

Bates

PRESIDENT
Prospectus



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BATES COLLEGE MISSION STATEMENT

Revised Spring 2010

Since 1855, Bates College has been dedicated to the emancipating potential of the liberal arts. Bates educates the whole person through creative and rigorous scholarship in a collaborative residential community. With ardor and devotion — Amore ac Studio — we engage the transformative power of our differences, cultivating intellectual discovery and informed civic action. Preparing leaders sustained by a love of learning and a commitment to responsible stewardship of the wider world, Bates is a college for coming times.



I. INTRODUCTION

Bates is one of the nation's leading highly selective colleges of the liberal arts and sciences, with a distinguished and principled history marked by its commitment to an academically rigorous education and to values grounded in human dignity, diversity, and inclusion. The first coeducational undergraduate college in New England, Bates has been nonsectarian and open to students of all racial backgrounds since its founding by abolitionists in 1855. Innovative and rigorous curricular traditions, linkages between education and civic responsibility, and an abiding belief in social justice have been the hallmarks of a Bates education since the college's inception.

As a residential college for about 2,000 degree-seeking students, Bates embodies the timeless values of a liberal arts education, encouraging students to think deeply, creatively, rigorously, and freely. Reflecting upon his Bates experience, [Benjamin Mays](#), Class of 1920, former president of Morehouse College, renowned theologian and civil rights leader, and mentor and teacher of [Dr. Martin Luther King, Jr.](#), wrote,

“Bates College did not ‘emancipate’ me; it did the far greater service of making it possible for me to emancipate myself, to accept with dignity my own worth as a free man. Small wonder that I love Bates College!”

Bates was founded during the great wave of educational innovation in 19th-century America, with liberal education in the arts and sciences understood to be essential to protecting and developing the young democracy. Oren B. Cheney, a minister of the Freewill Baptist denomination, conceived the idea of founding the Maine State Seminary in Lewiston. Within a few years, the seminary became a college. Cheney obtained financial support from Benjamin E. Bates, a Boston manufacturer for whom the college was named.

From the beginning, Bates was an ethical and courageous institution, standing firmly for such ideals of social justice as the equality of men and women and the abolition of slavery. During the 20th century, Bates' strength as an intellectual center grew, grounded in a conviction that academic and ethical powers are inseparable. The values of independent thinking, inclusion and diversity, environmental and civic responsibility, and egalitarianism are reflected in the academic, extracurricular, and social lives of Bates students. They are affirmed by a faculty that supports initiative and original thinking across a rigorous, varied, and innovative curriculum. And they are supported by Bates' historic rejection of exclusivity as a coeducational campus that has never sanctioned fraternities or sororities.

As Bates undertakes this presidential search, the campus community expects its next president to embrace, embody, and promote its values, while confidently leading the college to claim its position as a pioneer in [diversity and inclusivity](#), a center of rigorous intellectual exchange and personal growth, a committed partner in its local community, and a global leader among liberal arts colleges.



II. COLLEGE COMMUNITY

STUDENTS

The student body consists of about 2,000 students — 1,750 on campus and 250 studying abroad — with strong academic credentials from a wide variety of backgrounds, representing 44 states and 67 countries. In 2010–2011, the [Bates Office of Admission](#) substantially expanded its outreach programs beyond New England and the mid-Atlantic region, specifically targeting strong public and private high schools with large numbers of talented students from underrepresented communities. As a result, the admission office received a [record-breaking 5,196 first-year applications](#), an increase of 15 percent over the previous year. Selectivity improved, allowing for a 26.9 percent acceptance rate, compared to 32 percent in the prior year. Yield rose from 34 to 37 percent, for an anticipated Class of 2015 of 500 first-year students and 10 transfer students. This number includes 102 U.S. students of color and 31 international students; 26.6 percent of the entering class will come from underrepresented populations. This expanded outreach model, coupled with Bates' strong selection process, will increase the college's visibility and stature among peer institutions and prospective students alike.

Bates' commitment to accessibility is a prized feature of its history and culture, providing the context for its financial aid program. Bates offers access through need-based grants

to more than 730 students, administering more than \$27 million in scholarship, grant, and self-help aid. The college extends a Bates Grant, based solely on need, to approximately four out of every 10 enrolled students. The average financial aid grant in 2010–2011 was \$32,900.

Once enrolled, students show remarkable persistence to degree, with a typical first-year-to-sophomore-year retention rate of more than 93 percent. More than 90 percent of Bates students graduate in four years.

Bates is a [residential college](#); 93 percent of its students live in campus housing. Because Bates recognizes the importance of early college experiences, small groups of 12 to 16 first-year students live with junior advisers in First-Year Centers.

Life at Bates mirrors the college's commitment to a collegial and welcoming environment, and students embrace it with intelligence, spirit, and creativity. Close collaborations start in small classes and research, but debate and discussion flow across the Quad, into the dining Commons and residence halls, and onto the playing fields. There are no exclusionary organizations, facilities or resources. Students enjoy a large degree of independence and responsibility, which they use to shape their own academic and co-curricular experiences. They thrive in a rich and vibrant campus life that reflects the Bates spirit of openness, and they are profoundly engaged in their connections to one another, to their faculty mentors, and to the Bates community.

The [decade-old Mount David Summit](#) is an annual showcase of academic achievement and robust undergraduate research at Bates. The Summit affords students in diverse disciplines a valuable opportunity to present research and creative work to audiences from campus and community. Emphasizing close student-faculty collaboration, global perspectives, and local engagement, this event (named for a campus landmark) celebrates the best of the Bates education.



Bates has also established a record of success with prestigious graduate recognition and opportunities, with students and alumni receiving numerous awards such as National Science Foundation, Fulbright, Beinecke, Cooke, Goldwater, and Watson fellowships. In 2010–2011, the faculty Graduate Fellowships Committee interviewed and mentored more than 25 Fulbright applicants, resulting in a 25 percent success rate (against an 18 percent national average).

Athletics plays an important role in the life of students. Approximately 60 percent of Bates students participate in varsity, club, or intramural sports, and roughly 35 percent of students are varsity athletes. As a member of the New England Small College Athletic Conference (NESCAC), Bates offers 31 varsity and nine club sports, and maintains gender equity in varsity sport participation. The college has a coaching staff of 30 individuals, with an additional 30 full-time employees on the athletic staff. The Athletics Department reports directly to the Vice President for Academic Affairs/Dean of the Faculty, in recognition of the connections between athletics and the academic mission of the college. In the last decade, Bates has built a new 10-lane synthetic surface track with a grass infield for men and women's soccer and opened the James G. Wallach '64 lighted tennis facility. In 2010, Bates unveiled a renovated, state-of-the-art, multi-purpose turf field for football and lacrosse, as well as for an assortment of other recreational activities.



Students lead more than 110 organizations — from the **Outing Club** to the Film Board to the New World Coalition. The Student Activities Office supports students in the creation of **new student organizations** as well as programming. This office offers van service to local spots, as well as to Freeport, Portland, and Boston. In addition to the Student Activities Office, students benefit from the programming and the counseling offered by the Dean of Students Office, the Housing Office, the Office of Intercultural Education, the Multifaith Chaplaincy, the newly restructured and invigorated Bates Career Development Center, Athletics, and the Health Center.

FACULTY

Bates' commitment to academic excellence and intellectual rigor is best exemplified in its faculty, more than 200 women and men who are the college's most valuable resource. One hundred percent of tenured and **tenure-track faculty** members hold doctoral degrees or other terminal degrees appropriate to their disciplines. As a long-standing practice, the college does not rely heavily on adjunct faculty.

Faculty members engage in vital professional lives that encompass scholarship and research, but they are at Bates because they are dedicated first and foremost to teaching



undergraduates. The college honors its [superb teacher-scholars](#) through a strong focus on maintaining competitive faculty salaries and 22 endowed professorships. Moreover, numerous grants are available to faculty members in support of teaching and scholarship, providing opportunities for the exploration of new areas of research and new approaches to pedagogy. Faculty recruitment and retention is a high priority for the college, as the men and women who shape and lead the curriculum form the heart of its enterprise and its aspirations.

The 20 academic departments and eight interdisciplinary programs are organized into four divisions: humanities, natural sciences and mathematics, social sciences, and interdisciplinary programs. Faculty have a strong voice in the governance of the college, including determining the



academic curriculum and assessing the impact of that curriculum on Bates graduates through faculty legislation, serving on various standing and ad hoc committees, and leading programs, departments, and divisions.

In the past two years, Bates faculty have been successful in garnering more than \$6.4 million in foundation, corporate, and government grants to support research and scholarship. Highlights include a grant from the National Science Foundation (NSF); a National Endowment for the Humanities grant; multiple Andrew W. Mellon Foundation grants; an Arthur Vining Davis Foundations grant; an NSF Major Research Instrumentation grant; and a three-year grant from the Teagle Foundation.

In the 2009–2010 academic year, Bates faculty published more than 120 works in peer-reviewed publications. Faculty scholarship and research offer rich opportunities for students as well, as more than 17 percent of all peer-reviewed faculty publications included student or alumni coauthors.

PROFESSIONAL STAFF

Bates is proud of its professional staff, individuals who [contribute in deep and lasting ways](#) to the life of the college. The college employs almost 800 staff and faculty who work within an inclusive community that values their opinions and recognizes their essential role in the academic mis-





evidenced in the expansion of regional alumni events and the creation of affinity groups for alumni of color, Friends of Bates Athletics, and LGBT alumni. The college supports Bates Business Networks in seven cities and a newly created Batesies of the Last Decade (BOLD) young-alumni effort. Alumni philanthropy has increased from 41 percent two years ago to 44 percent in the 2010 fiscal year ending June 30.

Bates takes pride in the achievements and contributions of its alumni. Artists, scientists, activists, CEOs, social service providers, politicians, entrepreneurs, physicians, consultants, bankers, lawyers, educators, and members of the clergy, they are [innovative and recognized leaders](#) in their professions. Generations of Bates alumni have valued their relationships with others in the Bates community and remain appreciative and aware of the high quality of their Bates education. Bates alumni bring to their careers, their communities, and their relationships the principled ability to build bridges, embrace human conflict with generosity, and anticipate and effect change with a spirited sense of innovation and optimism.

sion of the college. In the last decade, the Bates College Staff Association was created to foster community and communication throughout the institution. In addition, in its monthly meetings, the President's Council addresses campus-wide issues and shares relevant information. Staff are routinely named to ad hoc committees convened to focus on issues of import to the Bates community. Staff members also serve as informal mentors to individual students and student organizations.

ALUMNI

Bates alumni number more than 23,000 and are located across the United States and around the world. The Annual Alumni Reunion, held in June, and the October Homecoming have long been the two principal events of the existing alumni program. In recent years, alumni engagement activities have become a priority of the college leadership, as



full-time work in a variety of fields; an additional 9 percent reported plans to pursue postgraduate studies, a number that historically rises to 40 percent within five years after graduation. The 33 percent growth in full-time employment reported at graduation in 2011 over 2010 reflects increased hiring by employers, as well as the invigoration of the Bates Career Development Center. Employers who recruited Bates students in 2010–2011 include investment banks (Goldman Sachs, Barclays Capital, RBC Capital Markets, Credit Suisse); consulting firms (Analysis Group, Eze Castle, BTS, Cornerstone, Charles River Associates, Horst Frisch); public and private educational institutions (Teach for America, Match Charter School, Phillips Exeter); healthcare/research institutions (Mass General, Brigham & Women’s, Harvard Medical School, Ora Optical, IDEXX); and a broad range of for-profit and nonprofit organizations (Peace Corps, CityYear, Schneider Electric).

LEWISTON-AUBURN COMMUNITY

Bates is located on a beautiful, 109-acre, traditional New England campus in Lewiston — 35 miles north of Portland, 140 miles north of Boston, and 340 miles north of New York City. The college also holds access to the 574-acre Bates Morse Mountain Conservation Area in Phippsburg, Maine; this area preserves one of the few remaining undeveloped



barrier beaches on the Atlantic coast. The neighboring Bates College Coastal Center at Shortridge includes an 80-acre woodland and freshwater habitat, scientific field station, and retreat center. Maine’s natural beauty and resources, its environment, and recreational possibilities are crucial to many members of the Bates community.

The academic mission of the college is deeply connected to its home community of [Lewiston](#) and neighboring [Auburn](#), as Bates is dedicated to reciprocal partnerships that advance both the academic program and initiatives in our local communities and the state of Maine. [Lewiston and Auburn](#) together form a microcosm of the world, a demographically diverse urban center of about 65,000 people that offers opportunities for cultural enrichment and entertainment, as well as for meaningful [community-engaged learning and leadership](#). Thousands of French Canadian immigrants came to work in textile mills powered by the Androscoggin River in the mid-19th century. More recently, Lewiston has welcomed new residents, including a vibrant Somali and Togolese population. Bates students, faculty, and staff define and shape the life of the college by living, working, and volunteering in this multi-cultural community, thus also helping to define its character.



III. ACADEMIC PROGRAMS

Bates is devoted exclusively to undergraduate education, awarding Bachelor of Arts and Bachelor of Science degrees; members of the faculty — not graduate students or teaching assistants — teach the courses. With a low student-to-faculty ratio (10 to 1), students come to know the faculty well, and lifelong friendships and professional relationships between professors and students are not uncommon.

The Bates faculty believes that an educated person cultivates areas of knowledge and understanding, modes of appreciation, and ways of learning that will last a lifetime. In 2007, Bates implemented an innovative, interdisciplinary, general education curriculum designed to ensure depth not only within students' major fields but also in at least two other areas of study, selected from a rich variety of General Education Concentrations and minors. In addition, students complete a three-tiered writing sequence, a laboratory course, a scientific reasoning course, and a quantitative literacy course. Through these experiences, Bates students learn to think critically, communicate effectively, and analyze and explore a variety of subjects from many perspectives.

Bates offers 33 major fields of study and 25 minors, as well as self-designed, guided interdisciplinary majors. Every first-year student is encouraged to launch his or her Bates career in a first-year seminar, a course grounded in disciplinary or interdisciplinary inquiry that also focuses on developing critical thinking and effective writing. Further, to encourage the development of each student as a scholar, Bates has a longstanding tradition of requiring the completion of a senior project, a feature of the Bates curriculum since the 1920s. For more than 97 percent of the students, this capstone includes a senior thesis — an extensive, independent research project or artistic work — often resulting in presentations at national conferences and in publications. This [senior project/thesis](#) is a distinguishing feature of a Bates education, further preparing graduates for success in a complex and ever-changing global environment and opportunities for rigorous postgraduate education and research.

Bates has been a pioneer in establishing [undergraduate research programs](#) that complement students' regular coursework and anticipate the senior project. The college provides opportunities and financial resources to facilitate such research during the academic year and the summer months. Bates also supports students' academic development through a newly restructured Writing Program, a Math and Statistics Workshop, and an innovative Imaging and Computing Center. Recent campus-wide planning at Bates has identified the need for a Learning Commons — to be housed in Ladd Library — that would bring together support for student and faculty writing, quantitative skills, advising, technology, and research.



Bates provides a variety of opportunities for students to link learning to action and integrate [civic engagement](#) into their academic work. The Harvard Center for Community Partnerships has established Bates as a national model of extraordinary participation by faculty and students in [community-based learning](#) and research, leadership programs, and volunteerism. Sustained partnerships with a wide range of organizations and agencies in Lewiston-Auburn and the surrounding Maine community offer students a wealth of options, and highlight the reciprocal



benefits of community engagement for the college and its broader community. About 40 percent of students each year are engaged in 40,000 hours of academically based community work, advised by faculty. In addition, students spend about 9,000 hours volunteering in the community.

Recognizing the imperative to prepare its graduates for citizenship in the global community and success in the global marketplace, Bates has sought to connect learning on campus to learning away from the United States. Bates sponsors fall [semester-abroad programs](#) in varied locations each year, and encourages students to pursue cooperative or consortium-sponsored domestic or international study as well. Over the past decade, more than 60 percent of the junior class has studied abroad in programs located in 75 different countries, and overall, nearly 70 percent of students have at least one [international learning experience](#) during their years at Bates.

The creative and performing arts play a central role in the life of the college; the teaching and practice of the arts on campus are coordinated through the [Bates Arts Collaborative](#). As described in its mission statement, the collab-

orative "is an interdisciplinary group of faculty, staff, and students dedicated to infusing the arts and creative process into a broad spectrum of our liberal arts education. We support art makers and scholars, coordinate collaborative work in the arts, advocate for the arts in college planning, and give the arts a voice in the leadership of the college. We envision the college with a flourishing creative environment that reaches multiple constituencies within and beyond our campus." In 2010–2011, a dance major was created at Bates, and new faculty positions in dance and film are projected.



IV. PLANNING AND GOVERNANCE

STRATEGIC PLANNING

Over the last five years, Bates faculty, senior administrators, and trustees collaborated to craft several interrelated strategic plans that addressed the curriculum, campus facilities, faculty compensation, board of trustee governance, and a 10-year financial plan for the college. Along with the 2011 New England Association of Schools and Colleges (NEASC) reaccreditation report, the planning process created a key opportunity for integrating and aligning campus priorities. In addition to these recent efforts, planning for a comprehensive capital fundraising effort has begun; the next campaign will be shaped by emerging priorities and the vision of Bates' next leader.

Facilities and Campus Master Plan

Facilities planning at Bates is guided by the conviction that the campus should embody the rich complexity that arises through the juxtaposition of different uses; every participant in campus life should have opportunities to encounter members of the entire college community. Thus, the college has plans to increase the number of "commons," mixed-use and shared places for meeting and engaging others located throughout the campus.



With these principles in mind, Bates pursued an ambitious program of construction and equipment acquisition during the past decade to support teaching and learning, guided by the college's 2003–2004 facilities master plan. Carnegie Science Hall and Dana Chemistry Hall were renovated to incorporate facilities for research-based independent student work and provide laboratory space for the college's science departments as well as the interdisciplinary programs in biological chemistry and neuroscience. In Pettengill Hall, classrooms and lecture halls, laboratories, student research centers, and facilities for 11 social science departments and interdisciplinary programs now provide an arena for intellectual interaction. The building's design includes a large, light-filled atrium that overlooks the newly restored Lake Andrews, Burgoyne Lakeside Walk, and Keigwin Amphitheater. A new residential village for 150 students at the foot of Mount David opened in August 2007. A new dining Commons, opened in February 2008, preserves the Bates tradition of centralized student dining.

The [renovation of Roger Williams Hall and Hedge Hall](#) to create new academic facilities, including state-of-the-art classrooms, faculty offices, study areas, computer labs, lounges, and administrative spaces, will complete the first building phase from the 2003–2004 plan in winter 2012. Both projects reflect a commitment to historic and architectural preservation, meeting forward-looking standards for sustainability and energy efficiency.

An update of the 2004 Campus Facilities Master Plan for Bates College has brought the next steps for the campus into clearer focus. The next phase includes the enhancement of residential-life facilities through a thorough modernization of student housing and an upgrade to campus center functions for student and community use. In the longer term, the college plans an integrated facility in support of teaching, learning, and research in math and science. This Campus Facilities Master Plan Update represents a coherent and dynamic vision of opportunity rather than a limiting blueprint for the future. The next steps for projects



and initiatives express an underlying set of principles that address both the qualitative character of the campus and the quantitative needs that must be fulfilled. The vision of Bates' next leader will influence the next phase of the plan.

GOVERNANCE

Board of Trustees

The Bates College Board of Trustees comprises 41 current members. In addition, former trustees and trustees emeriti number 87 individuals. The board is led by a chair, vice chair, and 14 members of the Executive Committee, including the president of the college. The [Board of Trustees](#) provides fiduciary leadership of the college and conducts trustee business through 11 committees, including Academic Affairs, Admission and Financial Aid, Audit and Legal Affairs, Board Governance, Budget and Finance, College Advancement, Communications and Marketing, College Infrastructure, Honorary Degrees, Investment, and Student Affairs. The Board of Trustees meets three times a year and the Executive Committee meets four times a year.

Exclusive of the president, the trustees number 24 men and 16 women and comprise Bates alumni and parents (10 are both alumni and parents). They come from diverse geo-

graphical areas in the United States, and half live in New England. They are highly educated, many with terminal degrees, and represent a wide variety of professions.

Governance of the college and of the Board of Trustees is rooted in the college's Charter and By-Laws. The college's recent reaccreditation process affirmed Bates' values of collegiality and collaborative leadership; inviting faculty leadership, in concert with the president, senior staff and select members of the Board of Trustees, to engage in a review of the college's efforts to strengthen shared governance at all levels.

Reporting Relationships

Currently, reporting to the president are the Vice President for Academic Affairs/Dean of the Faculty, Vice President for Finance and Administration and Treasurer, Vice President and Dean of Enrollment and External Affairs, Vice President for Information and Library Services and Librarian, Vice President for College Advancement, and Dean of Students. Also in the president's office are the Director of Institutional Research and Assessment and the Special Assistant to the President for Diversity.

V. FISCAL AFFAIRS

BUDGET AND FINANCE

Bates College is financially strong and well managed. Its budget for the fiscal year ending June 30, 2011, is \$91 million. Bates' operating budgets have always been in balance and without material fluctuation to the funding of college programs and initiatives. The college's endowment is approximately \$240 million and endowment spending has been disciplined at 5 percent or less for the last several years.

Senior leadership annually updates a ten-year financial plan that includes increasing expenditures in support of philanthropy and carefully moderating increases in tuition and fees. New revenue sources are being considered, including strategic use of Bates facilities in the summer season. During a time of fiscal restraint, operating expenditures have been focused on faculty and academic support, access and affordability, residential life, facilities, and alumni/donor engagement.

Despite the college's financial health and successful fundraising, its endowment is modest in comparison to many of its national peer institutions. In the next decade, growing the fiscal capacity of the college will be a major priority for the President.



ADVANCEMENT

The college and its Board of Trustees are supportive of robust and aggressive advancement efforts, as demonstrated through their approval of a significant increase in the number of Bates' professional fundraising personnel. With ten new positions filled in the past two years and further positions to be filled by the end of 2012, Advancement will realize a net increase in staffing of nearly 50 percent.

In just two years, this increase in human resources has resulted in a compelling return on investment, with a 20 percent increase in total annual giving and a 10 percent increase in support of the Bates Fund, or annual expendable resources. Alumni participation has increased by 10 percent, with a realistic three-year goal to surpass the coveted mark of 50 percent alumni participation in annual giving. For fiscal year 2010–2011, the Bates Fund is likely to reach its June 30 goal of \$5.5 million, with gifts from 45 percent of Bates' 23,000 living alumni.

Parent giving is a source of pride for Bates. Of the \$5.5 million in gifts and pledges expected for 2010–2011, \$1.3 million will come from parents. With 35 percent of parents making gifts to the college, Bates is a leader in parent philanthropy among its comparable institutions.

Bates events for alumni, parents, and friends have increased by 20 percent both across the nation and around the world, with successful events during 2011 in London, Paris, Hong Kong, Bangkok, and Tokyo. The average attendance for these events has increased by 30 percent.

These indicators of fundraising strength, supported by the enhanced staffing strategy in Advancement, position the college strongly for a comprehensive campaign in the near term, under the vision and expertise of Bates' next president.

VI. THE NEXT PRESIDENT

The next president of Bates College will join the institution at a pivotal time. S/he will have the opportunity to shape a vision for Bates that is rooted in the college's commitment to academic excellence, and to develop the financial resources necessary to support that vision. The next president will find a community eager both to build on its strong foundation and to partner in the development and execution of a strategic plan that will secure Bates' rightful place among the strongest colleges in the global academic environment. To that end, the next president will be expected to:

Articulate a long-range plan that positions the college for the future. In collaboration with faculty, staff, and trustees, the next president will further develop and articulate a vision for the college's future that reflects its unique history and culture while also positioning Bates to thrive in the 21st-century global academic environment.

Increase the financial capacity and resources of the college. The next president must be someone who fundraises effectively and enthusiastically. He or she will help to broaden the base of philanthropic support from a variety of constituencies and establish the groundwork for and lead a highly successful capital campaign.

Enhance academic excellence. The next president will build on the academic excellence that has distinguished Bates and attract the resources to do so. In particular, the president will have the opportunity to recruit a new Vice President for Academic Affairs/Dean of the Faculty in 2012–2013.

Create and execute a plan for success in the areas of diversity and inclusion. Building on the college's historical roots and significant success in recruiting students of color and international students, the next president must engage the community in devising and articulating goals and clear strategies that support diversity and inclusion for all constituencies. The next president will help promote a campus

climate that supports people with diverse backgrounds and perspectives, recognizes individuals and groups who cultivate innovative programs, policies and initiatives, and acknowledges the role of diversity and inclusion in academic excellence and institutional effectiveness.

Help assess and strengthen leadership and governance. The next president will join efforts already under way within the faculty, administration, and Board of Trustees to further institutionalize structures of collaborative leadership in decision-making at the college.

Effectively manage the college's operations. The next president must have strong budgetary and administrative skills and the ability to consult widely while making hard decisions about the college's future. S/he will be expected to hire, mentor, and retain a high-performing team of collaborative and collegial administrative and faculty leaders.

Enhance and support the college's connection with Lewiston and Auburn. Building upon the success of the Harvard Center, whose mission is to weave together the campus and community for the enrichment of both liberal education and public life, the next president will be expected to enhance and build relationships between Bates and its local neighbors as well as relationships across the state of Maine.



QUALIFICATIONS AND PERSONAL CHARACTERISTICS

The search committee seeks candidates who will inspire students, faculty, staff, alumni, parents, and trustees around a shared vision for the future. Strong applicants will:

- Possess a deep understanding of global and higher education issues and be a passionate advocate of the liberal arts and sciences who can convey the value and role of a liberal arts education to a wide variety of audiences;
- Embrace the unique Bates ethos and the college's culture of humility, human dignity, diversity, and inclusion;
- Have the ability to think strategically, as well as guide and support concrete steps to achieve clearly articulated goals;
- Possess strong communication and listening skills and a naturally transparent, open, accessible, and collaborative leadership style that inspires faculty, parents, students, staff, trustees, benefactors, alumni, and local community members; and
- Inspire and persuade individual donors as well as foundations and corporations to financially support the college.

VII. DETAILS

ADDITIONAL INFORMATION

For more information, please visit the Bates College home page at www.bates.edu.

COMPENSATION

Salary and benefits will be competitive.

STARTING DATE

July 1, 2012.

APPLICATIONS AND NOMINATIONS

For best consideration, please send all nominations and applications — electronically and in confidence — no later than September 1, 2011, to:

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Bates College values a diverse college community and seeks to assure equal opportunity in all its employment practices.



Bates

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