

# WHAT DOES IT TAKE?

A PERSPECTIVE ON 15 YEARS  
OF STEWARDSHIP: 1987–2002

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PRESIDENT EMERITUS  
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## Carleton recently welcomed the largest group of alumni



and their families and friends—over 2,200—ever to gather at a reunion. The June weekend was first wet and then steamy, but spirits were high and people were fully engaged in conversation, debate, dancing, singing, performing, and all-around fun. It was also a wonderful celebration of the stewardship of Carls of all ages. There were some heartfelt and good-humored good-byes to me from various parts of the alumni body. And for all of us it was a reminder once again of Larry Gould's timeless admonition that each of us is a part of Carleton, and Carleton is a part of us.

This year, instead of a review of the year as I have done in Reports to Alumni delivered at reunions since 1989, I want to offer a perspective on the past 15 years—which build, of course, on the 119 years of accomplishment before I came to Carleton in 1987. I think of this not as a report of all the great things we've done, but rather as a series of reflections on what it takes to build and sustain a college that offers its students a first-class liberal arts education.

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BUT BEFORE I GET TO THOSE REFLECTIONS, LET me briefly mention some highlights of the 2001–02 academic and fiscal year.

Reaction to the terrorist attacks of September 11 affected the campus in the fall term, as we provided support for those in distress and seized “teachable moments” to help understand the implications of the events, while keeping up the central work of the College. By winter term we returned to the typical work of the College, and the year saw some splendid results.

# Year in Review



■ The class of 2005 kept Carleton ranked number one among liberal arts colleges in the number of National Merit Scholars enrolled.



■ We received a record number of applications (4,165) for the Class of 2006, which includes a record number of enrolled international students (6.5 percent); Carls won a large number of national and international fellowships: one Gates Cambridge (the Cambridge "Rhodes"), five National Science Foundation, six Fulbright, three Boren, two Rotary Ambassadorial, and one NCAA Postgraduate.



■ A record total of 2,262 alumni and guests attended Reunion, and class attendance records were set for the 70th by the Class of 1932 and for the 15th by the Class of 1987.



■ The Alumni Annual Fund set records for funds raised (over \$5.2 million), total donors (more than 12,150), and participation (54 percent); the most recent 10 year classes exceeded 55 percent, and the Class of 2001 reached 52 percent, a record for a first-year class.



■ Total cash gifts to Carleton exceeded \$25.6 million, the third consecutive year in excess of \$25 million, and four new endowed professorships were established.



■ The Class of 1952 shattered the previous record for a 50th reunion gift by committing over \$28 million to Carleton.



■ In February the trustees elected Robert A. Oden Jr., a top-notch scholar, master teacher, and highly experienced administrator, Carleton's 10th president, and he and his wife, Teresa, moved to Northfield in mid-July.



■ At Commencement, Schiller arrived with remnants of the Jesse James Gang and was subsequently captured by a new group of custodians, who will have the responsibility to show him at appropriate public occasions beginning in September.



# The Basic Purpose

CARLETON EXISTS FOR ONE PURPOSE ONLY: TO provide the best possible liberal arts education for a select group of talented and promising young women and men. Former president John Nason '26, who died in November at the age of 96, once said, "To found a college is an act of faith." The commitments that alumni, parents, trustees, faculty, and staff make to Carleton represent an ongoing act of faith in our students; all that we do is for their benefit.

Carleton's stated purpose is to liberate individuals from the constraints imposed by ignorance or complacency and prepare them broadly to lead rewarding, creative, and useful lives. We are committed to helping our students liberate themselves, become autonomous beings, find their own truth, make their own choices, and continue their education for a lifetime. Not all colleges are dedicated to helping students become independent in their search for truth—some schools state that they know the truth, and that the task of the students is to learn an accepted orthodoxy. But at Carleton, the central belief for decades has been that we can help young people join the process of inquiry and discovery, so they can improve their own critical faculties, form their own judgments, and enhance their ability to express their own thoughts and beliefs. In life they will face the unexpected and the unexplained, and we hope to prepare them for those encounters.

AT HONORS CONVOCATION IN MAY, Dean Elizabeth McKinsey and I gave the main address titled "Carleton: An Education that is 'liberal and thorough.'" We spoke to the central purposes of the College, and our talk forms the core of this report. Beth was dean of the College (our chief academic officer) for 13 of my 15 years at Carleton and we worked closely on educational policy,

overall governance, faculty hiring and development, and, with three deans of students (Cris Roosenraad, Bob Bonner, and Mark Govoni), on all aspects of campus life. I could not have had a better colleague, and Carleton was fortunate in bringing Beth to Northfield.

Beth and I gave our talk antiphonally, and I've followed that format in the next section. At Convocation, we noted that many crucial pieces of the Carleton puzzle were not addressed—admissions, facilities, financial aid, resource management, financial underpinnings, and fundraising, to name a few. Since they are crucial to Carleton's success as an enterprise, I've addressed those matters in subsequent sections. My own interest in numbers and evidence appears in the form of charts, graphs, or tables to illustrate the story.

## CARLETON: AN EDUCATION THAT IS "LIBERAL AND THOROUGH"

ELIZABETH MCKINSEY: Normally the dean of the College introduces the speaker at Honors Convocation, but we'll go on the assumption that neither of us needs a formal introduction. This spring when we met over lunch, Vickie Duscher, from the president's office, brought us sandwiches, and said she'd ordered the same things we always have—ham for Steve and turkey for me—and I thought, yep, that's probably how they think of us: he's the ham and I'm the turkey!

STEPHEN R. LEWIS: When we had both decided that this would be our last year in our respective jobs, we thought it might be interesting and perhaps useful if we looked back together at the past 15—or 13—years to tell you what we think we have been up to and to assess how we think Carleton has changed. What we've done has been



collaborative. One of the great things about Carleton is the sense of joint ownership of the enterprise felt by students, faculty, staff, alumni, trustees, and parents. Therefore, we want to be sure, at the outset, to underscore that this is not a chance to point out all the great things we've done, but rather an opportunity to ask, "How have we tried to work with others, using our understandings of the conditions for establishing and sustaining a first-class liberal arts college?" (At my first Halloween concert, I came as the Lone Ranger—which I decided was not the right model for Carleton—and there are no silver bullets, either.)

SRL: Our title comes from the 1872 Carleton catalog, which contains a statement called the "DESIGN AND CHARACTER" of the College. The core of the prose states: "All departments are open to students of either sex. . . . While its privileges are offered to all alike—irrespective of race, nationality or denominational preference—it is the aim of the Board of Trustees and of the Faculty, to provide an education *liberal* and *thorough*, embracing *moral culture* as well as *mental discipline*; and securing a symmetrical Christian character." The latter element was modified by the statement that the College "is under no ecclesiastical control, nor is it sectarian in any of its methods or influences."

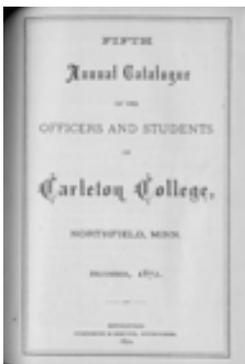
EMcK: Our reading of Carleton is that its fundamental strength lies in the continued emphasis, 130 years after that catalog statement, on an education that is liberal and thorough, with a faculty and staff that indeed care about embracing both moral culture and mental discipline. What attracted both of us to Carleton, and what has kept us here and informed all of our work, has been exactly the same core qualities of Carleton that alumni of every generation repeatedly emphasize in alumni surveys: the character and quality of the

students, the quality of the faculty and their commitment to students, and the unwavering commitment to a liberal arts education. As any preacher will tell you, a sermon needs three and only three elements—and these are the three we'll talk about.

### FIRST, THE FUNDAMENTALS

SRL: First, the students. They are our only reason for being here. Carleton students are distinctive compared with those at other excellent colleges, and we know this from 35 years of comparative data. Their attitudes and backgrounds are different in some significant ways as they enter Carleton, and post-Carleton surveys show that they're different from their peers in their undergraduate experience, and their attitudes and inclinations after they graduate.

How do Carleton students compare to their peers at other great colleges? One important difference is their expectations of college on arrival: they are more interested in the intrinsic aspects of education, learning for the sake of learning, and they are less interested in college as a stepping-stone to a career. While they report a higher degree of intellectual self-confidence, they also report that they're more likely to ask for tutoring help. They're more concerned with social justice issues, particularly matters of racial understanding and the environment. And, while they're more politically liberal when they arrive, alumni report that they've done more fundamental questioning of their values—political, religious, ethical—than their peers. They are also wonderfully caring individuals, about other people, and about society. This trait seems to grow while they're here, and as Professor John Ramsay observed a few years ago, "Their hearts seem to weigh more at Commencement than when they were new students." They also are pretty



modest and self-effacing. My favorite expression for a key quality of Carleton is “excellence without elitism.”

**EMCK:** Present these bright, curious, risk-taking students to Carleton faculty, and we are off to the races. Carleton’s faculty members come from the top graduate schools, and they’re as passionate as anyone about their disciplines and staying abreast of new developments in their fields. But they are different from their peers, too. They’ve self-selected for a college where learning and teaching are at the center and are a joint enterprise with students. One of the most apt phrases about Carleton came from a tenure prospectus we read a number of years ago. The faculty member under review spoke of “the unique, symbiotic relationship between Carleton students and faculty.” Carleton faculty members see their role as creating independent learners, not developing acolytes or clones of themselves. Phrases abound in faculty reports about how the Carleton faculty is dedicated to “walking with students until they can walk on their own,” or “helping students to a point where they no longer need me, so I’m working myself out of a job.”

Mutual respect is the cornerstone of the Carleton student-faculty relationship, as is evident in surveys of students, graduates, and faculty, and almost palpable in the atmosphere of the College. A tenured faculty member commented about a young professor: “Her students want to see her do well, so they do well for her.” Students report less academic dishonesty than at other comparable schools—because they have such high respect for their teachers, they do not want to cheat. And Carleton faculty members report a much, much higher degree of intellectual respect for their students than faculty at other highly selective liberal arts colleges.

**SRL:** This mutual respect of students and faculty was dramatically illustrated in 1995, when *U.S. News and World Report* released a one-time poll that ranked Carleton faculty number one in the country in the commitment to undergraduate teaching. When I announced this to an overflow crowd at Opening Convocation, the students immediately and spontaneously rose to give their faculty a prolonged standing ovation.

In 1999 members of the reaccreditation team told Beth and me that they’d interviewed several dozen faculty, and the first question to each was: Why do you stay at Carleton? They said every single faculty member had responded, “Carleton students,” and most had added, “of course!”

These almost magical elements—the fundamentals of the Carleton experience for students—were clearly in place long before we arrived on the scene. Our major goal has been to nurture and support and augment them. But we also worked hard to ameliorate some problems in the late ’80s that prevented the College from becoming even better.

#### **BALANCING INDIVIDUALISM AND COMMUNITY**

**SRL:** One problem—an interesting tension at Carleton, and indeed in any society—was the relationship between individualism and a sense of community.

In 1987–88, the Committee on Priorities for the 1990s reported that students characterized dorm life as a “Hobbesian world of each against all.” Individualism seemed to have overwhelmed community, despite extensive rhetoric about the latter. Many students felt obliged to let others behave however they wished, even if it meant significant discomfort to themselves. Both in and out of the dorms, there was a good deal of incivility



of discourse, and of behavior, and many of us felt this had an adverse impact on student learning and development both outside the classroom and inside.

**EMcK:** On the faculty side, the 1989 reaccreditation team told the president and the outgoing dean: “You have an interesting faculty here. They all regard themselves as self-employed, at Carleton.” And the *Navigating the Nineties* report emphasized faculty’s hunger for more intellectual engagement with one another, and its desire for common spaces—a campus club, for example—to facilitate such exchanges. It seemed clear that these faculty members, who were devoted to their students and demanding of both themselves and one another, would be more satisfied and productive if they could find more collegiality among themselves and with administrative staff members.

**SRL:** So what did we do to restore the balance of individualism and community? In residential life, the “Hobbesian world” reported by *Navigating the Nineties* was, many of us thought, the result of nearly two decades of post-parietal rules neglect of residential life. Carleton, like many other colleges, seemed to have done in the dorms what Nixon did in Vietnam: we declared victory and withdrew. No one in 1987 wanted to go back to the rules and regulations of the 1960s, but everyone agreed something was needed.

Over the past 15 years, we’ve substantially strengthened the presence of trained hall directors, revised training for resident assistants to integrate it more fully with the training of other peer leaders, and increased modestly the central residential life staff. We added more multicultural peer leaders, created the student wellness advisers (SWAs—nothing exists at Carleton without an acronym), and

completely revamped new student orientation. Improved facilities have played an important role, too, as new and remodeled residential and dining facilities provided more small informal social gathering space for students and reduced overcrowding. As one mother said, “Treat them like animals, and they’ll act like animals.” We’ve tried to do the opposite: expect responsibility and provide facilities that invite it.

Through the efforts of many staff members, and many more student leaders and faculty members, New Student Week now focuses on Carleton’s central academic and human values: discussion of important issues, through such programs as the Common Reading, which emphasizes the importance of both building common purpose and learning to disagree vigorously but respectfully; respect for, and healthy curiosity about, people of diverse backgrounds, interests, and beliefs; opportunities for volunteer activities; the sense of community in which individuals are respected; the centrality of the student-faculty relationship; and, as an important part of all of it, a sense of humor, freshness, and fun. I give new students an extensive briefing on the Schiller tradition, and for several years Judy and I have received presents—flamingos and the like—on the Nutting House lawn during New Student Week!

In the mid 1990s, when the revamped New Student Week had been in place for a while, several faculty members commented during the first week of classes that new students were unusually eager to learn and to take risks, more willing to engage their curiosity, less cynical and jaded than had been the case in earlier years. I think that was in part because of the New Student Week effort to help students understand the immense opportunities for growth that exist at Carleton. In Commencement



speeches in recent years, and in the senior assessment project of the student affairs division, students have talked of a readiness and an eagerness to engage the mind and to try new activities; they feel at Carleton they can become whomever they want to be. They seem to experience now a much healthier balance of individualism and community than their predecessors 15 years ago.

**EMcK:** Regarding the balance of individualism and community within the faculty, we've tried to help address process, culture, and collegial activities. Significant changes in the processes we use for review of faculty in both pre- and post-tenure periods have improved communication and collegiality. Both Steve and I believe that the establishment of the Faculty Personnel Committee in 1989 has provided substantial benefits—to the effectiveness of the system of feedback to younger faculty, and to a sense of collegial responsibility for both the mentoring process and the assessment of faculty. Our elected faculty colleagues on the committee, with their insights, openness, and candor, have been enormously important to us and our understanding of the faculty and of the College. We believe they have helped establish a culture within the faculty regarding faculty appointments and promotions that will serve Carleton well in the years to come, whoever might be dean or president. The Senior Faculty Development Program has also increased communication, feedback, and mutual support, and new promotion procedures, to take effect next year, should further improve the sense of connectedness for mid-career faculty members.

One of the many joys of working with the Carleton faculty is their genuine hunger for and interest in intellectual interchange. Chemistry professor Chuck Carlin once remarked that Carleton faculty members

are so committed that they need a legitimate reason to get together so they don't think they're wasting time. So, many of our efforts in faculty development have promoted faculty seminars and colloquia, collaborative curricular development, and faculty study trips to Asia. We've been pleased to support these and other initiatives, and occasionally to influence their direction.

#### **FREE EXPRESSION AND DIVERSITY OF VIEWS**

**SRL:** Another problem in the mid to late 1980s was a cluster of campus issues that exacerbated uncivil behavior. Bitter controversy over South Africa—related investments in the endowment, gender wars, nasty cases of sexual misconduct, the spillover of racial issues from the rest of society, a strong sense of “us versus them” in the student body, and a lack of humor, especially about one's self, all detracted from other great characteristics of the student body and the College, and posed real problems for public discourse.

Freedom of inquiry is at the heart of what matters at Carleton. In 1988 Frank Hammond '41 gave a masterful opening convocation address titled “Cry Freedom,” in which he reviewed the history of the long struggle to remove the shackles on academic freedom imposed by ecclesiastical and civil authorities. The threat to academic freedom in these years, he said, is from inside the academy, from tendencies of like-minded people to establish orthodoxies and to demean even the discussion of views different from their own; or it comes from the self-censorship of those who don't want to rock the boat.

For many years we've urged new students to take seriously the views of two longtime faculty members. From Professor David Appleyard '61: “There's no such thing as a dumb question.” From

Professor Chuck Carlin: “It’s well known that no one ever learned anything with his mouth open.” Always feel free to ask; and when someone else is talking, listen. Part of our mutual responsibility is that we protect the ability of everyone at Carleton to ask questions, to state other views, and to listen to opinions, no matter how offensive we might find them.

Sometimes deans and presidents have to be the lightning rods in insisting that unpopular views be expressed. In my first month on campus in 1987, I gave a talk on sanctions and South Africa. My views were not very politically correct, but it seemed important to share them. In the weeks following the talk and subsequent discussion (which in the cold war days would have been described as a “free and frank exchange of views”), several students either wrote notes or stopped me on the sidewalk to say, in effect, “thanks for making it possible to talk about this subject again.” It is easy to slip into modes of discourse that discourage questioning; everyone at the College continually needs to protect that most precious of attributes, free conversation.

EMcK: Over the years we’ve worked with many individuals and groups on campus to emphasize openness and genuine diversity of opinion. The Common Reading for new students makes the point, in their first days on campus, that we take on tough issues and talk about them frankly. The Recognition and Affirmation of Difference curriculum requirement ensures that we attempt to understand difference. The Common Conversation, the activities of the Diversity Initiative Group, the Carleton Conservative Union, and the nascent Against the Grain Fund to support speakers with out-of-the-campus-mainstream views are efforts to broaden intellectual and political space, and to encourage genuine openness and the exercise of academic freedom. The excellent campus

discussion during 1989–90, when we developed the Statement on Academic Freedom and Discrimination, made it clear that banning some kinds of speech was not a good alternative to encouraging everyone to take responsibility for her or his opinions. Or, as we often put it, “More light is better than less light!”

### CAMPUS GOVERNANCE

SRL: There were also some significant governance issues in the ’80s that, in our view, made the climate worse. The 1970 College Council constitution, a product of the late 1960s, presumed an adversarial relationship among the parties in the council: students, faculty, “administration,” and trustees. The faculty had surrendered control of the curriculum to the council. The agenda of the College could effectively be appropriated by anyone with a loud voice and a small following. The faculty had no collective, collegial voice in the most important decisions the College makes: which faculty members should be retained after an initial appointment, and who should be promoted to permanent, tenured positions on the faculty.

Some of the first, and most forceful, letters I received after being elected president in 1987 were from senior members of the faculty insisting that my first priority should be to reform the governance system. I believe that an institution’s formal arrangement affects its campus culture and broad social contract, and I believed Carleton’s structure had outlived its usefulness. But attacking governance unilaterally seemed like an absolutely certain way for a new president to end up on the shoals in a very short period of time; a more indirect, and collaborative, way of dealing with this was needed. (At Halloween in 1996, I came as Braveheart, and we know what happened to Mel Gibson in that film.) It became increasingly clear to

everyone that the old system was not serving the College’s collective interests—for example, we often needed to appoint ad hoc committees to deal with important issues that were beyond the grasp of standing committees. So, about 10 years ago, a group of faculty and student leaders and Dean McKinsey proposed a new governance structure, which the College adopted.

EMCK: The two most important changes were, first, the council as a whole would now decide if, and how, an issue is to be addressed on a campus-wide basis; second, of critical importance, control over the curriculum and educational policy was returned to the faculty, and a new faculty-student-staff Education and Curriculum Committee was created to advise the faculty. The new council also added two staff members and eliminated the voting role for trustee and alumni representatives. The provision for a student body or faculty veto of a council decision also was abolished.

While the formal change was important, we think the changed attitudes of the participants from all constituencies has made as big a difference in how productively the council and the rest of the governance system works, and how well it responds to campus issues. This is true of the faculty as a corporate body, as well. The protracted debate over the academic calendar in the late 1990s, and the subsequent tweaking of the end-of-term schedule and self-scheduled exams, demonstrated that we can work through a series of contentious issues, and come back to revisit decisions and take into account concerns of students and faculty.

SRL: Beyond these particular problems of the late 1980s, we saw other areas with great potential for improving opportunities for students and faculty, providing an education even more liberal and thorough.

## PLURALISM AND DIVERSITY

SRL: One important area was diversity. Confronting and truly coming to grips with opinions, experiences, and beliefs fundamentally different from one’s own is an essential aspect of a liberal education. It’s part of what my mentor, Williams College professor Robert Gaudino, referred to as “uncomfortable learning.” Exposure to the views and experiences of others is intrinsically part of learning about the world in which we live. Equally important, a real experience with difference can help each of us examine, challenge, and refine our own beliefs and values. Carleton’s commitment to creating within the student body, faculty, and staff a collection of individuals with diverse backgrounds and values is essential to our fundamental purpose, since we do indeed learn so much from one another.

Another reason for seeking diversity in our student body—geographic, economic, ethnic, racial, religious, ideological—is related to Carleton’s original purposes. We were founded to train the leaders—the teachers and preachers, doctors and lawyers—for the population of the expanding frontier of European settlement. For the present generation, we have a continuing responsibility, as a national and increasingly international institution,

*“Under the fire of the Carleton intellectual atmosphere, we were forced to realize what ideas we truly wanted to fight for. . . I hope that we never stop this process and never back down from any challenge because only when we are refined by fire can we understand that it is not always about the prize at the end, but about how we run the race.”*

**“Strength for the Road”**  
Jeong Hyun '01  
Commencement 2001

International Students as % of Incoming Class



to help train the leaders of this country's diverse communities. We want increased diversity because it is so closely related to our reason for being.

We've all worked hard to increase genuine diversity here at Carleton, while making sure that we are treating each individual as an individual—gay or straight, black or white, male or female—to be judged, nurtured, and valued on his or her own merits and potentialities. We've substantially increased the percentage of women in the faculty at all ranks and in the middle and upper levels of the administrative staff. The number and percentage of multicultural faculty members, both tenured and nontenured, has increased in virtually every year for three decades, this year reaching three dozen, or 19 percent of the regular faculty. The percentage of students from U.S. multicultural communities has grown from 12 percent in 1987 and 1988 to 19 percent in 2001 and 2002. We have increased the numbers and percentages of international students and faculty members even more dramatically. Twenty percent of our current faculty members were

born and raised in 20 different countries, and 6.5 percent of the class of 2006 consists of international students from 24 countries.

We need to do even better in building a diverse college, including participation in all aspects of campus life by individuals from every background and belief. We still don't discuss race and difference very well, and we lag on graduation rates of students of color. We've made progress, but there's plenty yet to be done.

#### **FACULTY DEVELOPMENT**

**EMcK:** We also identified a need for improvement in faculty development. When Carleton evaluates faculty members for reappointment or promotion, we look at three areas of contribution: as teachers, scholars, and citizens of their departments and the College.

Teaching effectiveness is the *sine qua non* for Carleton faculty members. Such effectiveness comes in many forms and many styles, and it works

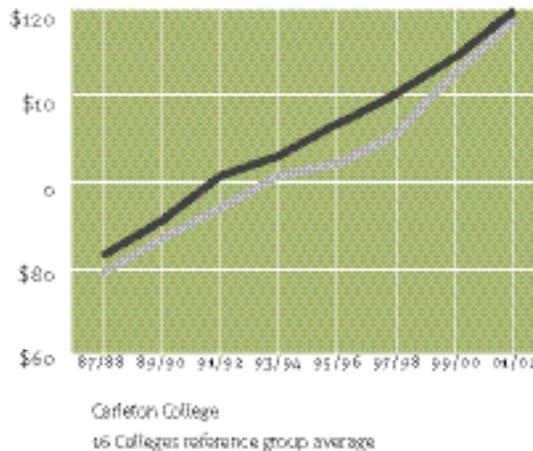


differently for different students. Scholarly or creative engagement and accomplishment are also enormously important. As a younger member of the faculty said in a tenure prospectus some years ago, “If I don’t have time for my scholarship, I feel like I am dying inside.” An increasing number of the faculty find ways to include students in their scholarly work, and others find different kinds of synergy between their teaching and their scholarship. Finally, each faculty member plays an important role as a College citizen, and this contribution, too, differs from person to person.

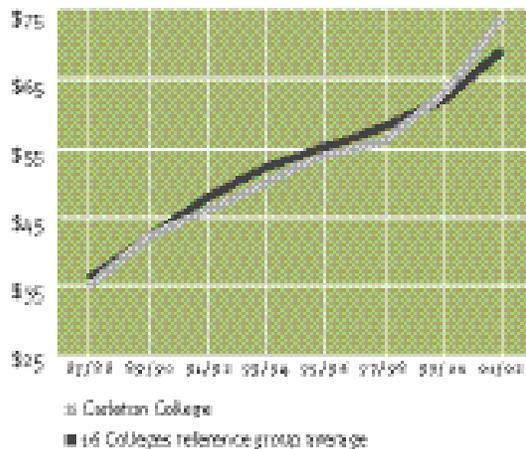
Our support of faculty development in each of these areas has been guided by several principles: first, our conviction that skills in each area are learned skills, not inborn or automatic; second, that each of us has a different mix of abilities and inclinations in each area; and third, over careers that can exceed three decades, interests and abilities in each area are likely to change as both we and the world—including our students, our disciplines, and the people we work with—change as well.

Carleton has for years been concerned with the acculturation and the nurturing of new faculty members, but in our time here we’ve been able to attract some new resources to begin programs that have institutionalized and enhanced these efforts. A series of grants enabled us to provide new faculty members with a mentoring program, a course release in their first year of teaching, and an enhanced teaching workshop in December. Support from the Bush Foundation made possible the Perlman Learning and Teaching Center (LTC), which is now a major focus for programs, workshops, and support for faculty of all experience levels. The LTC coordinator, a senior faculty member, has been a tremendous resource for all faculty, not just those

**Average Total Compensation, Full Professor**  
in Thousands



**Average Total Compensation, Assistant Professor**  
in Thousands



learning the ropes; and the involvement of students in the LTC has added richness to the programs and emphasized the symbiosis of students and faculty members as learners.

**SRL:** Faculty at Carleton work very hard. They have a high course teaching load, and they are committed to “doing it all”; they spend lots of time with students and are hungry for more time for scholarship as well as for intellectual community. We asked ourselves quite seriously: should we try to find resources to support reducing the normal teaching load from six (the highest of any excellent liberal arts college) to five courses per year? We decided the workload issue needed addressing, but we feared that time freed up by reducing one course across the board would simply be absorbed into the overhead of demanding students and committed faculty members. So instead we focused on increasing the frequency of sabbaticals and other opportunities for paid leave, so time would come in more discrete blocks.

In 1999 we accelerated the sabbatical program for all faculty members. (That was the year even I had a sabbatical!) As a result of the Assuring Excellence fund-raising campaign and subsequent donor generosity, we have added substantially to resources to support both competitive and targeted opportunity grants. In 1987–88, a handful of faculty had terms off supported by internal grants. Next year, more than 40 grants will provide for a term off, an extra course release, or an accelerated sabbatical. This will include four young faculty members supported for a full year’s leave as Class of 1949 Fellows. Furthermore, the range of activities we can support has been broadened substantially.

Professional Development Accounts were created in 1989 for each regular member of the faculty. Needs identified through the new Senior Faculty Development Program, support for faculty research and curricular development, our current Mellon Foundation Life Cycles grant, and other funds have meant that every member of the faculty has benefited. And many of the activities have served to enhance collegiality and a sense of community among the faculty. In 1987 we spent about \$175,000 on faculty development, excluding sabbaticals. This year the figure is over \$1 million.

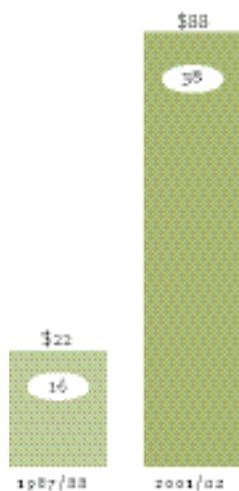
Resources for and recognition of faculty excellence also come from endowed professorships. In 1987–88 Carleton had 16 named professorships. Carleton alumni, parents, trustees, and friends showed their devotion to the teaching enterprise and to outstanding faculty by establishing 22 new professorships in the past 15 years. These endowed positions usually emphasize a particular field—for example, the Jim Kade ’36 Professorship in Chemistry, or W. I. and Hulda F. Daniell Professorship in Languages—but can also be aimed at recognizing other qualities needed in a first-class faculty, such as the Sawyer chair’s emphasis on mentoring of other faculty or the Class of ’44 Professorship’s focus on learning outside the classroom. In all cases the added resources have strengthened our ability to support Carleton’s faculty.

## CURRICULUM

**EMcK:** Both Steve and I are well aware that some faculty members have wished we had taken more initiative in curricular developments. We’re also aware that when we have taken initiatives, some wish we hadn’t! We share a view that the curriculum must come from the faculty—thus our delight that the faculty took back control of

### Number of Endowed Professorships and Endowment Value

Value in Millions



curricular and educational policy in the 1990s. The role of deans and presidents should be focused on the more important decisions: who will do the teaching at Carleton, and how will they be nurtured, evaluated, and supported? The flow of new courses and reconfigurations of majors, the proposals for new programs and off-campus study activities—including the new Winter Break options; the continuing demands for more resources in the library, information technology, media, and facilities; and the self-critical way in which departments undertake their periodic departmental reviews—all point to the fact that we have a vibrant faculty. We have been delighted to support exciting innovations as the Carleton faculty has developed them in the curriculum.



For example, over the past 15 years there has been an increased emphasis on interdisciplinary study within the curriculum. At the same time, we've kept disciplines strong with Carleton's majors and other requirements—for distribution among fields of study, foreign language competence, and ability in written expression—more structured and rigorous than most other colleges. When we've been able to add new faculty positions, we have created appointments that serve interdepartmental programs as well as traditional disciplines. We've helped the faculty develop procedures for hiring and review that take into account the commitments younger faculty members have in interdisciplinary programs.



Interdisciplinary developments have included the creation of the Environmental and Technology Studies program; increased attention to ethnic studies, under the umbrella of American studies (including Native American, Asian American, and U.S. Latino studies); the transformation of Women's Studies into Women's and Gender Studies; the

expansion of Media Studies; the development of European Studies (adopted in June 2002); and perhaps the most far-reaching interdisciplinary development, the cross cultural studies program, now completing its second year. Cross cultural studies is part of a much larger trend toward increased internationalization, which extends to all aspects of the College, including off-campus studies—two-thirds of Carls study abroad as part of their Carleton education.

One of the comparative advantages of Carleton we usually take for granted is that the curriculum is organized into four divisions rather than the more usual three: we have sciences, social sciences, humanities—and arts and literature. This makes clear that we value human creativity, not just intellectual understanding. These divisions are represented by the four quadrants on the Presidential Medal, and, as Professor Tim Lloyd made clear when he created the medal, the four are joined at the center, and encased in a circle, to represent the wholeness of knowledge.



In addition, we think it's significant that Carleton has a physical education requirement, and that those who teach in the physical education, athletics, and recreation department are on the Carleton faculty. This kind of integration, this attempt to educate the whole student, is an effort we've augmented in the past 15 years by trying to unite experiential learning with academic learning. Our off-campus study programs have always done this, at least implicitly; several of the cross cultural studies courses explicitly combine students' life experience with intellectual exploration; other courses sprinkled across the curriculum provide integration through what's known as "service learning." And the foundational notion of the POSSE program (see section on Admissions and Financial Aid) includes an emphasis on cocurricular activities to support curricular learning. This fits with the results of this year's Senior Assessment Project, which examines all aspects of student life and cocurricular learning and found that there are significant symbiotic relationships between curricular and cocurricular learning: those students most engaged in the central learning activities of the College are most engaged in other aspects of College life—and vice versa.

Perhaps this kind of holistic approach is what's referred to in that quaint phrase in the 1872 statement of purpose: not the "Christian" part, but the "symmetrical" part, when it said that one aim is "securing a symmetrical Christian character." We might now prefer the words "balanced" or "integrated" but the meaning is quite similar, I think.

SRL: One insight Beth and I came to appreciate early in our time here came from Professor Chuck Carlin. He commented in his 1991 Honors Convocation address that when Howard Swearer

left the presidency at Carleton, he told the campus two things: “We don’t laugh enough, and we don’t say thank you enough.” And what Howard meant, Chuck said, was, “Thank you for being so damn good!” We have taken those admonitions to heart. We’ve tried to help the campus appreciate the great things done every day by so many people—students, faculty, staff, parents, alumni, and trustees. And we hope our various antics (Halloween, April Fool’s, Schiller, and singing like Elvis) have helped people at Carleton lighten up—reinforcing what Professor Bill Woerhlin told incoming students in 1988 was part of the social contract at Carleton: “Take important issues seriously, but don’t take yourselves too seriously.”

Before ending, we want to say something about Carleton’s extraordinary staff. Our focus has been on students and faculty, since their interactions are at the core of the College and its function and purpose. But in today’s world, we would be lost without the staff that provides support in so many ways to all that we do. Whether it is staff members in the library or Information Technology or the Write Place, or in student affairs where support for individual students is often so critical to their success and their growth, or in the many offices on campus where students work with staff mentors, or where the functions are critical to our work and our well-being (we’d be quick to notice if payroll was not on top of things, or admissions slacked off, or the development staff didn’t raise any money), or in the maintenance of our buildings and our grounds, or countless other offices, the quality of our staff is crucial to our success as a college.

Nearly four decades of observing colleges closely has convinced me that the best institutions are distinguished from the rest in large measure because of talented and experienced staff

members at all levels: they provide continuous support, regardless of the president, deans, or vice presidents. I regularly tell staff members of their importance to Carleton, and I’m immensely proud of what they accomplish, and of how efficiently and effectively they do their jobs.

The 1995 *U.S. News and World Report* poll ranked Carleton’s faculty number one in the country. Another number one ranking was given to Carleton’s staff by members of the White House and Secret Service advance teams in June 2000. They told me that the Carleton staff had provided better preparation for a visit by the president of the United States than had any other organization in the country, or abroad. They deserve, and we offer, our kudos and our thanks.





# Supporting the Core of the Enterprise

DEAN MCKINSEY AND I ENDED OUR TALK BY acknowledging we'd not mentioned some critical supporting elements in building a great college. While the main focus of the College is on students and faculty and their commitment to a liberal and thorough education, a good deal more has to take place for the whole enterprise to be successful. First, the admissions and financial aid processes are critical in creating a vibrant and talented student body. Second, resources need to be found constantly, since more than half of Carleton's total costs are covered by past and present gifts, and new needs and opportunities arise constantly. Third, the financial, physical, and human resources need to be managed prudently and creatively. Underlying the entire College must be a sense of common purpose and of the stewardship of a shared enterprise, which needs to be nurtured constantly.

## ADMISSIONS AND FINANCIAL AID

The first key ingredient in defining Carleton is the quality and character of the student body. The recruitment of those students is absolutely critical to our success as an institution. Carls have for decades been a talented and independent group, with a great deal of self-motivation and a desire to excel, usually against a standard they set for themselves. Most mirror Garrison Keillor's description of shy Minnesotans, not much given to self-satisfaction or pomposity. It's important that those characteristics endure.

Following World War II, all good colleges, Carleton included, began to refine their admissions processes, adopting the use of standardized test scores to help assess the academic aptitudes or qualifications of students from diverse backgrounds and secondary schools. Financial aid

evolved in the 1950s to a national system in which a student's financial need was the principal determinant of the size of a scholarship award—a consensus that lasted for a quarter of a century.

Over the past 20 years the competition for students has become increasingly intense, and the effort, resources, and imagination colleges put into the admissions process has grown immensely. Financial aid also has changed dramatically at other colleges. Nationally, we have shifted sharply away from a need-based system to one in which most colleges, public and private, use scholarships to entice particular students to attend, either to meet enrollment goals, increase tuition revenues, attract academic or athletic stars, or increase racial diversity. Colleges increasingly have admitted students and provided the scholarship aid they thought necessary to convince a student to enroll—large grants in excess of need to attract some students, very large loans and small grants to those they thought likely to attend anyway. As a consequence, decreased access to college by students from lower-income backgrounds is clearly evident.

Trends at other institutions resulted in a rapid growth in the number of students with very large financial need applying to Carleton; since Carleton always fully met demonstrated need, we were becoming a refuge for bright students with high need. By the early 1990s our scholarship budget was growing at 14 percent per year—nearly three times the rate of all other costs. If the trend continued, the financial aid commitment would have starved the budget for faculty and staff salaries, books, computers, and other expenses critical to the quality of a Carleton education. In 1992–93, a yearlong, comprehensive review of financial aid was headed by Professor Roy Grow.





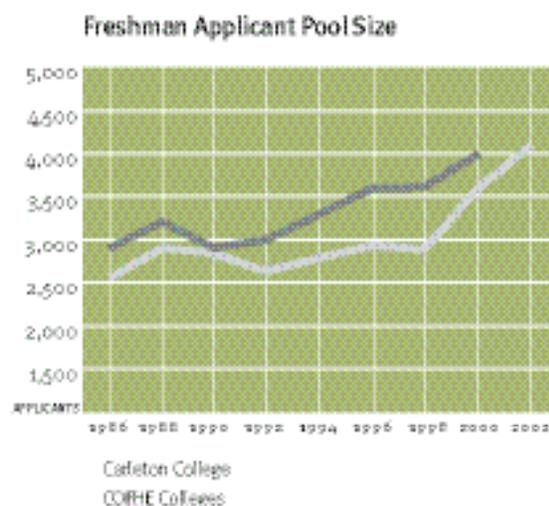
We established a firm scholarship budget for each incoming class, and we recommitted ourselves to the principle that we would fully meet demonstrated need for each student, without excessive loans. We also authorized the Admissions Committee to admit up to 15 percent of each class on a “need-aware” basis, if necessary, to stay within the scholarship budget. And we established a monitoring system to provide an annual assessment of the effects on the academic and other characteristics of the incoming class.

One concern was that the new system might decrease the academic quality or the diversity—economic and ethnic—of the student body. We soon concluded that the way to avoid such possible effects was to increase the size and breadth of the applicant pool. The Admissions Committee then would be more likely to find students with the mix of talents, backgrounds, abilities, and potential that we desired while remaining within the scholarship budget. The reorganization of the Alumni Admissions Program in the spring and

summer of 1997 brought new resources and energy to the entire effort, and a number of new initiatives aimed at multicultural students were added as well.

The aggregate effects clearly have paid off. Admissions applications increased from an 11-year average (1978–88 to 1997–98) of 2,840 to 4,165 for the class entering in 2002. The percentage of students admitted on a need-sensitive basis was never greater than 9 percent. The percentage of multicultural students in the class increased from 12 percent in 1987 and 1988 to 19 percent in 2001 and 2002. The academic quality measured by such things as standardized test scores also has increased over the past 20 years. Among small liberal arts colleges, Carleton has enrolled the most National Merit Scholars each year for more than a quarter of a century. And the scholarship budget has grown in real terms every year, but now at a rate that can be sustained.

A 1991 gathering of the “International Fifty” colleges, a group selected for achieving various measures of internationalization (language teaching, study abroad, representation in international professions by graduates) showed dramatically that Carleton’s share of international students was among the lowest of the group. In the early 1990s, Carleton formally reintroduced the Frank B. Kellogg scholarship for international students, awarding one or two in each class. In 1994 staff members from the admissions office began visiting Asia annually. In 1997 we received a planning grant from the Starr Foundation to look at the feasibility of a major program in cross cultural studies. The first emphasis would be on Asia in Comparative Perspective—a program that would bring significant numbers of international students, especially from Asia, to Carleton.



In 1999 the Starr Foundation made a \$5 million grant to support the program, and made a second \$5 million grant in December 2001. Several other foundations provided additional program support. The bulk of the Starr grants are being used to provide scholarships for students from Asia. The number and share of international students has increased dramatically, as our recruitment efforts in Asia have spread the word about Carleton widely. The incoming class in September 2002 has students from Asia (32), Africa (4), Europe (4), and Latin America (3). International students are doing all the things Carls do, from excelling academically to participating in athletics, campus politics, publications, and music. The impact on the nature of conversations on important issues, such as the effects of September 11, has been palpable.

**SUSTAINING THE ENTERPRISE—  
THE IMPORTANCE OF STEWARDSHIP**

Stewardship was a theme of mine for the entire time I was at Carleton. The word comes from Middle English, and has its roots in Old English and Old Norse; a steward literally is the one who watches or cares for the hall. There are many forms of stewardship, and I'll start with that of alumni, though much of the principle relates to parents and trustees and other close friends as well.

**STEWARDSHIP OF ALUMNI**

When Ranny Riecker '54, chair of the board, talks with potential trustees, she tells them we want them for their "three Ws—wisdom, work, and wealth." All three are important to Carleton, and people have increasingly shared them with the College.

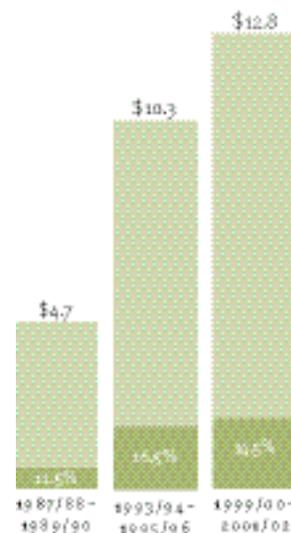
In my first week on campus in September 1987, I had lunch with Bill Feldt '61, then president of the Alumni Association. Bill came with his list of alumni concerns, as developed by the Alumni Board, and we reviewed them: improving communications with alumni, the need to do a better job of launching seniors and younger alumni into their life work, lack of support for alumni volunteers who wanted to help raise funds or assist with admissions, the desire by alumni to hear from faculty members at regional meetings, the lack of attention to alumni children in the admissions process, the desire for more excitement at reunions, and several other issues. That conversation set the agenda for my own interest in alumni stewardship.

I also listened to hundreds of alumni during my first year at Carleton. I discovered they shared a broad-ranging affection for the College and a high degree of respect for the education they had received, but little understanding that support from alumni was critical to Carleton's health as an institution. Frequently people said, "No one told us we were responsible for the College," to which I responded, "Well, now I'm telling you!" There was clear lack of understanding of the College's need for increased financial support on a sustained basis. As Kit Naylor '75 put it to me, "We always thought 'Mother Carleton will provide,' and we didn't understand Mother Carleton needs nurturing, too." From many conversations, I concluded that alumni, parents, and other close friends of the College were not well informed about the challenges and issues Carleton faced in its programs and activities.

Finally, there were clearly a number of groups of alumni who felt left out or alienated by the College. I knew the Oxbridge colleges refer to their alumni as "Old Members." Dropping the adjective as possibly pejorative, I thought the notion of

**Carleton Scholarships as Percentage of Total College Expenditure**

In Millions  
3-Year Averages



membership was appropriately inclusive for the College—reminiscent of Larry Gould’s “You are a part of Carleton.” I felt we should reach out to alumni who felt excluded, a diverse group including many who are philosophically or politically conservative, gay or lesbian, multicultural, and even some who had pursued traditional business careers. In all cases, I observed that people who might fit those categories were disproportionately absent from alumni gatherings and activities. It seemed to me important that Carleton be inclusive for the rich array of individuals who make up the Carleton family.

In response to these first-year impressions, we set out to form a series of partnerships, with the College providing staff, budgetary, and logistical support, and alumni providing leadership and energy and imagination to this joint enterprise. In 1988 a group gathered at the Denver airport for a meeting that resulted in reorganization of the Alumni Annual Fund. Using lessons from the Class of 1962, which in 1987 had shattered the old record for the 25th reunion gift by more than 20 times, the Alumni Annual Fund went on to set a new record in gifts received every year from 1988 to 2002. Professor Perry Mason, then vice president for external relations, later told me every fund-raising professional in the Midwest told him to stay away from the effort; volunteers could not be trusted to deliver the goods, and he should stick to using professional staff members for fund-raising. How wrong that judgment proved to be—and how fortunate that Perry and our current vice president, Mark Kronholm, ignored the advice!

The number of regional clubs grew fourfold, more faculty members spoke at alumni gatherings, and multicultural and gay and lesbian alumni organized networks. In 1997 a group of alumni asked to do

for the Alumni Admissions Program what others had done for the Alumni Annual Fund. Classes reorganized themselves for reunions and reunion activity and attendance increased, especially during and after the 1996 reunion, which was spurred by the vision and enthusiasm of—and a challenge by—Don Cooper ’62. The 50th reunion program grew by leaps and bounds, and alumni volunteers regularly come to campus for weekends of work on behalf of the College. The *Voice* was given more support, and we have tried to include in every issue at least one article that helps alumni and parents understand the issues, challenges, and opportunities that Carleton faces.

The results have been astonishing, as every indicator of support and engagement has moved up sharply. I’ve referred to some effects such as participation in reunions and clubs and the impact of the Alumni Admissions Program already, and I will address financial stewardship in more detail later. But I also note here that the energy has come from every part of the alumni body—of every age and from every part of the world. (Other college presidents, especially in the Midwest, ask me enviously what it is that Carleton does to create such loyalty, energy, and generosity in its alumni.)

One of the enjoyable, and somewhat remarkable, aspects of this process of strengthening stewardship has been that such great teamwork and cooperation toward a common goal has come from the fiercely individualistic and critically minded Carleton alumni. My response to someone who asked me to describe a typical Carleton student always gets a laugh from Carleton audiences: I told her that a typical Carleton student is one who would be outraged by the notion that there was such a thing as a typical Carleton student. The commitment of Carls of all ages to

President Lewis and  
Atherton Bean ’31, P ’61, H ’71



critical analysis also adds to the challenge, and stimulation, of the stewardship enterprise. There is always skepticism, critical analysis, vigorous inquiry, and debate in every gathering of alumni dedicated to serving the College. But so clear is the conviction about Carleton's central purposes that Carls have rolled up their sleeves and found common cause in working to make Carleton an even better place than it has been and to secure its future by strengthening the financial, physical, and other foundations on which the College depends.

### FINANCIAL STEWARDSHIP

Since its beginning, Carleton has depended on the financial support of its benefactors. The College began with gifts of land and cash from its founding trustees, and during its first three years, tuition receipts were less than 15 percent of total income or expenditures. William Carleton's \$50,000 gift in 1871, unrestricted as to its use, led the grateful trustees to change the name from Northfield College to Carleton College. A century ago, the treasurer's report for 1901–02 showed tuition and fees of just over \$13,500 as compared with total operating income and expense of just under \$39,500—two-thirds of the cost was met by benefactors.

As is obvious from such figures, tuition and fees have never fully covered the cost of a Carleton education. Since its beginning, Carleton has relied on the financial support of its benefactors to make up the difference in providing that education, and numerous studies have shown that the generosity of donors plays a critical role in helping the college meet its expenditures for operation and capital. Two recent detailed studies (1996–97 and 2000–01) found that the full comprehensive fee charged to students covered only 46.3 and 40.6

percent of total costs in those years, while donors, past and present, met the remaining 53.7 and 59.4 percent. In this sense everyone who has ever attended Carleton has received a scholarship, or subsidy, and such subsidies are very large. Without that generous support, Carleton could not provide the quality of education it does, nor could it meet financial need for talented and promising students.

When the late Clem Shearer, our first dean for budget and planning, was asked whether he could balance the budget with lower income, he said of course he could—but it wouldn't be Carleton if he had to cut critical expenditures. Or, as Nobel Prize-winning physicist Val Fitch has put it, "Excellence can't be bought, but it must be paid for."

Winston R. Wallin P '87, '82, '78, H '99; President Lewis P '86, H '02; Betty Hulings '36, P '62, '66, H '89; and her daughter Martha Kaemmer '66, P '95



Carleton's support in the early years could not come from alumni—there were none in the beginning, and in the early decades they were young and few. Public-minded citizens of Minnesota and the Upper Midwest—Charles M. Goodsell, Frank B. Kellogg, J. H. Davis, William H. Laird, Frederick Somers Bell, and others—provided the bulk of the support in the years before World War II, a tradition continued in the past 50 years by such stewards as Laird Bell, Margaret Bell Cameron, John and Betty Musser, and board chairs Ed Spencer, Tom Crosby, George Dixon, and Win Wallin, to name a few.

Donald J. Cowling, who served as president from 1909 to 1945, raised money to build the main part of campus, and to sustain the College during the Depression and World War II, but was opposed to any serious organization on the part of alumni. Atherton Bean '31 and the four alumni trustees of the College in 1941–42 (Louis Headley '07, Warren Wilson '17, Philip Newman '19, and Goley Newhart '28) began a fundamental change when they established the annual alumni and parent fund. The first comprehensive fund-raising campaign for Carleton (and apparently for any American college) took place under Larry Gould, and was led by Carleton's young vice president, Bob Gale '48. While major gifts from nonalumni, including the Ford and other foundations, were of critical importance, the alumni organized, too. Alumni association president Frank Hammond '41 and trustee Bill Hulings '36 took the lead, and they were known during the campaign as "the Gold Dust Twins."

Another milestone in the development of support for Carleton also bore the fingerprints of Atherton Bean—a 50th reunion gift tradition, begun with the Class of 1931 in 1981. They raised \$165,495 to

endow a scholarship, and the gift included both outright gifts and planned gifts—in this case a \$9,000 will provision. The tradition grew steadily, and rapidly, with the Class of '42 the first to exceed \$1 million, quickly eclipsed by '43 (over \$2 million), '44 (over \$4 million), '48 (\$4.5 million), '50 (over \$12 million), and this year's record-shattering gift of over \$28 million by the class of 1952.

As a key part of the 50th reunion gift program, increased emphasis was placed on securing planned gifts. Christine Solso '78, a lawyer, joined Carleton in 1987 as its first full-time planned giving specialist, and with her assistance, individuals and couples discovered that they could make a planned or deferred gift to Carleton with a larger financial impact on the College than they had thought possible, one that would benefit future generations and provide them or their children with significantly increased incomes as well. In 1995 the Joseph Lee Heywood Society was established to recognize those who had made a planned gift or estate provision for Carleton. (Heywood was the Carleton treasurer who was killed by the James-Younger Gang when he refused to open the safe of the First National Bank of Northfield.)

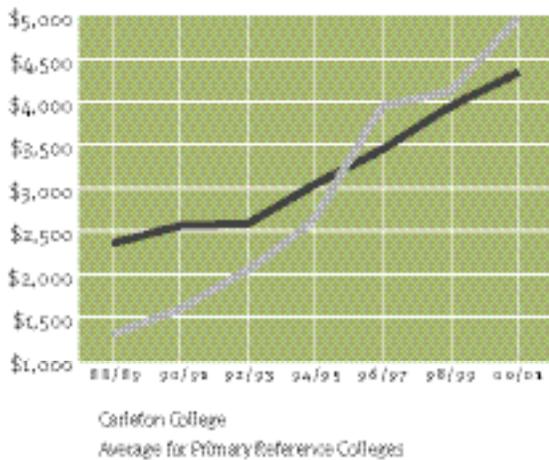
A key part of the story of the past 15 years of stewardship is the 1988 reorganization of the annual fund into the Alumni Annual Fund. Its volunteer board of directors leads, recruits, trains, and motivates the alumni volunteers, sets the goals, and monitors the results—which have been outstanding. The Alumni Annual Fund has grown from \$1.3 million to \$5.2 million, and participation has increased from 43 percent to 54 percent, with donor numbers rising from 8,125 to 12,152. Younger alumni are leading the way, which is great news for the College's future. The participation in the Alumni Annual Fund this past year was 54

*"For many years, Carleton has spent more than it has received from tuition and endowment. The margin has had to be raised from private subscriptions, but it is that margin which has placed Carleton high up among the colleges of the country. . . . [It] is that margin which must be maintained."*

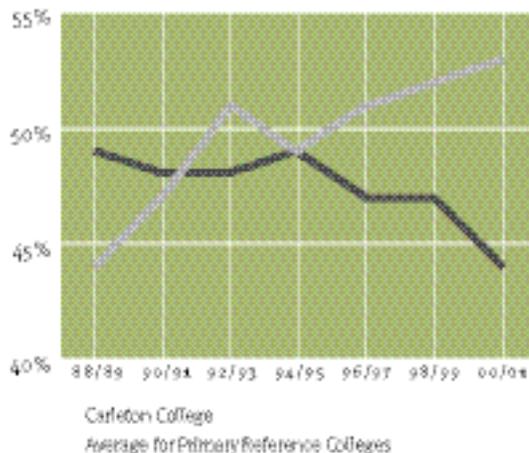
**Carleton Voice, March 1943; reporting on the establishment of the alumni challenge grant, which evolved into the Alumni Annual Fund.**

percent for all alumni—and 55 percent for the 10 most recent graduating classes. Carleton’s recent alumni have a higher participation rate than young alumni at any other liberal arts college in the country. It is clear from the charts below that part of what has made possible Carleton’s increase in quality in the past 15 years is its performance relative to other top-notch colleges in the annual funds provided by alumni.

**Alumni Giving to the Annual Fund**



**Percentage of Alumni Donating to the Annual Fund**



Finally, the national grant-making foundations are important sources of support—and, since their programs are usually competitive, they are also an important imprimatur and third-party endorsement of quality. With a few important exceptions, most national foundations support current operations, not capital improvements (buildings or endowment), and they have well-defined objectives for their grant programs. Under the able leadership of Patricia Martin, who has directed the foundation grant proposal effort since 1988, Carleton has been a consistent beneficiary of competitive grant programs from many major foundations. The College has received more than \$47 million in grant commitments from such foundations as Alliss, Bush, Luce, Kresge, Freeman, and W. M. Keck, including \$4 million from the Olin Foundation to renovate Olin Hall (one of only four grants for renovation made by the foundation over 60 years), four from the Howard Hughes Medical Institute (Carleton was one of only 10 colleges to receive an award in each grant cycle), 14 from the Andrew W. Mellon Foundation, and over \$11 million from the Starr Foundation, most of which supports the Cross Cultural Studies program, Asia in Comparative Perspective.

**THE THREE-LEGGED STOOL**

Broadly speaking, financial support for Carleton comes in three forms—what I’ve often called the “three legs of the stool.” The first leg is operating support for the annual budget, the largest portion of which is unrestricted annual giving from the Alumni Annual Fund, Parents Fund, and Friends Fund. These dollars go directly into the budget as they are received—they’re spent on faculty and staff salaries, scholarships, library books, computer software, and electricity. (Annual funds are part of the College’s “living endowment”; a \$1,000 gift to the annual fund each year is equivalent to adding

\$20,000 to \$25,000 to the College’s endowment.) The other part of operating support comes from gifts with a restricted purpose—often from foundations, which have provided an average of more than \$2 million per year for Carleton operations since 1987. This leg of the stool includes gifts in support of faculty development, scholarships for students from Asia, special programs in the sciences, summer research opportunities for students and faculty, and summer institutes such as the Carleton Liberal Arts Experience for African American high school students. These gifts make possible things Carleton could not otherwise do.

The second leg of the stool is outright capital gifts of cash or property that are used to increase the endowment or to add to or improve the physical facilities of the College. These gifts most often come from individuals—alumni, parents, trustees, or other friends. They tend to be much larger than annual fund gifts, and they are often made over a period of several years. Gifts from this second leg have provided most of the asset base Carleton uses to educate its students, whether in labs or classrooms or faculty offices; or in cocurricular pursuits in music, athletics, theater, or dance; or in the countless conversations with roommates and friends in residences and dining halls. In the past 15 years, Carleton’s assets have been augmented by \$118 million from gifts that have added to the physical plant and endowment. Nearly one-quarter of the endowment is attributable to gifts since 1987. The income from these gifts added \$7 million to the College’s operating budget for 2001–2002.

Planned giving, the third leg of the stool, is increasingly important. It has become a means for hundreds of alumni, parents, and friends to provide for Carleton’s future needs without immediate cost, and sometimes with substantial benefit, to themselves. In the Assuring Excellence fund-raising campaign (1991–98), we explicitly separated planned gifts from outright capital gifts, becoming the first college, to our knowledge, ever to do so. When other schools report capital gifts, they combine outright and planned gifts—but only the outright capital can be spent when the gift is made. We’ve kept these separate and keep track of the commitments to Carleton’s future. As of June 30, 2002, alumni, parents, trustees, and friends had committed nearly \$100 million in future gifts to Carleton in the form of trusts and bequest provisions. That figure includes only those provisions for which the College has documentation, and in the case of bequest provisions, only for those from people over the age of 70. In 1987 that figure was just over \$12 million. The effect of increased stewardship is dramatic, as is its impact on Carleton’s future.

Carleton’s financial stewards have been active and generous over the past 15 years. More than \$158 million was committed to Carleton during the Assuring Excellence campaign. Furthermore, the culture of stewardship was so well developed during those seven years that in the four years since the campaign, 1998–2002, new commitments to all three legs of the stool have come to over \$110 million. Total new commitments to the College for July 1987 to June 2002 amounted to more than \$290 million—a most remarkable sum, and a reflection of generosity and of faith in Carleton’s future.

### History of Charitable Support and New Commitments

	COMMITMENTS	CASH
1987/88	\$7,564,330	\$4,755,812
1989/90	\$8,249,139	\$7,593,296
1991/92	\$13,200,258	\$8,893,000
1993/94	\$13,938,851	\$16,896,900
1995/96	\$21,169,643	\$14,226,490
1997/98	\$45,124,920	\$39,638,000
1999/00	\$28,611,479	\$27,223,093
1901/02	\$32,325,453	\$25,673,948
CUMULATIVE	\$390,016,413	\$246,716,628

## TRUSTEES AS STEWARDS

Carleton's trustees, present and past, deserve a great deal of the credit for the quality of Carleton today. While they are relatively invisible in the day-to-day life of the College, they are the ultimate authority, as Casey Jarchow reminds us in his history of Carleton. They hold the College in trust for society at large, and Carleton's board takes that trust seriously. However, like everyone at Carleton, they don't take themselves too seriously as individuals! Meetings of the board are open and candid, with a great deal of good-natured kidding and genuine give-and-take occurring. Trustees demonstrate a wonderful sense of mutual respect and real dedication to the purposes of the College. They have been supportive of me, and of the Carleton presidents I have known, but their support is not at all uncritical: they have been appropriately demanding, wanting to be informed about the key issues as faculty, staff, and students see them. The trustees conduct themselves by a rule one described as "nose in, finger out"; they inform themselves, ask penetrating questions, and insist on good answers, but they do not involve themselves in day-to-day affairs. They leave those tasks to people and committees acting within the on-campus governance arrangement and administrative structure.

Most trustees now are alumni, many of whom have held leadership positions in Carleton's volunteer activities, and the board hears regular reports from the president of the Alumni Association and the chair of the Alumni Annual Fund board, both of whom attend all board meetings. Some trustees are parents of Carleton students or alumni, and they bring that vital perspective to the board. Several are community leaders without another Carleton connection, and they provide an important (and

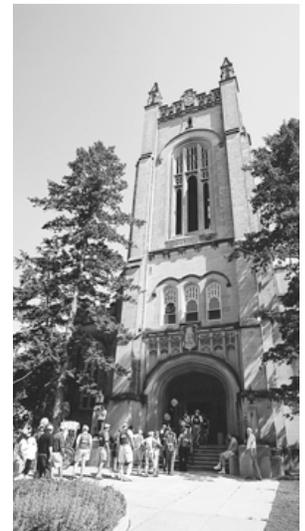
perhaps less sentimental) perspective to all we do. The trustees are exceptionally supportive financially. There is a clear understanding that membership on the board means Carleton must be a major priority for each trustee's charitable dollars, in proportion to his or her financial capacity.

Our trustees have been, and remain, critical to Carleton's success. To take the obverse of Carleton's situation, every major pathology I know of in liberal arts colleges over the past dozen or more years can be traced to the failure of a board to play its role properly. Those boards have been either ill-informed, unsupportive financially, precipitous in acting without all the facts, or unwilling to face up to external, or internal, realities. But in law and in fact, a board has the ultimate authority; if it fails to exercise that responsibility appropriately, it is unlikely that its institution will flourish. At Carleton we collectively owe a great deal to our trustees. We should not take such performance for granted: I am sure they will continue to be good stewards in the years to come.

## THE STEWARDSHIP OF CARLETON'S RESOURCES

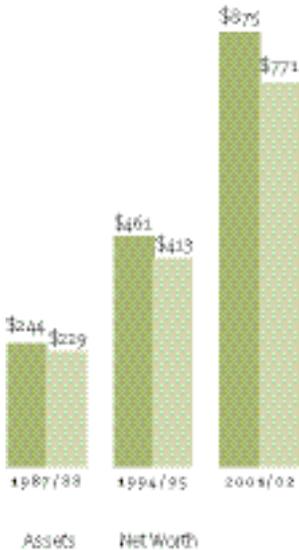
Carleton's net worth—endowment and other financial assets and physical plant minus debt—grew substantially over the past 15 to 20 years.

Carleton is a large enterprise. However, we compete with other top-notch colleges and universities for top students, faculty, and staff, but we don't have the comparable resources. Our long tradition of doing more with less has helped us—for example, we know from comparative studies that Carleton staff members are more productive than members of other staffs, and we use buildings more



## Growth of Assets and Net Worth

In Millions



Assets include physical plant and equipment at depreciated replacement cost and endowment and financial assets at market value. 2001/02 figures are unaudited estimates.

efficiently. But our principal competitors often have twice our endowment per student, have more extensive physical facilities, pay higher salaries and benefits, and can offer more generous financial aid packages. This leaves Carleton at a serious disadvantage. Our efforts over the past 15 years have been aimed at closing some of the gap, but compared with the 16 colleges we use as a reference, our endowment per student is still well below the competition, and we have less physical plant per student as well.

Stewardship of financial and physical assets requires balancing what we use to benefit today's students against the value of assets passed on to future students. We also have an obligation to donors to preserve the real value of their gifts while at the same time using a fair amount to benefit current students.

Our long-term objective is to maintain the purchasing power of each endowment fund—the real value of a scholarship, book fund, or professorship. In 1988 the trustees decoupled the spending of endowment on operations from the market value of the endowment—in the short term. Under this

approach, or formula, we increase spending each year by the College's long-term inflation rate in its costs, which historically has been 4.5 percent over the past 30 years. Every year, the trustees look at the percentage of the endowment we're spending and then ask, in effect: Is this too much (which would penalize the future), or is it too little (which would penalize today's students)?

As financial markets rose over most of the past 15 years, spending under the formula fell short of a prudent balance of present and future. On four occasions, the trustees increased the base spending amount, and each time we used the increased income to address a strategic objective. We twice funded extra increases in faculty and staff salaries and benefits, once funded the entire debt service costs on borrowings for our new buildings, and once established a fund that is applied to the renewal of our physical capital.

With the sharp decline in securities markets in the past two years, we're now spending at a rate that would not be wise in the long term. Consequently, we're adopting measures to slow the growth of spending from the endowment until we again reach



a prudent balance. Fortunately, because of a generally modest, even conservative, level of spending during the markets' boom years (on average we spent less than 4.5 percent of market value over those years), we should not have to take any precipitous action.

During the 1990s, taking advantage of the extensive real estate expertise of trustee Bob Larson '56, Carleton did a thorough review of the state of our entire physical plant, from sewers and electrical systems to roofs and brickwork. We now have a good set of estimates of the state of our plant, building by building, system by system. Under the direction of treasurer Barbara Johnson and facilities director Richard Strong, we have a 10-year plan, updated each year, projecting the investments we need to make to renew our physical capital. For the past 15 years, we have slowly, but steadily, increased the appropriation for maintenance in our operating budget to ensure that we're not depreciating our assets too rapidly. And we took a part of the increase in endowment to fund capital renewal, since balancing financial and physical assets also is important.

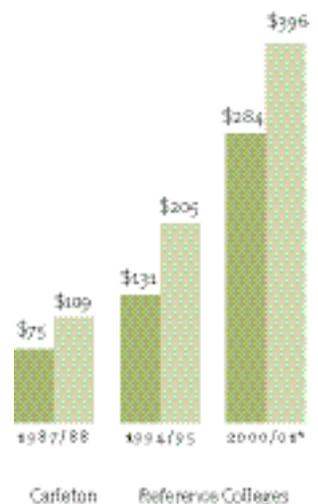
In the past dozen years, Carleton has added substantially to the quantity and quality of its physical facilities. This was in large part a response to the conclusion made by the Committee on Priorities for the 1990s—that the greatest constraint on the quality of Carleton's curricular and extra-curricular programs was the quantity and quality of physical space. Using the crudest measures, the square footage of buildings has increased by 30 percent, from 1.3 to 1.7 million square feet.

Major new buildings include the Alumni Guest House, Johnson House for admissions, the Center for Mathematics and Computing, Hulings Hall for

biological sciences, the Recreation Center, the Language and Dining Center, and nine student townhouses. A substantial addition was made to Boliou Hall. Twenty percent of the buildings in existence in 1987 have been renovated, either completely, as in Boliou, Olin, Mudd, and Nourse, or with major changes in the quality of classrooms and offices, as in Willis, Scoville, and Leighton. The grounds have received attention too—Lyman Lakes were dredged and the shorelines restored. Thanks to a major gift in 1989 in honor of Frank Wright '50 and his late wife, Louise Coffey Wright '51, the Arboretum has been attended to in creative ways: adding four new miles of trails and improving the others, restoring prairie and oak savanna, planting thousands of trees, and providing additional opportunities for student research.

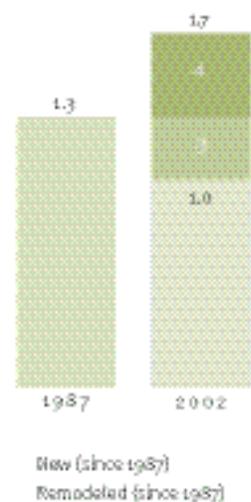
All of these additions to and improvements in facilities have been driven by the College's program needs as defined by faculty, students, and staff. The new and improved spaces make possible a range and nature of activity that was, quite simply, not possible in the older spaces. But despite the growth of facilities, Carleton is still in need of additional physical space. Two years ago, a careful study showed we had 15 percent less square footage per student than our closest competitors. We also still have major needs for improved quality of some existing spaces—particularly residence halls, the Burton-Severance dining facilities, the Music and Drama Center, and Goodsell Observatory, Scoville, Laird, and Music Hall. But Carleton has also been prudent in its building program; we do more with less in our buildings as well as in our budgets. That, too, is a part of good stewardship.

**Endowment Per Student**  
In Thousands



\* 2001–02 figures for reference colleges not available.

**Facilities**  
Square Feet in Millions





Carleton’s human resources, of course, are the key ingredients in success. Attracting and retaining a top-quality faculty and staff is a critical activity, as is supporting continued professional growth for each person. In the past 15 years we’ve made major efforts, fueled by growing financial stewardship, to become fully competitive in salaries with our peer institutions. We’ve watched the national and local markets carefully. We’re now fully competitive for new faculty (assistant professors), and as of this past year, we’ve become competitive for senior faculty (full professors). We’ve achieved similar results for staff at all levels as well. Carleton’s stewards made this possible.

Carleton is an economic enterprise with a net worth of more than \$750 million, and an annual budget of more than \$90 million. Unwise decisions on operations—spending from endowment or maintenance of the physical plant—could quickly



### Cowling Arboretum

Changes since 1987	1987	2002
Forest	200 acres	300+ acres
Prairie	5 acres	66 acres
Oak Savanna	2 acres	15 acres
Budget Support	\$4,000	\$175,000

have a measurable impact on either present or future students. Over the past 15 years we’ve been able to use the increased generosity of Carleton alumni, parents, and friends, and the generally favorable condition of financial markets, to move to a more sustainable long-term balance between using assets to benefit today’s and tomorrow’s students. Good stewardship requires that those responsible for the operations of the College continue that wise balance.

Finally, as stewards of Carleton’s resources, how do we know whether we are accomplishing our objectives by deploying our resources as we do? Part of the analytical bent of Carls is the desire to know whether we’re accomplishing our stated purpose. While calls for accountability have increased in higher education over the past decade or more, we have for many years studied our processes to evaluate and provide feedback on what we’re doing. When our accrediting agency began to require all schools and colleges to have a plan for assessment, Carleton’s was one of the first to be approved—without amendment. Each year we take on one major topic and assess how well we are doing in meeting our educational objectives. For over a quarter of a century we have evaluated faculty members in detail for reappointment and for promotion to tenure, using student, faculty colleague, and external assessments. We recently

approved new procedures both for periodic conversations with all tenured faculty members and for a more detailed look at those eligible for promotion to full professor. We have a long-established system of periodic review of every academic department by internal and external evaluators. We participate in a variety of comparative studies of outcomes for graduating seniors and for alumni, as well as surveys of parents. We take advantage of virtually every invitation to be part of comparative studies of how institutions work—staffing levels, facility use, fund-raising, endowment performance, and so on. And we track the success of our students and recent graduates in winning competitive awards, of our faculty members in publishing peer-reviewed scholarship or creative work and in winning competitive grants, and of the College as a whole in competing for grants from national and regional foundations.

We take evaluation seriously. Several years ago we developed for the trustees a series of two dozen indicators of institutional health and performance that present data both over time and in comparison with other institutions. This helps isolate areas of potential concern. Those of us who are responsible for overall results want to be sure we are accountable on a wide variety of fronts, and to be able to share results with those who are interested. Accountability is an important responsibility of the stewards, too.

The focus on key factors to improve Carleton—increased applications for admission, increased alumni participation in stewardship, improved faculty compensation, resources for academic programs—has had a side effect of increasing Carleton’s ranking in the *U.S. News* fall beauty contest.

## RESPONSES TO CHALLENGES AND NEW OPPORTUNITIES

IN 1998 CLEM SHEARER, CARLETON’S DEAN FOR budget and planning, attended a meeting with financial officers of some of the most well endowed colleges in the country. He reported that in conversations with people from colleges with twice Carleton’s endowment, he’d been told, “We have no flexibility in our budget.” Clem remarked that he did not feel the same way: Carleton does not have resources as extensive as its competitors; but for over a quarter of a century we have budgeted prudently to conserve our flexibility while strengthening the core of our commitments to faculty and staff compensation, scholarships for students, academic programs, and adequate maintenance of our buildings and grounds.

Carleton in *U.S. News* Ranking

2002	5
2001	6
2000	8
1995	10
1989	12

We all learned several lessons from Frank Wright '50, Carleton's longtime treasurer: the operating budget must be balanced every year; the academic program comes first; people are more important than things; and people now on the faculty or staff are our most important asset. With that guidance we've increased the share of the total budget that is available for discretionary use in the past 20 years—which means we've increased our ability to respond to new ideas, technologies, and opportunities, or unexpected events. This has not been easy, since every year there are many proposals for expenditures that would have to be built permanently into the budget, and once they were there, we'd lose the flexibility to respond.

But flexibility is critical, since the world changes so quickly. The World Wide Web, streaming video, burning CDs, and the now-ubiquitous Power Point presentation are recent technological phenomena our students use. The fall of the Berlin Wall and the emergence of the independent states from the

Soviet Union generated a wholly new international landscape politically and economically. And how does our sense of what's important post-September 11, 2001, compare with what was important before that time, in terms of understanding the history, culture, and politics of Central Asia?

Adjusting to changes and responding to opportunities is critical to our ability to offer a solid education to today's students. Carleton's careful but timely response in 1992–93 to the unsustainable growth in the scholarship budget is one example of how the College can and does respond. The ability to provide necessary support for the new Alumni Annual Fund in 1988 and the new Alumni Admissions Program in 1997 are other examples. Presented with a potential opportunity for support in cross cultural studies in 1997, faculty and staff members quickly, but thoroughly, analyzed the options and proposed programs that were successfully funded by the Starr Foundation. We were approached by the Posse Foundation in 2000 with a proposal to join its highly promising program. It helps recruit a group of 10 or 12 talented Chicago public school students and gives them broad-based preparation before matriculation, to help them acclimate quickly to Carleton. Faculty and staff members reviewed the program, trustees were consulted, and in three months we carved out resources to make it possible. We tell ourselves we're helping prepare our students to face the unexpected; we must continue to be in a position to do the same thing as a College.

As the culture of stewardship among alumni, parents, and friends has matured, the increased financial support of the College in all three legs of the stool is evident. Simply put, what Carleton has been able to do educationally, to support its



students, to hire and compensate its faculty and staff members, and to provide quality facilities has been critically dependent on the growth of resources generously given by our stewards. A glance at the growth of the College's assets and net worth, and the increased share of total operating expenditures accounted for by annual fund gifts and income from the endowment gives only the crudest quantitative indicator of what's been made possible. What is not seen so easily is the huge array of new opportunities for learning, growth, and discovery, both inside and outside the classroom and lab, that these increased financial and physical resources have created.

### Increasing the Margin of Excellence

	1987-88	2001-02
Endowment Spending	12%	25%
Plus Annual Fund	2%	6%
As % of Total	14%	34%
College Expenditure	\$18,124,002	\$98,630,000





# Why Carleton Works

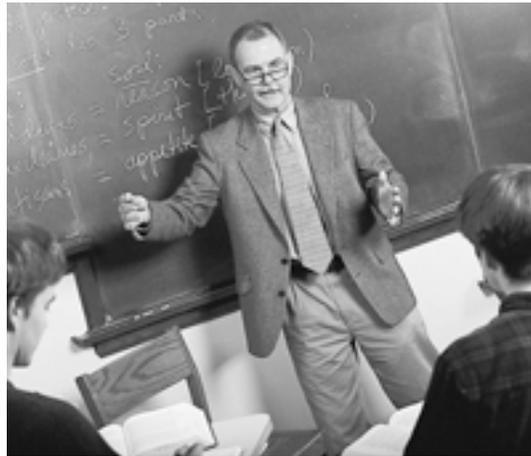
CARLETON WORKS AS AN INSTITUTION BECAUSE people believe in its basic purpose: providing an education that is liberal and thorough, by bringing students of quality and character together with top-notch faculty members. Carleton sticks to the core of its mission—helping bright, talented, promising individuals become independent learners, critical thinkers, and sensitive human beings. Carleton has not been seduced into trying to be something it is not.

Carleton also works because everyone here goes beyond the normal expectations—everyone, whether it is staff or faculty members or students or alumni or trustees, does more than is required by the job. If they did not, this would be a fundamentally different College.

There is a culture at Carleton of mutual respect, of shared understandings and mutual responsibilities, of shared governance, and of give-and-take. Carleton works as well as it does not only because we have sound and well-developed institutions of governance, but primarily because of the way we do business, and the manner in which we treat one another. Such a culture is critical.

But while we have developed a culture that works well, it is important that we not take it for granted. Every culture, every society, needs to be nurtured; people need to work at sustaining the best that is in us. We need to keep responding to changes in external circumstances, and in the culture around us, by constantly reviewing and renewing the mutual commitments we have made.

In one of my earliest meetings with the presidential search committee in 1986, trustee Lloyd Johnson '52 said that we have to keep moving upward; if we stop striving to be better, we will fall behind; it's impossible to just stand still. Together over these 15 years we have accomplished a great deal, much of it because we've worked to develop and sustain a strong sense of shared values, commitments, and mutual responsibilities. The culture of stewardship needs continued renewal, and that is a job for each of us.



It has been an enormous privilege to be at Carleton, and



to work with such a talented group of faculty, students, and staff, and the equally remarkable alumni, parents, and trustees from around the world. As I have told numerous gatherings around the country, and the *Carletonian* and other media, the great thing about these 15 years has been the sense of teamwork and of accomplishing things together, especially among this remarkably and even fiercely independent group of people that constitutes Carleton. We have collectively done some good things. And we have had a great deal of fun along the way, and shared a great many laughs, even while dealing with issues that are at times very difficult and even divisive.

Before ending I want to say thanks to my wife, Judy. She's been a splendid partner, firm critic, best friend, adviser, gracious hostess, and wise counselor. Only I will ever know how much she is responsible for things I have been seen to do in the past half dozen years. General George C. Marshall said of Franklin D. Roosevelt's aide, Harry Hopkins, during World War II, "He rendered a service to his country which will never even vaguely be appreciated." Judy did the same for Carleton. For myself, and on behalf of all those who don't know what she has done, I thank her.

Judy and I have been privileged to be here these years with you. We've had the pleasure of living in Nutting House, so generously given to the College in 1970 by Helen Nutting '40 and Ruth Nutting '42, welcoming several thousand alumni, parents, trustees, faculty, staff, and students each year. We've enjoyed sharing that historic house with others, including many of you, and helping, thanks to a further generous gift of Ruth Nutting, restore its porches to their 19th-century grandeur. We've made many, many friends of all ages, and we hope to stay in touch with many of you. Thanks for helping us to feel like a part of Carleton; Carleton certainly has become a part of us.



# Carleton College

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