 5, 7 and 13)	-	-	-	-	17,953,912	-	17,953,912
Accumulated depreciation	-	-	-	-	(10,704,712)	-	(10,704,712)
Other assets	70,000	-	101,158	-	-	-	171,158
Due from other funds	-	574,898	1,099,620	-	2,271,206	270,000	-
Total assets	<u>1,159,732</u>	<u>616,102</u>	<u>5,080,605</u>	<u>463,465</u>	<u>9,649,200</u>	<u>270,000</u>	<u>13,023,380</u>
Liabilities							
Bonds payable (note 7)	-	-	-	-	6,170,000	-	6,170,000
Accounts payable and accrued expenses	708,647	-	-	-	-	-	708,647
Deferred income (note 8)	995,379	-	-	-	-	-	995,379
Due to other funds	4,095,004	-	-	120,720	-	-	-
Total liabilities	<u>5,799,030</u>	<u>-</u>	<u>-</u>	<u>120,720</u>	<u>6,170,000</u>	<u>-</u>	<u>7,874,026</u>
Fund balances (deficit)							
Unrestricted current fund	(4,639,298)	-	-	-	-	-	(4,639,298)
College loan funds	-	5,373	-	-	-	-	5,373
Other restricted funds (note 9)	-	610,729	-	-	-	-	610,729
Endowment funds	-	-	4,780,191	-	-	-	4,780,191
Funds functioning as endowment	-	-	300,414	-	-	-	300,414
Retirement of indebtedness	-	-	-	342,745	-	-	342,745
Investment in plant (note 13)	-	-	-	-	3,479,200	-	3,479,200
Unexpended plant	-	-	-	-	-	270,000	270,000
Total fund balances (deficit)	<u>(4,639,298)</u>	<u>616,102</u>	<u>5,080,605</u>	<u>342,745</u>	<u>3,479,200</u>	<u>270,000</u>	<u>5,149,354</u>
Total liabilities and fund balances	<u>\$ 1,159,732</u>	<u>616,102</u>	<u>5,080,605</u>	<u>463,465</u>	<u>9,649,200</u>	<u>270,000</u>	<u>13,023,380</u>

See accompanying notes to financial statements.

BENNINGTON COLLEGE CORPORATION

Statement of Changes in Fund Balances

Year ended June 30, 1991

	Current funds		Endowment and similar funds		Plant funds			Total all funds
	Unrestricted	Restricted	Endowment	Functioning as endowment	Retirement of indebtedness	Investment in plant	Unexpended plant fund	
Revenues and other additions:								
Tuition and fees	\$ 10,064,732	-	-	-	-	-	-	10,064,732
Federal grants	-	456,904	-	-	-	-	-	456,904
Private gifts and grants	1,592,890	458,473	688,881	9,511	-	-	-	2,749,755
Investment and endowment income	59,369	216,115	-	-	37,546	-	-	313,306
Interest subsidy from U. S. Government agency	-	-	-	-	120,997	-	-	120,997
Sales and services - auxiliary enterprises	3,035,819	-	-	-	-	-	-	3,035,819
Other additions	197,980	-	276	42,558	11,801	-	-	252,339
Total revenues and other additions	14,950,790	1,131,492	689,157	52,069	170,344	-	-	16,993,852
Expenditures and other deductions:								
Educational and general expenditures	12,821,078	661,698	-	-	-	-	-	13,482,776
Auxiliary enterprise expenditures	1,642,479	-	-	-	-	-	-	1,642,479
Interest on indebtedness	226,830	-	-	-	232,270	-	-	459,100
Other deductions	-	-	-	-	-	28,449	-	28,449
Depreciation expense	-	-	-	-	-	369,032	-	369,032
Total expenditures and other deductions	14,690,387	661,698	-	-	232,270	397,481	-	15,981,836
Transfers among funds - additions/(deductions):								
Acquisition of plant assets	(123,509)	(17,745)	-	-	-	141,254	-	-
Mandatory reduction of plant debt	-	-	-	-	(205,000)	205,000	-	-
Mandatory funds for retirement of debt	(327,000)	-	-	-	327,000	-	-	-
Investment income	37,137	-	-	-	(37,137)	-	-	-
Restricted expenditures	405,575	(405,575)	-	-	-	-	-	-
Other transfers	-	-	405,732	(405,732)	-	-	-	-
Total transfers among funds	(7,797)	(423,320)	405,732	(405,732)	84,863	346,254	-	-
Net increase (decrease) for the year	252,606	46,474	1,094,889	(353,663)	22,937	(51,227)	-	1,012,016
Fund balances (deficit) at beginning of the year	(4,891,904)	569,628	3,685,302	654,077	319,808	3,530,427	270,000	4,137,338
Fund balances (deficit) at end of the year	\$ (4,639,298)	616,102	4,780,191	300,414	342,745	3,479,200	270,000	5,149,354

See accompanying notes to financial statements.

BENNINGTON COLLEGE CORPORATION

Statement of Current Funds Revenues, Expenditures and Other Changes

Year ended June 30, 1991

	<u>Unrestricted</u>	<u>Restricted</u>	<u>Total</u>
Revenues:			
Tuition and fees	\$ 10,064,732	-	10,064,732
Federal grants	-	456,904	456,904
Private gifts and grants	1,592,890	458,473	2,051,363
Endowment income	59,369	216,115	275,484
Sales and services - auxiliary enterprises	3,035,819	-	3,035,819
Other additions	197,980	-	197,980
Total revenues	<u>14,950,790</u>	<u>1,131,492</u>	<u>16,082,282</u>
Expenditures and mandatory transfers:			
Educational and general:			
Instruction	3,817,979	195,038	4,013,017
Academic support	895,763	-	895,763
Student services	1,135,817	-	1,135,817
Institutional support	3,571,505	-	3,571,505
Operation and maintenance of plant	982,772	-	982,772
Scholarships and fellowships	<u>2,644,072</u>	<u>466,660</u>	<u>3,110,732</u>
Educational and general expenditures	13,047,908	661,698	13,709,606
Mandatory transfers for retirement of debt	<u>327,000</u>	<u>-</u>	<u>327,000</u>
Total educational and general	13,374,908	661,698	14,036,606
Auxiliary enterprises	<u>1,642,479</u>	<u>-</u>	<u>1,642,479</u>
Total expenditures and mandatory transfers	<u>15,017,387</u>	<u>661,698</u>	<u>15,679,085</u>
Excess (deficiency) of revenues over expenditures and mandatory transfers	<u>(66,597)</u>	<u>469,794</u>	<u>403,197</u>
Other transfers and additions/(deductions):			
Acquisition of plant facilities	(123,509)	(17,745)	(141,254)
Reclassification of interest earned by funds for retirement of indebtedness	37,137	-	37,137
Restricted expenditures	<u>405,575</u>	<u>(405,575)</u>	<u>-</u>
Total other transfers and additions/(deductions)	<u>319,203</u>	<u>(423,320)</u>	<u>(104,117)</u>
Net increase for the year	<u>\$ 252,606</u>	<u>46,474</u>	<u>299,080</u>

See accompanying notes to financial statements.

BENNINGTON COLLEGE CORPORATION

Notes to Financial Statements

June 30, 1991

(1) Principles of Accounting

The accompanying financial statements of Bennington College Corporation (the "College") have been prepared in accordance with generally accepted accounting principles appropriate for educational institutions. These include the use of fund accounting and the accrual method, carrying investments in securities and in plant properties at cost or at fair market value at date of gift. Donated paintings and other works of art are not recorded on the books of the College due to limitations inherent in determining market values.

Fund accounting is utilized in order to ensure observance of limitations and restrictions placed on the use of the resources available to the College. It is the procedure by which resources for various purposes are classified for accounting and reporting purposes into funds that are in accordance with activities or objectives specified. Separate accounts are maintained for each fund; however, in the financial statements, funds that have similar characteristics are combined into fund groups. Accordingly, all financial transactions are recorded and reported by fund group.

The statement of current funds revenues, expenditures and other changes is a statement of financial activities of current funds related to current reporting periods.

Total All Funds

The "total all funds" columns in the accompanying financial statements reflect the elimination of all material interfund transactions.

Reclassifications

Certain amounts from the College's 1990 financial statements have been reclassified to conform to the 1991 format without effect upon total fund balance.

(2) Investments

At June 30, 1991, the College's endowment investments were comprised of:

	<u>Cost or donated value</u>	<u>Approximate market value</u>	<u>Appreciation (depreciation)</u>
Cash and temporary investments	\$ 148,682	148,682	-
Mutual fund	325,000	315,118	(9,882)
Bonds	1,191,255	1,200,118	8,863
Notes receivable	2,078,415	2,121,300	42,885
Marketable equity security	<u>13,475</u>	<u>7,000</u>	<u>(6,475)</u>
	<u>\$ 3,756,827</u>	<u>3,792,218</u>	<u>35,391</u>

BENNINGTON COLLEGE CORPORATION

Notes to Financial Statements

(3) Investment Pool

The College commingles certain investment assets of its various endowment funds in a single investment pool and uses the unit-share method for distributing pooled investment income. At June 30, 1991, the pool was composed as follows:

Unit holdings by fund:	
Endowment	426,729
Functioning as endowment	<u>14,167</u>
Total number of units	<u>440,896</u>
Market value per unit	\$ <u>11.00</u>
Net unrealized gain per unit	\$ <u>.08</u>
Earnings per unit	\$ <u>.61</u>

(4) Other Securities

The College periodically receives gifts of various non-marketable preferred stocks. These securities have been recorded at par value.

(5) Investment in Plant

Investment in plant consists of the following:

		<u>Estimated useful lives</u>
Land	\$ 1,158,178	-
Buildings	13,532,308	50 years
Equipment	3,009,878	7 years
Library books	<u>253,548</u>	7 years
	17,953,912	
Less: accumulated depreciation	<u>10,704,712</u>	
	\$ <u>7,249,200</u>	

Depreciation expense charged to the plant fund was \$369,032 in 1991. See note 13 regarding the adoption of depreciation accounting in 1991.

BENNINGTON COLLEGE CORPORATION

Notes to Financial Statements

(6) Notes Payable

Current Funds - Banks

On January 18, 1991, Chittenden Trust Company renewed the College a line of credit in the amount of \$700,000 with interest payable at one point above the bank's current prime rate. At June 30, 1991, \$700,000 of the line of credit was available. The credit is collateralized by substantially all of the College's assets and contains various restrictions and conditions.

(7) Bonds Payable

The College has agreements with the Vermont Educational and Health Buildings Financing Agency, a state agency whereby the Agency issued \$1,350,000 of bonds (Series 1970) for financing the Science Building (the Elizabeth Harrington Dickinson Science Building) and the David Tishman Lecture Hall and \$4,670,000 of bonds (Series 1972) for financing the Visual and Performing Arts Center. The College conveyed to the Agency legal title to a leasehold interest in the buildings and related land. The Agency leased back the property to the College and will return title to the College when the respective bonds are retired. The College has recorded the leased property as plant fund assets and the related liability as bonds payable.

The Series 1970 bonds are due in annual installments to the year 2000, with interest at 7.75%, and the Series 1972 bonds are due in annual installments to 2003, with interest at 5.568%. Annual interest subsidy grants by a U. S. Government agency totaling \$120,997 will be received over the remaining life of the bonds and will be utilized by the College to pay a portion of the interest included in the total debt service.

The regularly scheduled principal payments on these bonds for the succeeding five years ending June 30 are as follows:

1992	\$ 215,000
1993	230,000
1994	245,000
1995	260,000
1996	275,000
Thereafter	2,545,000

As additional collateral for this debt, the College has segregated certain investments into a restricted account in funds for retirement of indebtedness.

During 1990, the College entered into an additional agreement with the Vermont Educational and Health Buildings Finance Agency, whereby the Agency issued \$2,700,000 of bonds for the refinancing of the College's 1985 issue. These bonds are payable through 1999, with \$900,000 at 7.25% interest payable and \$1,800,000 at 7.5%. The bonds are guaranteed by a letter of credit provided by Chittenden Bank for a 1.5% fee. The proceeds were used to retire the 1985 debt of \$2,610,000 with the balance of \$90,000 for costs of issuance.

BENNINGTON COLLEGE CORPORATION

Notes to Financial Statements

(7) Bonds Payable (continued)

The regularly scheduled principal payment on this bond issue for the succeeding five years ended June 30, are as follows:

1992	\$ 200,000
1993	200,000
1994	200,000
1995	200,000
1996	200,000
Thereafter	1,400,000

(8) Deferred Income

Deferred income represents tuition, fees and other income applicable to the subsequent school year.

(9) Other Restricted Funds

Other restricted funds were comprised of the following items:

Grants and contracts	\$ 64,132
Gifts	120,201
Endowment income	227,153
Other restricted gifts	<u>199,243</u>
	<u>\$ 610,729</u>

(10) Pension Plans

Faculty and administrative staff of the College are participants in the defined contribution retirement annuity plan sponsored by the Teachers Insurance and Annuity Association. The amount contributed to the plan by the College is based upon a percentage of salary as defined in the plan. Pension cost for this plan amounted to \$196,277 in fiscal 1991.

The total pension cost for the College's union employee defined benefit plan amounted to \$28,473 in fiscal 1991. The College's funding policy is to contribute annually the amount required to meet the ERISA minimum funding amounts, using a different actuarial cost method and different assumptions from those used for financial reporting.

BENNINGTON COLLEGE CORPORATION

Notes to Financial Statements

(10) Pension Plans (continued)

The following table sets forth the plan's funded status and amounts recognized in the accompanying financial statements:

Actuarial present value of benefit obligations:	
Vested benefit obligation	\$(426,727)
Nonvested benefit obligation	<u>(11,777)</u>
Projected benefit obligation	(438,504)
Plan assets at fair value	<u>271,612</u>
Projected benefit obligation in excess of plan assets at fair value	(166,892)
Unrecognized net loss	112,882
Unrecognized net asset at transition	<u>80,427</u>
Prepaid pension cost	\$ <u>26,417</u>
Service cost - benefits earned during the period	16,406
Interest cost on projected benefit obligation	22,968
Actual return on assets	(33,493)
Net amortization and deferral of gains and losses:	
Current year's net asset gain deferred for later recognition	14,795
Amortization of unrecognized net asset at transition	6,669
Unrecognized net gain or loss	<u>1,483</u>
Net pension cost	\$ <u>28,828</u>
Assumptions used in the accounting were:	
Discount rate	6.75%
Expected long-term rate of return on assets	8.50
Salary increase	5.00
Asset information date	June 30, 1991
Measurement date	June 30, 1991

Benefit formula - \$132 times years of credited service, maximum 35 years.

(11) Income Taxes

The College was granted, on May 1, 1957, an exempt status under Internal Revenue Code Section 501(a), as an organization described in Section 501(c)(3).

BENNINGTON COLLEGE CORPORATION

Notes to Financial Statements

(12) Capital Campaign Fund

Pledges to the Capital Campaign Fund are recognized when payment is received. Pledges totalling approximately \$8,596,566 are generally due to be collected over the next five fiscal years.

(13) Restatement of Net Investment in Plant

During 1991, the College adopted the provisions of Statement of Financial Accounting Standards No. 93 (SFAS No. 93), "Recognition of Depreciation by Not-for-Profit Organizations", which requires the recording of depreciation of long-lived tangible assets.

Accordingly, net investment in plant as of June 30, 1990 has been adjusted as follows:

Net investment in plant, as previously reported	\$ 13,612,560
Adjustments:	
To record accumulated depreciation related to prior years	(10,335,680)
To record plant asset inventory adjustments	<u>253,547</u>
Net investment in plant, as restated	\$ <u>3,530,427</u>



Peat Marwick

Certified Public Accountants

BENNINGTON COLLEGE CORPORATION

Financial Statements

June 30, 1992

(With Independent Auditors' Report Thereon)

BENNINGTON COLLEGE CORPORATION

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Peat Marwick

Certified Public Accountants

1900 BayBank Tower
Springfield, MA 01115

Independent Auditors' Report

The Board of Trustees
Bennington College Corporation:

We have audited the accompanying balance sheet of Bennington College Corporation as of June 30, 1992 and the related statements of changes in fund balances and current funds revenues, expenditures and other changes for the year then ended. These financial statements are the responsibility of the Institution's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with generally accepted auditing standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Bennington College Corporation as of June 30, 1992 and the changes in fund balances and the current funds revenues, expenditures and other changes for the year then ended in conformity with generally accepted accounting principles.

KPMG Peat Marwick

September 4, 1992



Member Firm of

BENNINGTON COLLEGE CORPORATION

Balance Sheet

June 30, 1992
(with comparative totals at June 30, 1991)

	1992						1991
	Current funds		Endowment and similar funds	Plant funds		Total all funds	Total all funds
Assets	Unrestricted	Restricted		Retirement of indebtedness	Investment in plant		
Cash and cash equivalents	\$ 86,628	-	1,400,000	-	60,697	-	1,547,325
Accounts receivable	252,738	-	-	-	-	-	252,738
Allowance for doubtful accounts	(100,000)	-	-	-	-	-	(100,000)
Grants receivable	-	7,529	-	-	-	-	7,529
Investments (notes 2 and 3)	40,071	-	4,363,942	479,344	-	-	4,883,357
Other securities (note 4)	-	-	123,000	-	-	-	123,000
Inventories	117,312	-	-	-	-	-	117,312
Prepaid expenses	137,808	-	-	-	63,000	-	200,808
Plant assets (notes 5 and 7)	-	-	-	-	18,415,218	-	18,415,218
Accumulated depreciation	-	-	-	-	(11,087,023)	-	(11,087,023)
Other assets	-	-	145,900	-	-	-	145,900
Due from other funds	-	323,950	746,604	-	2,076,303	177,889	-
Total assets	\$ 534,557	331,479	6,779,446	479,344	9,528,195	177,889	14,506,164
Liabilities							
Bonds payable (note 7)	\$ -	-	-	-	5,755,000	-	5,755,000
Accounts payable and accrued expenses	699,523	-	148,784	-	-	-	848,307
Deferred income (note 8)	1,062,027	-	-	-	-	-	1,062,027
Due to other funds	3,210,907	-	-	113,839	-	-	-
Total liabilities	4,972,457	-	148,784	113,839	5,755,000	-	7,665,334
Fund balances (deficit)							
Unrestricted current fund	\$ (4,437,900)	-	-	-	-	-	(4,437,900)
College loan funds	-	5,378	-	-	-	-	5,378
Other restricted funds (note 9)	-	326,101	-	-	-	-	326,101
Endowment funds	-	-	6,210,334	-	-	-	6,210,334
Funds functioning as endowment	-	-	420,328	-	-	-	420,328
Retirement of indebtedness	-	-	-	365,505	-	-	365,505
Investment in plant	-	-	-	-	3,773,195	-	3,773,195
Unexpended plant	-	-	-	-	-	177,889	177,889
Total fund balances (deficit)	(4,437,900)	331,479	6,630,662	365,505	3,773,195	177,889	6,840,830
Total liabilities and fund balances	\$ 534,557	331,479	6,779,446	479,344	9,528,195	177,889	14,506,164

See accompanying notes to financial statements.

BENNINGTON COLLEGE CORPORATION

Statement of Changes in Fund Balances

Year ended June 30, 1992
(with comparative totals at June 30, 1991)

	1992							1991
	Current funds		Endowment and similar funds		Plant funds			
	Unrestricted	Restricted	Endowment	Functioning as endowment	Retirement of indebtedness	Investment in plant	Unexpended plant fund	Total all funds
Revenues and other additions:								
Tuition and fees	\$ 10,175,234	-	-	-	-	-	-	10,175,234
Federal grants	-	491,748	-	-	-	-	-	491,748
Private gifts and grants	2,020,935	565,920	1,402,541	89,475	-	18,000	-	4,096,871
Investment and endowment income	32,609	316,520	-	-	42,550	-	-	391,679
Interest subsidy from U. S. Government agency	-	-	-	-	120,997	-	-	120,997
Sales and services - auxiliary enterprises	3,020,643	-	-	-	-	-	-	3,020,643
Other additions	<u>165,854</u>	<u>-</u>	<u>17,067</u>	<u>44,740</u>	<u>5,000</u>	<u>503</u>	<u>-</u>	<u>233,164</u>
Total revenues and other additions	<u>15,415,275</u>	<u>1,374,188</u>	<u>1,419,608</u>	<u>134,215</u>	<u>168,547</u>	<u>18,503</u>	<u>-</u>	<u>18,530,336</u>
Expenditures and other deductions:								
Educational and general expenditures	13,651,815	659,899	-	-	-	-	-	14,311,714
Auxiliary enterprise expenditures	1,577,198	-	-	-	-	-	-	1,577,198
Interest on indebtedness	220,016	-	-	-	219,696	-	-	439,712
Other deductions	-	-	-	14,301	-	21,513	92,111	127,925
Depreciation expense	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>382,311</u>	<u>-</u>	<u>382,311</u>
Total expenditures and other deductions	<u>15,449,029</u>	<u>659,899</u>	<u>-</u>	<u>14,301</u>	<u>219,696</u>	<u>403,824</u>	<u>92,111</u>	<u>16,838,860</u>
Transfers among funds -additions/(deductions):								
Acquisition of plant assets	(167,258)	(297,058)	-	-	-	464,316	-	-
Mandatory reduction of plant debt	-	-	-	-	(215,000)	215,000	-	-
Mandatory funds for retirement of debt	(327,000)	-	-	-	327,000	-	-	-
Investment income	38,091	-	-	-	(38,091)	-	-	-
Restricted expenditures	702,319	(702,319)	-	-	-	-	-	-
Other transfers	<u>(11,000)</u>	<u>465</u>	<u>10,535</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total transfers among funds	<u>235,152</u>	<u>(998,912)</u>	<u>10,535</u>	<u>-</u>	<u>73,909</u>	<u>679,316</u>	<u>-</u>	<u>-</u>
Net increase (decrease) for the year	201,398	(284,623)	1,430,143	119,914	22,760	293,995	(92,111)	1,691,476
Fund balances (deficit) at beginning of the year	<u>(4,639,298)</u>	<u>616,102</u>	<u>4,780,191</u>	<u>300,414</u>	<u>342,745</u>	<u>3,479,200</u>	<u>270,000</u>	<u>5,149,354</u>
Fund balances (deficit) at end of the year	\$ <u>(4,437,900)</u>	<u>331,479</u>	<u>6,210,334</u>	<u>420,328</u>	<u>365,505</u>	<u>3,773,195</u>	<u>177,889</u>	<u>5,149,354</u>

See accompanying notes to financial statements.

BENNINGTON COLLEGE CORPORATION

Statement of Current Funds Revenues, Expenditures and Other Changes

Year ended June 30, 1992
(with comparative totals at June 30, 1991)

	1992			1991
	<u>Unrestricted</u>	<u>Restricted</u>	<u>Total</u>	
Revenues:				
Tuition and fees	\$ 10,175,234	-	10,175,234	10,064,732
Federal grants	-	491,748	491,748	456,904
Private gifts and grants	2,020,935	565,920	2,586,855	2,051,363
Endowment income	32,609	316,520	349,129	275,484
Sales and services - auxiliary enterprises	3,020,643	-	3,020,643	3,035,819
Other additions	<u>165,854</u>	<u>-</u>	<u>165,854</u>	<u>197,980</u>
Total revenues	<u>15,415,275</u>	<u>1,374,188</u>	<u>16,789,463</u>	<u>16,082,282</u>
Expenditures and mandatory transfers:				
Educational and general:				
Instruction	4,070,874	119,080	4,189,954	4,013,017
Academic support	804,370	-	804,370	895,763
Student services	1,304,310	-	1,304,310	1,135,817
Institutional support	3,613,961	-	3,613,961	3,571,505
Operation and maintenance of plant	888,592	-	888,592	982,772
Scholarships and fellowships	<u>3,189,724</u>	<u>540,819</u>	<u>3,730,543</u>	<u>3,110,732</u>
Educational and general expenditures	13,871,831	659,899	14,531,730	13,709,606
Mandatory transfers for retirement of debt	<u>327,000</u>	<u>-</u>	<u>327,000</u>	<u>327,000</u>
Total educational and general	14,198,831	659,899	14,858,730	14,036,606
Auxiliary enterprises	<u>1,577,198</u>	<u>-</u>	<u>1,577,198</u>	<u>1,642,479</u>
Total expenditures and mandatory transfers	<u>15,776,029</u>	<u>659,899</u>	<u>16,435,928</u>	<u>15,679,085</u>
Excess (deficiency) of revenues over expenditures and mandatory transfers	<u>(360,754)</u>	<u>714,289</u>	<u>353,535</u>	<u>403,197</u>
Other transfers and additions/(deductions):				
Acquisition of plant facilities	(167,258)	(297,058)	(464,316)	(141,254)
Reclassification of interest earned by funds for retirement of indebtedness	38,091	-	38,091	37,137
Restricted expenditures	702,319	(702,319)	-	-
Other transfers	<u>(11,000)</u>	<u>465</u>	<u>(10,535)</u>	<u>-</u>
Total other transfers and additions/(deductions)	<u>562,152</u>	<u>(998,912)</u>	<u>(436,760)</u>	<u>(104,117)</u>
Net increase (decrease) for the year	\$ <u>201,398</u>	<u>(284,623)</u>	<u>(83,225)</u>	<u>299,080</u>

See accompanying notes to financial statements.

BENNINGTON COLLEGE CORPORATION

Notes to Financial Statements

June 30, 1992

(1) Principles of Accounting

The accompanying financial statements of Bennington College Corporation (the "College") have been prepared in accordance with generally accepted accounting principles appropriate for educational institutions. These include the use of fund accounting and the accrual method, carrying investments in securities and in plant properties at cost or at fair market value at date of gift. Donated paintings and other works of art are not recorded on the books of the College due to limitations inherent in determining market values.

Fund accounting is used in order to ensure observance of limitations and restrictions placed on the use of the resources available to the College. It is the procedure by which resources for various purposes are classified for accounting and reporting purposes into funds that are in accordance with activities or objectives specified. Separate accounts are maintained for each fund; however, in the financial statements, funds that have similar characteristics are combined into fund groups. Accordingly, all financial transactions are recorded and reported by fund group.

The statement of current funds revenues, expenditures and other changes is a statement of financial activities of current funds related to current reporting periods.

Total All Funds

The "total all funds" columns in the accompanying financial statements reflect the elimination of all material interfund transactions.

(2) Investments

At June 30, 1992 and 1991, the College's endowment investments were composed of:

		1992	
	Cost or donated value	Approximate market value	Appreciation (depreciation)
Cash and temporary investments	\$ 138,819	138,819	-
Mutual fund	915,049	898,717	(16,332)
Bonds	1,448,534	1,510,679	62,145
Notes receivable	1,848,065	1,971,455	123,390
Marketable equity security	<u>13,475</u>	<u>7,875</u>	<u>(5,600)</u>
	\$ <u>4,363,942</u>	<u>4,527,545</u>	<u>163,603</u>

BENNINGTON COLLEGE CORPORATION

Notes to Financial Statements

		1991	
		<u>Cost or donated value</u>	<u>Approximate market value</u>
			<u>Appreciation (depreciation)</u>
Cash and temporary investments	\$	148,682	148,682
Mutual fund		325,000	315,118
Bonds		1,191,255	1,200,118
Notes receivable		2,078,415	2,121,300
Marketable equity security		<u>13,475</u>	<u>7,000</u>
		<u>3,756,827</u>	<u>3,792,218</u>
			<u>35,391</u>

(3) Investment Pool

The College commingles certain investment assets of its various endowment funds in a single investment pool and uses the unit-share method for distributing pooled investment income. At June 30, 1992 and 1991, the pool was composed as follows:

	<u>1992</u>	<u>1991</u>
Unit holdings by fund:		
Endowment	570,420	426,729
Functioning as endowment	<u>14,167</u>	<u>14,167</u>
Total number of units	<u>584,587</u>	<u>440,896</u>
Market value per unit	\$ <u>11.05</u>	<u>11.00</u>
Net unrealized gain per unit	\$ <u>.28</u>	<u>.08</u>
Earnings per unit	\$ <u>.61</u>	<u>.61</u>

(4) Other Securities

The College periodically receives gifts of various non-marketable preferred stocks. These securities have been recorded at par value.

BENNINGTON COLLEGE CORPORATION

Notes to Financial Statements

(5) Investment in Plant

Investment in plant consists of the following:

	1992	1991	Estimated useful lives
Land	\$ 1,158,178	1,158,178	
Buildings	13,532,308	13,532,308	50 years
Equipment	3,444,784	3,009,878	7 years
Library books	<u>279,948</u>	<u>253,548</u>	7 years
	18,415,218	17,953,912	
Less: accumulated depreciation	<u>11,087,023</u>	<u>10,704,712</u>	
	\$ <u>7,328,195</u>	<u>7,249,200</u>	

Depreciation expense charged to the plant fund was \$382,311 and \$369,032 in 1992 and 1991, respectively.

(6) Notes Payable

Current Funds - Banks

On December 19, 1991, Chittenden Trust Company renewed the College's line of credit in the amount of \$700,000 with interest payable at one point above the bank's current prime rate. At June 30, 1992, \$700,000 of the line of credit was available. The credit is collateralized by substantially all of the College's assets and contains various restrictions and conditions.

(7) Bonds Payable

The College has agreements with the Vermont Educational and Health Buildings Financing Agency, a state agency whereby the Agency issued \$1,350,000 of bonds (Series 1970) for financing the Science Building (the Elizabeth Harrington Dickinson Science Building) and the David Tishman Lecture Hall and \$4,670,000 of bonds (Series 1972) for financing the Visual and Performing Arts Center. The College conveyed to the Agency legal title to a leasehold interest in the buildings and related land. The Agency leased back the property to the College and will return title to the College when the respective bonds are retired. The College has recorded the leased property as plant fund assets and the related liability as bonds payable.

The Series 1970 bonds are due in annual installments to the year 2000, with interest at 7.75%, and the Series 1972 bonds are due in annual installments to 2003, with interest at 5.568%. Annual interest subsidy grants by a U. S. Government agency totaling \$120,997 will be received over the remaining life of the bonds and will be used by the College to pay a portion of the interest included in the total debt service.

BENNINGTON COLLEGE CORPORATION

Notes to Financial Statements

The regularly scheduled principal payments on these bonds for the succeeding five years ending June 30 are as follows:

1993	\$ 230,000
1994	245,000
1995	260,000
1996	275,000
1997	295,000
Thereafter	2,250,000

As additional collateral for this debt, the College has segregated certain investments into a restricted account in funds for retirement of indebtedness.

During 1990, the College entered into an additional agreement with the Vermont Educational and Health Buildings Finance Agency, whereby the Agency issued \$2,700,000 of bonds for the refinancing of the College's 1985 issue. These bonds are payable through 1999, with \$900,000 at 7.25% interest payable and \$1,800,000 at 7.5%. The bonds are guaranteed by a letter of credit provided by Chittenden Bank for a 1.5% fee. The proceeds were used to retire the 1985 debt of \$2,610,000 with the balance of \$90,000 for costs of issuance.

The regularly scheduled principal payment on this bond issue for the succeeding five years ended June 30, are as follows:

1993	\$ 200,000
1994	200,000
1995	200,000
1996	200,000
1997	235,000
Thereafter	1,165,000

(8) Deferred Income

Deferred income represents tuition, fees and other income applicable to the subsequent school year.

(9) Other Restricted Funds

Other restricted funds were composed of the following items:

	<u>1992</u>	<u>1991</u>
Grants and contracts	\$ 589	64,132
Gifts	137,223	120,201
Endowment income	36,902	227,153
Other restricted gifts	<u>151,387</u>	<u>199,243</u>
	<u>\$ 326,101</u>	<u>610,729</u>

BENNINGTON COLLEGE CORPORATION

Notes to Financial Statements

(10) Pension Plans

Faculty and administrative staff of the College are participants in the defined contribution retirement annuity plan sponsored by the Teachers Insurance and Annuity Association. The amount contributed to the plan by the College is based upon a percentage of salary as defined in the plan. Pension cost for this plan amounted to \$215,900 in fiscal 1992 and \$196,277 in fiscal 1991.

The College's funding policy is to contribute annually the amount required to meet the ERISA minimum funding amounts, using a different actuarial cost method and different assumptions from those used for financial reporting.

The following table sets forth the plan's funded status and amounts recognized in the College's financial statement as of June 30, 1992 and 1991:

	<u>1992</u>	<u>1991</u>
Actuarial present value of benefit obligations:		
Vested benefit obligation	\$ (385,184)	(426,727)
Nonvested benefit obligation	<u>(7,774)</u>	<u>(11,777)</u>
Projected benefit obligation	(392,958)	(438,504)
Plan assets at fair value	<u>253,441</u>	<u>271,612</u>
Projected benefit obligation in excess of plan assets at fair value	(139,517)	(166,892)
Unrecognized net loss	82,752	112,882
Unrecognized net asset at transition	<u>73,758</u>	<u>80,427</u>
Prepaid pension cost	\$ <u>16,993</u>	<u>26,417</u>
Service cost - benefits earned during the period	18,103	16,406
Interest cost on projected benefit obligation	25,063	22,968
Actual return on assets	(28,608)	(33,493)
Net amortization and deferral of gains and losses:		
Current year's net asset gain deferred for later recognition	7,597	14,795
Amortization of unrecognized net asset at transition	6,669	6,669
Unrecognized net gain or loss	<u>2,624</u>	<u>1,483</u>
Net pension cost	\$ <u>31,448</u>	<u>28,828</u>
Assumptions used in the accounting were:		
Discount rate	6.5%	6.75%
Expected long-term rate of return on assets	8.5%	8.50%
Salary increase	5.0%	5.00%
Asset information date	June 30, 1992 and 1991	
Measurement date	June 30, 1992 and 1991	

Benefit formula - \$132 times years of credited service, maximum 35 years.

BENNINGTON COLLEGE CORPORATION

Notes to Financial Statements

(11) Income Taxes

The College was granted, on May 1, 1957, an exempt status under Internal Revenue Code Section 501(a), as an organization described in Section 501(c)(3).

(12) Capital Campaign Fund

Pledges to the Capital Campaign Fund are recognized when payment is received. Pledges totaling approximately \$8,285,457 are generally due to be collected over the next five fiscal years.



Certified Public Accountants

BENNINGTON COLLEGE CORPORATION

Financial Statements

June 30, 1993

(With Independent Auditors' Report Thereon)

BENNINGTON COLLEGE CORPORATION

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Certified Public Accountants

1900 BayBank Tower
Springfield, MA 01115

Independent Auditors' Report

The Board of Trustees
Bennington College Corporation:

We have audited the accompanying balance sheet of Bennington College Corporation as of June 30, 1993, and the related statements of changes in fund balances and current funds revenues, expenditures and other changes for the year then ended. These financial statements are the responsibility of the College's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with generally accepted auditing standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Bennington College Corporation as of June 30, 1993, and the changes in fund balances and the current funds revenues, expenditures and other changes for the year then ended in conformity with generally accepted accounting principles.

KPMG Peat Marwick

September 3, 1993



BENNINGTON COLLEGE CORPORATION

Balance Sheet

June 30, 1993
(with comparative totals at June 30, 1992)

Assets	1993						1992
	Current funds		Endowment and similar funds	Retirement of indebtedness	Plant funds		Total all funds
	Unrestricted	Restricted			Investment in plant	Unexpended plant	
Cash and cash equivalents	\$ 207,652	-	-	-	58,315	-	1,547,325
Accounts receivable	246,036	-	-	-	-	-	252,738
Allowance for doubtful accounts	(90,000)	-	-	-	-	-	(100,000)
Grants receivable	-	17,472	-	-	-	-	7,529
Investments (notes 2 and 3)	-	-	5,781,414	481,684	-	-	4,883,357
Other securities (note 4)	-	-	123,000	-	-	-	123,000
Inventories	115,436	-	-	-	-	-	117,312
Prepaid expenses	220,327	-	-	-	54,000	-	200,808
Plant assets (notes 5 and 7)	-	-	-	-	18,830,444	-	18,415,218
Accumulated depreciation	-	-	-	-	(11,492,976)	-	(11,087,023)
Other assets	-	-	208,200	-	-	-	145,900
Due from other funds	-	213,391	1,195,596	-	1,887,685	-	-
Total assets	\$ 699,451	230,863	7,308,210	481,684	9,337,468	-	14,506,164
Liabilities							
Bonds payable (note 7)	\$ -	-	-	-	5,325,000	-	5,755,000
Accounts payable and accrued expenses	880,468	-	127,758	-	-	-	848,307
Deferred income (note 8)	843,900	-	-	-	-	-	1,062,027
Due to other funds	3,191,461	-	-	105,211	-	-	-
Total liabilities	4,915,829	-	127,758	105,211	5,325,000	-	7,665,334
Fund balances (deficit)							
Unrestricted current fund	(4,216,378)	-	-	-	-	-	(4,437,900)
College loan funds	-	5,483	-	-	-	-	5,378
Other restricted funds (note 9)	-	225,380	-	-	-	-	326,101
Endowment funds	-	-	7,180,452	-	-	-	6,210,334
Funds functioning as endowment	-	-	-	-	-	-	420,328
Retirement of indebtedness	-	-	-	376,473	-	-	365,505
Investment in plant	-	-	-	-	4,012,468	-	3,773,195
Unexpended plant	-	-	-	-	-	-	177,889
Total fund balances (deficit)	(4,216,378)	230,863	7,180,452	376,473	4,012,468	-	6,840,830
Total liabilities and fund balances	\$ 699,451	230,863	7,308,210	481,684	9,337,468	-	14,506,164

See accompanying notes to financial statements.

BENNINGTON COLLEGE CORPORATION

Statement of Changes in Fund Balances

Year ended June 30, 1993
(with comparative totals for the year ended June 30, 1992)

	1993							1992
	Current funds		Endowment and similar funds		Plant funds			Total all funds
	Unrestricted	Restricted	Endowment	Functioning as endowment	Retirement of indebtedness	Investment in plant	Unexpended plant fund	Total all funds
Revenues and other additions:								
Tuition and fees	\$ 10,220,371	-	-	-	-	-	-	10,220,371
Federal grants	-	551,382	-	-	-	-	-	551,382
Private gifts and grants	1,635,932	534,377	939,950	10,000	-	124,650	-	3,244,909
Investment and endowment income	30,071	346,410	-	-	37,209	-	-	413,690
Interest subsidy from U. S. Government agency	-	-	-	-	120,997	-	-	120,997
Sales and services - auxiliary enterprises	3,163,818	-	-	-	-	-	-	3,163,818
Other additions	160,882	-	35,703	62,301	-	-	-	258,886
Total revenues and other additions	15,211,074	1,432,169	975,653	72,301	158,206	124,650	-	17,974,053
Expenditures and other deductions:								
Educational and general expenditures	13,150,593	798,021	-	-	-	-	-	13,948,614
Auxiliary enterprise expenditures	2,408,109	-	-	-	-	-	-	2,408,109
Interest on indebtedness	221,153	-	-	-	206,330	-	-	427,483
Other deductions	-	-	-	-	2,637	38,209	-	40,846
Depreciation expense	-	-	-	-	-	405,953	-	405,953
	15,779,855	798,021	-	-	208,967	444,162	-	17,231,005
Transfers among funds -additions/(deductions):								
Acquisition of plant assets	(108,890)	(219,895)	-	-	-	328,785	-	-
Mandatory reduction of plant debt	-	-	-	-	(230,000)	230,000	-	-
Mandatory funds for retirement of debt	(327,000)	-	-	-	327,000	-	-	-
Investment income	35,271	-	-	-	(35,271)	-	-	-
Restricted expenditures	538,619	(538,619)	-	-	-	-	-	-
Other transfers	652,303	23,750	(5,535)	(492,629)	-	-	(177,889)	-
Total transfers among funds	790,303	(734,764)	(5,535)	(492,629)	61,729	558,785	(177,889)	-
Net increase (decrease) for the year	221,522	(100,616)	970,118	(420,328)	10,968	239,273	(177,889)	743,048
Fund balances (deficit) at beginning of the year	(4,437,900)	331,479	6,210,334	420,328	365,505	3,773,195	177,889	6,840,830
Fund balances (deficit) at end of the year	\$ (4,216,378)	230,863	7,180,452	-	376,473	4,012,468	-	7,583,878

See accompanying notes to financial statements.

BENNINGTON COLLEGE CORPORATION

Statement of Current Funds Revenues, Expenditures, and Other Changes

Year ended June 30, 1993
(with comparative totals for the year ended June 30, 1992)

	1993			1992
	<u>Unrestricted</u>	<u>Restricted</u>	<u>Total</u>	
Revenues:				
Tuition and fees	\$ 10,220,371	-	10,220,371	10,175,234
Federal grants	-	551,382	551,382	491,748
Private gifts and grants	1,635,932	534,377	2,170,309	2,586,855
Investment and endowment income	30,071	346,410	376,481	349,129
Sales and services - auxiliary enterprises	3,163,818	-	3,163,818	3,020,643
Other additions	<u>160,882</u>	<u>-</u>	<u>160,882</u>	<u>165,854</u>
Total revenues	<u>15,211,074</u>	<u>1,432,169</u>	<u>16,643,243</u>	<u>16,789,463</u>
Expenditures and mandatory transfers:				
Educational and general:				
Instruction	4,184,842	150,598	4,335,440	4,261,986
Academic support	821,326	-	821,326	804,370
Student services	1,169,876	-	1,169,876	1,304,310
Institutional support	2,575,669	-	2,575,669	2,637,599
Operation and maintenance of plant	854,534	-	854,534	888,592
Scholarships and fellowships	<u>3,765,499</u>	<u>647,423</u>	<u>4,412,922</u>	<u>3,730,543</u>
Educational and general expenditures	13,371,746	798,021	14,169,767	13,627,400
Mandatory transfers for retirement of debt	<u>327,000</u>	<u>-</u>	<u>327,000</u>	<u>327,000</u>
Total educational and general	13,698,746	798,021	14,496,767	13,954,400
Auxiliary enterprises	<u>2,408,109</u>	<u>-</u>	<u>2,408,109</u>	<u>2,481,528</u>
Total expenditures and mandatory transfers	<u>16,106,855</u>	<u>798,021</u>	<u>16,904,876</u>	<u>16,435,928</u>
Excess (deficiency) of revenues over (under) expenditures and mandatory transfers	<u>(895,781)</u>	<u>634,148</u>	<u>(261,633)</u>	<u>353,535</u>
Other transfers and additions/(deductions):				
Acquisition of plant facilities	(108,890)	(219,895)	(328,785)	(464,316)
Reclassification of interest earned by funds for retirement of indebtedness	35,271	-	35,271	38,091
Restricted expenditures	538,619	(538,619)	-	-
Other transfers	<u>652,303</u>	<u>23,750</u>	<u>676,053</u>	<u>(10,535)</u>
Total other transfers and additions/(deductions)	<u>1,117,303</u>	<u>(734,764)</u>	<u>382,539</u>	<u>(436,760)</u>
Net increase (decrease) for the year	\$ <u>221,522</u>	<u>(100,616)</u>	<u>120,906</u>	<u>(83,225)</u>

See accompanying notes to financial statements.

BENNINGTON COLLEGE CORPORATION

Notes to Financial Statements

June 30, 1993

(1) Principles of Accounting

The accompanying financial statements of Bennington College Corporation (the "College") have been prepared in accordance with generally accepted accounting principles appropriate for educational institutions. These include the use of fund accounting and the accrual method, carrying investments in securities and in plant properties at cost or at fair market value at date of gift. Donated paintings and other works of art are recorded on the books of the College at a value determined by an independent appraisal.

Fund accounting is used in order to ensure observance of limitations and restrictions placed on the use of the resources available to the College. It is the procedure by which resources for various purposes are classified for accounting and reporting purposes into funds that are in accordance with activities or objectives specified. Separate accounts are maintained for each fund; however, in the financial statements, funds that have similar characteristics are combined into fund groups. Accordingly, all financial transactions are recorded and reported by fund group.

The statement of current funds revenues, expenditures and other changes is a statement of financial activities of current funds related to current reporting periods.

Accounting for Contributions Received

In June 1993, the Financial Accounting Standards Board issued Statement of Financial Accounting Standards No. 116, "Accounting for Contributions Received and Contributions Made" ("SFAS 116"). This Standard will generally require that contributions received, including unconditional promises to give, be recognized as revenues in the period received at their fair values. The effective date of SFAS 116 is for fiscal years beginning after December 15, 1994 with earlier application encouraged. The College has not yet determined the effect, if any, SFAS 116 will have on its financial statements.

Financial Statement Format

In June 1993, the Financial Accounting Standards Board issued Statement of Financial Accounting Standards No. 117, "Financial Statements of Not-For-Profit Organizations" ("SFAS 117"). This Standard will require that the College reformat its financial statements into three classes of net assets - permanently restricted, temporarily restricted, and unrestricted. Certain items will need to be disclosed under these three categories and in total, and the College will need to present a Cash Flow Statement in accordance with SFAS 95. The effective date of SFAS 117 is for fiscal years beginning after December 15, 1994, with earlier adoption encouraged. The College has not yet determined when it will adopt the provisions of SFAS 117.

Total All Funds

The "total all funds" columns in the accompanying financial statements reflect the elimination of all material interfund transactions.

BENNINGTON COLLEGE CORPORATION

Notes to Financial Statements

(2) Investments

At June 30, 1993 and 1992, the College's endowment investments were composed of:

	1993		
	<u>Cost or donated value</u>	<u>Approximate market value</u>	<u>Appreciation (depreciation)</u>
Cash and temporary investments	\$ 24,001	24,001	-
Mutual fund	916,948	965,149	48,201
Bonds	1,780,745	1,911,272	130,527
U.S. Treasury notes	3,046,244	3,262,299	216,055
Marketable equity security	<u>13,476</u>	<u>9,300</u>	<u>(4,176)</u>
	\$ <u>5,781,414</u>	<u>6,172,021</u>	<u>390,607</u>

	1992		
	<u>Cost or donated value</u>	<u>Approximate market value</u>	<u>Appreciation (depreciation)</u>
Cash and temporary investments	\$ 138,819	138,819	-
Mutual fund	915,049	898,717	(16,332)
Bonds	1,448,534	1,510,679	62,145
U.S. Treasury notes	1,848,065	1,971,455	123,390
Marketable equity security	<u>13,475</u>	<u>7,875</u>	<u>(5,600)</u>
	\$ <u>4,363,942</u>	<u>4,527,545</u>	<u>163,603</u>

(3) Investment Pool

The College commingles certain investment assets of its various endowment funds in a single investment pool and uses the unit-share method for distributing pooled investment income. At June 30, 1993 and 1992, the pool was composed as follows:

	<u>1993</u>	<u>1992</u>
Unit holdings by fund:		
Endowment	656,334	570,420
Functioning as endowment	<u>9,890</u>	<u>14,167</u>
Total number of units	<u>666,224</u>	<u>584,587</u>
Market value per unit	\$ <u>12.16</u>	<u>11.05</u>
Net unrealized gain per unit	\$ <u>.59</u>	<u>.28</u>
Earnings per unit	\$ <u>.57</u>	<u>.61</u>

BENNINGTON COLLEGE CORPORATION

Notes to Financial Statements

(4) Other Securities

The College periodically receives gifts of various non-marketable preferred stocks. These securities have been recorded at par value.

(5) Investment in Plant

Investment in plant consists of the following:

	<u>1993</u>	<u>1992</u>	<u>Estimated useful lives</u>
Land	\$ 1,158,178	1,158,178	
Buildings	13,650,488	13,532,308	50 years
Equipment	3,707,730	3,444,784	7 years
Library books	<u>314,048</u>	<u>279,948</u>	7 years
	18,830,444	18,415,218	
Less accumulated depreciation	<u>11,492,976</u>	<u>11,087,023</u>	
	\$ <u>7,337,468</u>	<u>7,328,195</u>	

Depreciation expense charged to the plant fund was \$405,953 and \$382,311 in 1993 and 1992, respectively.

(6) Notes Payable

Current Funds - Banks

On March 4, 1993, Chittenden Trust Company renewed the College's line of credit in the amount of \$700,000 with interest payable at one point above the bank's current prime rate. At June 30, 1993, the entire line of credit was available. The credit is collateralized by substantially all of the College's assets and contains various restrictions and conditions.

(7) Bonds Payable

The College has agreements with the Vermont Educational and Health Buildings Financing Agency, a state agency whereby the Agency issued \$1,350,000 of bonds (Series 1970) for financing the Science Building (the Elizabeth Harrington Dickinson Science Building) and the David Tishman Lecture Hall and \$4,670,000 of bonds (Series 1972) for financing the Visual and Performing Arts Center. The College conveyed to the Agency legal title to a leasehold interest in the buildings and related land. The Agency will return title to the College when the respective bonds are retired. The College has recorded the leased property as plant fund assets and the related liability as bonds payable. At June 30, 1993, the principal outstanding was \$670,000 and \$2,655,000 for the Series 1970 and 1972 bonds, respectively.

BENNINGTON COLLEGE CORPORATION

Notes to Financial Statements

The Series 1970 bonds are due in annual installments to the year 2000, with interest at 7.75%, and the Series 1972 bonds are due in annual installments to 2003, with interest at 5.568%. Annual interest subsidy grants by a U. S. Government agency totaling \$120,997 will be received over the remaining life of the bonds and will be used by the College to pay a portion of the interest included in the total debt service. As additional collateral for this debt, the College has segregated certain investments into a restricted account in funds for retirement of indebtedness.

During 1990, the College entered into an additional agreement with the Vermont Educational and Health Buildings Finance Agency, whereby the Agency issued \$2,700,000 of bonds for the refinancing of the College's 1985 issue. These bonds are payable through 1999, with \$900,000 at 7.25% interest payable and \$1,800,000 at 7.5%. The bonds are guaranteed by a letter of credit provided by Chittenden Bank for a 1.5% fee. The proceeds were used to retire the 1985 debt of \$2,610,000 with the balance of \$90,000 for costs of issuance. At June 30, 1993, the principal outstanding was \$2,000,000.

The regularly scheduled principal payments on these bonds for the succeeding five years ending June 30 are as follows:

1994	\$ 445,000
1995	460,000
1996	475,000
1997	530,000
1998	545,000
Thereafter	2,870,000

(8) Deferred Income

Deferred income represents tuition, fees and other income applicable to the subsequent school year.

(9) Other Restricted Funds

Other restricted funds were composed of the following items:

	<u>1993</u>	<u>1992</u>
Grants and contracts	\$ 1,191	589
Gifts	112,789	137,223
Endowment income	30,842	36,902
Other restricted gifts	<u>80,558</u>	<u>151,387</u>
	<u>\$ 225,380</u>	<u>326,101</u>

BENNINGTON COLLEGE CORPORATION

Notes to Financial Statements

(10) Pension Plans

Faculty and administrative staff of the College are participants in the defined contribution retirement annuity plan sponsored by the Teachers Insurance and Annuity Association. The amount contributed to the plan by the College is based upon a percentage of salary as defined in the plan. Pension cost for this plan amounted to \$212,737 in fiscal 1993 and \$215,900 in fiscal 1992.

The total pension cost for the College's union employee defined benefit plan amounted to \$51,915 in fiscal year 1993 and \$43,043 in fiscal year 1992. The College's funding policy is to contribute annually the amount required to meet the ERISA minimum funding amounts, using a different actuarial cost method and different assumptions from those used for financial reporting.

The following table sets forth the plan's funded status and amounts recognized in the College's financial statement as of June 30, 1993 and 1992:

	<u>1993</u>	<u>1992</u>
Actuarial present value of benefit obligations:		
Vested benefit obligation	\$ (503,550)	(385,184)
Nonvested benefit obligation	<u>(12,144)</u>	<u>(7,774)</u>
Projected benefit obligation	(515,694)	(392,958)
Plan assets at fair value	<u>249,098</u>	<u>253,441</u>
Projected benefit obligation in excess of plan assets at fair value	(266,596)	(139,517)
Unrecognized net loss	204,578	82,752
Unrecognized net asset at transition	<u>67,089</u>	<u>73,758</u>
Prepaid pension cost	\$ <u>5,071</u>	<u>16,993</u>
Service cost - benefits earned during the period	18,689	18,103
Interest cost on projected benefit obligation	24,970	25,063
Actual return on assets	9,670	(28,608)
Net amortization and deferral of gains and losses:		
Current year's net asset gain deferred for later recognition	(31,457)	7,597
Amortization of unrecognized net asset at transition	6,669	6,669
Unrecognized net gain or loss	<u>3,109</u>	<u>2,624</u>
Net pension cost	\$ <u>31,650</u>	<u>31,448</u>
Assumptions used in the accounting were:		
Discount rate	5.0%	6.5%
Expected long-term rate of return on assets	8.5%	8.5%
Salary increase	0%	0%
Asset information date	June 30, 1993 and 1992	
Measurement date	June 30, 1993 and 1992	

Benefit formula - \$132 times years of credited service, maximum 35 years.

BENNINGTON COLLEGE CORPORATION

Notes to Financial Statements

(11) Income Taxes

The College was granted, on May 1, 1957, an exempt status under Internal Revenue Code Section 501(a), as an organization described in Section 501(c)(3).

(12) Capital Campaign Fund

Pledges to the Capital Campaign Fund are recognized when payment is received. Pledges totaling approximately \$7,693,247 are generally due to be collected over the next five fiscal years.

